

ВИДАВНИЦТВО
РАНОК



Інтернет-
підтримка

В. М. БУРЕНКО

АНГЛІЙСЬКА МОВА

10

ENGLISH

**РІВЕНЬ
СТАНДАРТУ**



В. М. БУРЕНКО

АНГЛІЙСЬКА МОВА

(10-й рік навчання, рівень стандарту)



**ПІДРУЧНИК ДЛЯ 10 КЛАСУ
ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ**

VALENTYNA BURENKO

ENGLISH

(Year 10, standard level)

A TEXTBOOK FOR THE TENTH FORM OF SECONDARY SCHOOLS

Рекомендовано
Міністерством освіти і науки України

Харків
Видавництво «Ранок»
2018

УДК 811.111(075.3)
Б91

Рекомендовано Міністерством освіти і науки України
(наказ Міністерства освіти і науки України від 31.05.2018 № 551)

Видано за рахунок державних коштів. Продаж заборонено

Burenko, Valentyna

English (Year 10, standard level) : a textbook for the tenth form of secondary schools /
Valentyna Burenko. — Kharkiv: PH «Ranok», 2018. — 208 p. : ill.

Буренко В. М.

Б91 Англійська мова (10-й рік навчання, рівень стандарту) : підруч. для 10 кл. закл. загальн. середн. освіт. / В. М. Буренко. — Харків : Вид-во «Ранок», 2018. — 208 с. : іл.

ISBN 978-617-09-4352-1

УДК 811.111(075.3)



Інтернет-підтримка

Електронні матеріали до підручника
розміщено на сайті

interactive.ranok.com.ua

ISBN 978-617-09-4352-1

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Умовні позначки:



— listening;



— speaking;



— reading;



— writing;



— homework;



— extra exercises (on site).

Words to learn:

jogging;
scuba diving;
weightlifting;
squash;
kung fu;
smart;
weightlifter;
scuba;
diving.



1. Listen, read this poem and say what aspects are mentioned in it in order to enjoy your life. Do you agree with Larysa Levchenko? Why? Why not? Give your reasons.



Team project works and doing things in a group Can help you to improve your mood!

Be lucky, happy, positive in thinking,
Let friendship, love accompany your way.
Avoid anger, envy, fear,
Be healthy, wealthy every day!

Can you imagine life without books, discussions,
Some concerts, films, performances, new songs?
You know they give us inspiration,
Expressing our feelings in new forms.

Let's go to the theatres, museums, halls at once To better understand the world and not to lose your chance!

We are inseparably linked with nature,
With water, forests, mountains and parks.
We have to save nature from pollution.
Stop damaging the Earth around us!

We drink the water, eat the food and breathe the air Which nature gives us in return for our care!

Environmental, social, spiritual, emotional
Are main components of healthy life and styles,
Which can be happy, prosperous and wealthy
With all the combinations of these types.

Enjoy your life in all its aspects, Because you are its main experts!

Larysa Levchenko



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. jogging ['dʒɒɡɪŋ] *n* the activity of running slowly as a form of exercise
2. scuba diving ['sku:bə daɪvɪŋ] *n* the activity or sport of swimming underwater using special breathing equipment
3. weightlifting ['weɪtlɪftɪŋ] *n* the activity or sport of lifting heavy objects
4. squash [skwɒʃ] *n* a game for two or four players using rackets and a small rubber ball
5. kung fu [ˌkʌŋ 'fu:] *n* a Chinese system of fighting without weapons
6. smart [smɑ:t] *adj* intelligent; fashionable; quick



3. Work in groups. Which of these activities do you do with your friends? Put them in order from 1 to 10. 1 — never, 10 — always.

- | | |
|---|---|
| <input type="checkbox"/> go to the cinema | <input type="checkbox"/> watch live music |
| <input type="checkbox"/> go out for a coffee | <input type="checkbox"/> go for a pizza |
| <input type="checkbox"/> go dancing | <input type="checkbox"/> go to a bar |
| <input type="checkbox"/> have dinner in restaurants | <input type="checkbox"/> go to the theatre/cinema |
| <input type="checkbox"/> go to a karaoke bar | <input type="checkbox"/> go for a walk |



4. Put the activities into the correct columns.

fishing, yoga, squash, skiing, aerobics, reading, jogging, swimming, hunting, dancing, chess, photos, gardening, football, scuba diving, shopping, sailing, surfing, computer games, parachute jumping, cycling, weightlifting, kung fu, painting, tennis, cooking, DIY, photography, a musical instrument

PLAY	GO	DO	OTHER VERB
	fishing		



5. Work in groups. Present your findings to the class.

- Find someone who...
- a. often goes to the theatre/cinema.
 - b. would like to go for a coffee after classes.
 - c. is going on holiday soon.
 - d. is going out on Sunday night.
 - e. usually goes home immediately after school.
 - f. does sports regularly.
 - g. hates going shopping.
 - h. likes going dancing at the weekend.
 - i. sometimes has difficulty in going to sleep.
 - j. usually goes for a walk with friends.

Find the English meanings of these words:

біг підтюпцем;
підводне плавання з дихальним апаратом;
стрибки у воду;
водолазна справа;
важка атлетика;
важкоатлет;
штангіст;
гра в м'яч;
кунг-фу, вид китайської боротьби;
кмітливий;
здібний;
розумний.

Read them.

Expressing opinions

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



6. Work in groups. Discuss.

1. Do you do any of the activities in the photos in your spare time?
2. What kind of person likes activities like these?



7. Work in groups. Choose three activities you enjoy. What do you need for them?

For example: Fishing

Equipment: a fishing rod, worms

People: a partner

Place: any kind of a reservoir



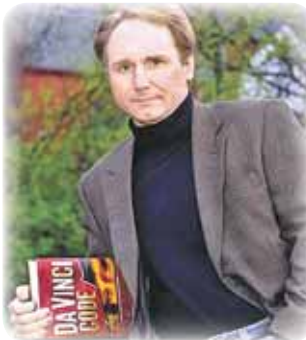
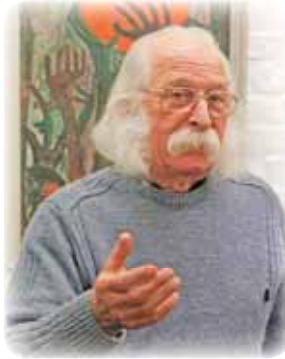
8. Work in groups. Discuss. Share your ideas with the other groups.

1. What activities do you usually do?
2. What activity did you do when you were younger?
3. What activities are you good at?
4. What activities were you good at?
5. What activities are you hopeless at?
6. When did you start doing these activities?
7. Why did you start doing these activities?
8. When did you give up doing these activities?
9. Why did you give up doing these activities?
10. Why do/did you enjoy them?



9. Work in class. Discuss.

1. Do you consider yourself a creative person?
2. What creative things do you do in your spare time?
3. Do you know any other creative people?
4. What do you know about the people in the photos?
5. What other creative people do you admire?



10. Listen to three people telling you how creative they are. Tick (✓) the activities they have done in their lives.

- has taken part in home concerts
- has written a poetry/song
- has been shot in a film/advert
- has invented and told a story
- has made something with the hands
- has painted a picture
- has constructed models
- has decorated rooms
- has invented a new recipe
- has entertained young children for several hours
- has embroidered pictures
- has made pottery

	Olia	Miranda	Serhii
		✓	

Arguments

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



Words to learn:

devoted;
industrious;
inimitable;
unselfish.



SPOT ON WRITING TIPS

A Book Review

A book review is a short description to inform readers of a magazine or website, etc. about a book you've read. Present tenses are usually used as well as a variety of adjectives to make your description more specific and interesting.

A review usually includes:

- **an introduction** giving background information about the book, e.g. the title, type of the book, the name of the author;
- **a main body** consisting of two paragraphs, one presenting the main points of the plot and the other with general comments on the plot, the main characters, the beginning/ending, etc.;
- **a conclusion** in which you recommend/don't recommend the book, giving reasons.

Useful Hints

The main information on review:

- The book/novel was written by...
- It is ... (e.g. a love story).
- The book tells the story of...
- The action takes place in.../during...
- The setting of the story is...
- The story is based on a true story/the author's own experience.
- The text is (can be) divided into ... parts.

Language and style:

- The author's style is concrete/emphatic/naturalistic/rich in colour contrasts, etc.
- The author has an eye for details and typical situations.
- The language in this text is quite formal/informal/bookish/rich in terms borrowed from the sphere of art (philosophy, literary criticism)/close to the language of real life/full of colloquialisms.

To acquaint readers with the main heroes:

- The main/minor characters in this story are...
- I would describe her/him as...
- She/he seems to be ... (stupid/boring/lazy/hard-working/honest/dishonest/careless, etc.) because...

Comments on the main changes and the development of the events:

- The story begins.../is about...
- The plot is ... (boring/thrilling, etc.).

- The turning point in the story is ... when...
- The focus/emphasis is on the nature of their relationship/the problem of...
- The beginning/ending is (not) surprising (at all).

Opinion and recommendations:

- It's boring to read.
- I find the story great/interesting/exciting/terrific/sad/awful/funny.
- My point of view is that...
- My first impression was ... but later...
- I liked/enjoyed it. I didn't enjoy it because...

Find the English meanings of these words:

відданий;
працьовитий;
неповторний;
неегоїстичний;
безкорисний.

Read them.



11. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. devoted [dɪ'vəʊtɪd] to smb/smith *adj* having great love for smb or smth and being loyal to them
2. industrious [ɪn'dʌstriəs] *adj* hard-working
3. inimitable [ɪ'nɪmɪtəbl] *adj* too good for anyone else to copy with the same effect
4. unselfish [ʌn'selfɪ] *adj* caring about others, not just about oneself



12. Read children's book reviews and write your own review about the book you have read recently for a teen's newspaper.

There are different ways of relaxation: reading books, doing sports, cooking, going shopping, playing computer games, going for walks and lots more. But in my opinion the best way of relaxation is reading books.

Suggested Answer

It is necessary to mention that a book is one of the greatest wonders in the world. It gives us a unique chance to link up with authors who lived hundreds and thousands of years ago. Thanks to books we can talk to people who lived in different ages and countries. Through reading books we can hear their voices, thoughts and feelings.

I have read Duma's novel "D'Artagnan and Three Musketeers" which is well-known throughout the world. It is an inimitable historical novel. It describes France in the Middle Ages. It shows us the relations between France and England.

Alexander Duma was a great master of realistic details. We can learn a lot about the life of people at that time. The book has an original plot. All chapters in this novel are very exciting.

The main hero in this novel is D'Artagnan. He is courageous, strong, and clever. He performs heroic deeds. He is a devoted friend.





He and his friends like adventures. They are industrious, kind-hearted, and unselfish. They are always willing to be helpful.

Summing it up, books are the surest way to bring nations together. I have read “D’Artagnan and Three Musketeers” from cover to cover. In my opinion, the book is worth reading.



Books on the Screen and on Stage

Many popular novels and stories have been adapted for the theatre, television, and films. Not all screen and stage adaptations are successful. Some of them add to the popularity of the book. Others can only spoil your impressions of it. Brilliant actors and actresses have appeared in the films based on works of literature.

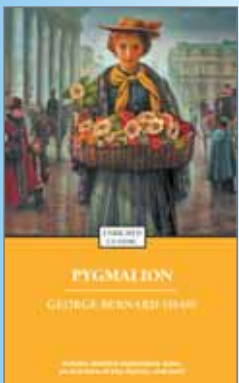
I’d like to share my impressions about a screen version of Margaret Mitchell’s “Gone with the Wind”. The novel was published in 1936 and became an immediate bestseller. In 1937 it won the Pulitzer Prize. A film version of the novel, made in 1939, with Vivien Leigh and Clark Gable in the roles of Scarlett O’Hara and Rhett Butler, equalled or surpassed the book in popularity.

“Gone with the Wind” is a romance that includes strong elements of realism: it depicts the horrors of war (one of the movie’s most memorable scenes is the burning of Atlanta by the Union Army), deep conflicts in personal relationships, and themes of rebellion and alienation.



13. Work in groups. Discuss.

1. Is every person imaginative?
2. What is more important for artists: hard work or inspiration?
3. Are there any methods that can help us to develop our imagination?
4. Are children more creative than adults?
5. What will you advise people who consider themselves people without imagination?



14. Read the leaflet quickly. Are there any points similar to your answers? Name them.

Three Ways to Become (more) Creative

As for me I don’t know much about imagination but my friends are sure that people, if they are imaginative can be more creative and successful in life. They can find more creative ways of solving different problems. So imagination is important because it helps us develop our creativity. If we want to become more creative we have to develop our imagination. There are some ways of developing imagination.

1. The first way. You have to think about the task you have to solve and find as many possible words, ideas, sometimes unrelated to the task as you can. Then write down all these words and ideas

and relate them to the task you have to do. For example, imagine that you are going to give a party. So you can make an invitation, think of food, drinks, music, relaxations, souvenirs.

2. The second way. You want to enter the university. So think about your aim, possible difficulties and possibilities of entering the university. Adopt this to reality. Imagine you have enough time. So you can practise the subjects you need every day. It means you'll get excellent knowledge of the necessary subjects and it will help you pass the External Independent Testing successfully, take preliminary courses or have extra lessons.
3. The third way. Imagine yourself as the character of the certain situation: what this character wants, what can be done to change the situation for better, what opportunities the character has for this changing. In one word, put yourself "in his/her shoes".



15. Work in pairs. Read the leaflet again and match the passages to the titles.

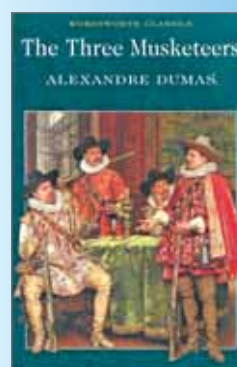
- A. Be someone else
- B. Make connections
- C. Adopt the problem to reality



16. Work in pairs. Discuss the problem of how creative your friend and you are. What talents do you have?



17. Homework. Write a paragraph about how creative your friend and you are.



Agreement

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

Words to learn:

to obsess;
to max (smth) out;
pants;
shopaholic;
shopaholism;
expense;
consequence;
at my expense;
incidental expenses;
a person of
consequence;
in consequence of.

Expressing opinions

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



1. Work in class. Discuss.



1. Which of these trade marks do you recognise?
2. Do you buy things which have a logo on them? Why/Why not?
3. What are your favourite brands?
4. Do you often go to sales?
5. Do you consider yourself a shopaholic?
6. Is shopping a way of relaxation too, in your opinion?



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. to max (smth) out [mæks] *v* to reach the limit at which nothing more is possible
2. pants [pænts] *n* (BrE) knickers; (NAmE) trousers
3. shopaholic [ˌʃɒpəˈhɒlɪk] *n* a person who enjoys shopping very much and spends too much money and time going shopping
4. shopaholism [ˌʃɒpəˈhɒlɪzəm] *n* an activity concerning senseless purchases; addiction to shopping
5. expense [ɪkˈspens] *n* the money that you spend on smth
6. consequence [ˈkɒnsɪkwəns] *n* effect; result
7. to obsess [əbˈses] *v* to completely fill your mind so that you cannot think of anything else, in a way that is not normal



3. Work in groups. Listen to the first part of the talk between Agony Aunt and Jenefier. Answer the questions.

1. What kind of problem does she have?
2. What would you recommend to a person like this?



4. Listen to the second part of the talk. Compare Agony Aunt's advice and yours.



5. Work in groups. Discuss.

1. Have you ever wanted to buy anything that you've seen in a film or on TV?
2. Are you influenced by clothes that celebrities wear?



6. Match the words to their definitions and opposites.



7. Work individually. Read the text. For each of the empty spaces (1—8) choose the correct words from Ex. 6 (not all the words are used).



8. Work in groups. Discuss. What/Who can persuade you to buy things?

Extra exercises



FOCUS ON GRAMMAR

An embedded question is a question that is included in another sentence.

Question	Embedded Question
What is your name?	Can you tell me what your name is?
What foreign language does your sister speak perfectly?	Do you know what foreign language your sister speaks perfectly?
What university is his brother going to enter?	I don't know what university his brother is going to enter.

Notice the shift in the verb when you embed an information question. Use normal sentence order, not question order with embedded questions.

Note: If the embedding question is included in a question, it is followed by a question mark. If it is in a statement, use a period.

Embedded Yes/No Questions

Use *if* or *whether* to embed questions that are answered with *yes* or *no*.

Question	Embedded Yes/No Question
Are you hungry, Olia?	I asked Olia if she was hungry.
Is she doing her homework?	I don't know whether she is doing her homework. I don't know whether she is doing her homework or not.

Find the English meanings of these words:

найвища міра
стягнення;
BrE розм.
бриджі,
спортивні штани;
шопоголік;
витрати;
за мій рахунок,
моїм коштом;
непередбачені
витрати;
наслідок;
впливова (поважна)
особа;
в результаті,
внаслідок чогось,
завдяки чомусь;
заволодівати
розумом, не давати
спокою;
гнітити (про ідею,
страх тощо).

Read them.

Asking for someone's opinion

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

Were you at school yesterday?	You didn't tell me whether you were at school yesterday. You didn't tell me whether you were at school yesterday or not.
-------------------------------	---

Notice that *if* is usually used with only one alternative:

I asked Olia if she was hungry.
Will you ask your friend if he wants to go for a walk with us?

Whether usually provides more than one alternative.

I don't know whether he wants to go for a walk. I don't know whether he wants to go for a walk or not.
He didn't tell me whether he wanted to go for a walk. He didn't tell me whether he wanted to go for a walk or not.

The same is true in information questions:

Question	Embedded Question
Do you need the blue pencil or the yellow one?	I don't know whether you need the blue pencil or the yellow one.
Is your friend, Jack, going to visit Ukraine or stay in London in summer?	My father asked whether my friend, Jack, was going to visit Ukraine or stay in London in summer.

Using an infinitive after the question word in an embedded question.

Question	Embedded Question
How does your grandmother phone you to London?	My grandmother doesn't know how to phone me to London.
Should I do my homework now or a little bit later?	I don't know whether to do my homework now or a little bit later.
Where should we meet your friend after lessons?	Ask your friend where to meet him after lessons?

Indirect Questions

Indirect questions are like indirect speech. When a question is in the present tense, it is in the past tense when it is embedded in a sentence. If it is in the past, it must be in the Past Perfect when it is embedded in a sentence.

Question	Embedded Question
Do you like English?	He asked me if I liked English.
Did you like to learn English at the age of seven?	He asked me if I had liked to learn English at the age of seven.



9. I have a friend who is going to London this summer. Here are the beginnings of the sentences and the questions I have asked him. Make sentences with embedded questions.



1. I'd like to know... *Who are you going to go to London with?*
I'd like to know who you are going to go to London with.
2. Do you know... *How long are you going to stay in London?*
3. I'd like to know... *What is the best way of getting to London in your opinion?*
4. Do you know... *Where are you going to live in London?*
5. I want to ask you... *Have you got any friends in London?*
6. I'd like to know... *Have you made plane reservations?*
7. I'll ask you... *Do you have enough currency to live in London?*
8. My sister wants to know... *Do you speak English?*
9. Tell me... *Do the members of your family speak foreign languages?*
10. I wonder... *What places of interest do you want to see?*



10. My friend Oleh went to a job interview at school. I asked him what the interviewer had asked him. Make sentences with embedded questions.

1. She asked me... *What is your name?*
She asked me what my name was.
2. She asked... *What university did you graduate from?*
3. She wanted to know... *Do you like to work with children?*
4. She asked... *Why did you decide to become a teacher of English?*
5. She kept asking... *Do you know how to plan lessons?*
6. She even asked me... *What do you like to do in your free time?*
7. She asked... *What are you interested in?*
8. She wanted to know... *Why did you decide to change your place of work?*
9. She asked... *How much money did you earn at your last job?*
10. It was interesting for her to know... *What would you like to change at school?*



11. Make sentences with embedded questions.

Extra exercise



12. Homework. Write a paragraph about shopping. Is shopping really a way of spending free time? Give your reasons.

Dive 3

The World of Relaxation

Words to learn:

neoclassical;
pagan;
emperor;
mural;
to arouse;
precise;
ritual;
revival
of learning;
revival;
mural painting.

Apologising

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



1. Read this quotation and say if it is really important for a team to play as a whole. Give your reasons.

The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime.
Babe Ruth



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|---|
| 1. pagan ['peɪgən] <i>n</i> | a person who doesn't hold religious beliefs of the world's main religions and doesn't believe in Christianity |
| 2. emperor ['empərə(r)] <i>n</i> | the ruler of an empire |
| 3. revival [rɪ'vaɪvl] <i>n</i> | an improvement of smth; the process of smth becoming popular again |
| 4. neoclassical [ˌniːəʊ'klæsɪkl] <i>adj</i> | used to describe the style of music, art, literature, architecture, etc. based on the style of ancient Greece or Rome |
| 5. mural ['mjʊərəl] <i>n</i> | a painting done on the wall |
| 6. ambience (ambiance) ['æmbiəns] <i>n</i> | the atmosphere of a place |
| 7. to arouse [ə'raʊz] <i>v</i> | to make smb feel more active and start doing smth |
| 8. precise [pri'saɪs] <i>adj</i> | exact, clear and accurate |
| 9. ritual ['rɪtʃuəl] <i>n</i> | a series of actions that are performed in the same way and done regularly |



3. Work in groups. Discuss.

1. What was the location of the first Olympic Games?
2. What was the year and location of the first modern Olympic Games?
3. Who was their organiser?



4. Listen to the first part of the interview and check your answers.





5. Listen to the second part of the interview. Compare your answers. Say what new information you have got.



6. Work in groups. Discuss. Give your reasons.

1. Do you remember when the first Olympic Games were held?
2. What country were they held in?
3. Can you name Olympic sports?
4. Which sports, winter or summer, are your favourite?
5. How many medals did our country win at the last Olympic Games?
6. How many medals did our country win at the last Paralympics?
7. Why are we proud of our Paralympic medallists?
8. Which kind of sport are you good at?
9. Where will the next Olympic Games take place?
10. How do we choose the country to hold the Olympic Games?
11. Are we better at the summer or winter Olympic Games? Why?
12. What are the advantages and disadvantages of the Olympic Games in your opinion?
13. Should we allow professional athletes to take part in the Olympic Games?
14. Do you like watching the Olympic Games on TV?
15. Do you want to be an Olympic medallist?
16. If the Olympic Games were held in your class, in which sports would your classmates win the medals?



7. Homework. Write a short paragraph using any question from Ex. 6.



Find the English meanings of these words:

язичник, темна (неосвічена) людина, атеїст; язичницький; імператор; відродження; неокласичний; фреска; стінний, фресковий живопис; викликати, збуджувати (почуття, енергію тощо), точний, чіткий, ясний, виразний; ритуал; обрядовий, ритуальний.

Read them.

Disagreement

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

Words to learn:

sedentary;
endurance;
misery;
hardships;
adventurous.



1. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. sedentary ['sedntri] *adj* (about activities, work, etc.) spending a lot of time sitting, not moving
2. endurance [in'djuərəns] *n* the ability to continue doing smth for a long time
3. misery ['mizeri] *n* suffering of the body or mind
4. hardships ['hɑ:dʃɪps] *n* difficult and unpleasant situations
5. adventurous [əd'ventʃərəs] *adj* (about a person) enjoying being in new exciting situations



2. Read the text and say if sport really plays an important role in our life. Give your reasons.

The Role of Sports in Our Life

It is needless to say that sport plays an important role in our life. They say, “A healthy nation is a wealthy nation”.

Sports make us healthy, provide a sense of relaxation in a life of routine marked by miseries and hardships.

Taking into consideration that children in the modern world lead a sedentary lifestyle because of the invention of different gadgets we can't stop talking about sports. Children spend their time without doing any activity though sports can help them improve their mental strength and physical endurance capacity in order to take on bigger challenges of life.

If we do sports we become active, creative, sportive, dashing, daring and adventurous, capable to meet challenges in future life. Modern sports are considered to be wonderful options to make our career, too. The great educational value of sports and games is to provide stimulation for study and hard work.

For centuries, sports culture has influenced society and people's lives on many levels. One of the most effective ways to ensure healthy growth of body and mind is to make pupils, students and young men and women take an active part in sports. As it is the aim of the all-round development of their personalities and the future of nation. And nowadays our life must become impossible without sports and games.

Millions of people around the world, young and old, are fond of sports and games. There are summer and winter kinds of sport, outdoor and indoor games and even electronic sports.

Some people like sport and participate in it as amateurs. They don't take part in competitions, they just fill their everyday life with physical activity because they enjoy it.

Professional sport requires a lot of time, efforts and participation in competitions.

Outdoor games are usually very active: football, baseball, hockey, rugby, jogging, running, rowing, tennis, skiing, skating, cycling and others.

Indoor games are less active: table tennis, chess, draughts, billiards, boxing, weightlifting, aerobics, gymnastics, video games and others. Video games are called eSports. Though some video games require high skills and a lot of training some people argue they cannot be considered a sport.

It doesn't matter what kind of sport you do but you cannot spend your time without doing any activity.

Millions of people are absolutely sure that doing sports is the best way to be healthy, not to get too fat, to be more organised and disciplined, to give up harmful habits, to become happy and to be successful in life. Sport unites people of different nations and nationalities. Stadiums, sports grounds, swimming pools, football pitches, skating rinks, gyms and skiing stations are at our disposal.

Find the English meanings of these words:

той, що довго сидить, не встаючи;
витривалість;
добробут,
благополуччя;
передумова;
страждання;
зlidні, труднощі;
сміливий,
ризикований;
сквош, гра в м'яч.



3. Work in pairs. Discuss if the suggested statements are true or false.

These expressions can help you:

I really think..., the problem is..., to be honest, on the whole, the point I am trying to make is..., if you ask me, in fact, actually, I see what you mean but..., all in all, basically.

1. Sport helps us keep our body fit.
2. Sport helps us improve our health.
3. It is more enjoyable to watch sports rather than to do sports.
4. A lot of new kinds of sport have appeared recently.
5. In Ukraine sport is becoming more and more popular.



4. Work in class. Discuss.

1. Do you do sports?
2. What kind of sport do you do?
3. Why is sport so popular in the world?



5. Think of the qualities a sportsman should possess. Complete the acronym "competition" with the words meaning qualities.

C — courageous; competitive;

O — optimistic;

M
P
E
T
I
T
I
O
N



Read them.



Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?



6. Match the locations to the sports and make sentences.

The example: You can play football on a football pitch.

football pitch
bowling alley
basketball court
ring
swimming pool
tennis court
cycle track
ice rink

tennis
basketball
boxing
figure skating
bowling
football
cycling
swimming



7. Read the words and complete the sentences.

These words can help you:

football, golf, baseball, basketball, volleyball, tennis, hockey, badminton, various forms of fishing, squash, fishing, sport fishing, lacrosse, cricket, rugby, table tennis, gymnastics, rowing.

1. Balls are used
2. Clubs are used
3. Goals
4. Nets
5. Wickets
6. Sticks and bats
7. Rods and tackle
8. Racquets (rackets)
9. Rugby balls
10. Oars and boats



8. Work in pairs. Add other kinds of sport and the equipment you need to do sports. Write.



9. Read the text and say what it is about. Why do you think it was really amazing to watch the Tour de France?

My name is Oksana. I live in Kyiv. I'd like to tell you about a sporting event which impressed me greatly.

In 2014 we went to West Yorkshire to see our friends. They have been living there for 20 years. You know that the route of the Tour de France changes each year. It is a world famous cycling race. And in 2014 it was decided to start the Tour de France in West Yorkshire. This part of England, where our friends live, is fantastic because of the scenery and steep hills. And it was the place to start the Tour de France. As far as I know the route must include hilly and mountain stages, fast flat sections and cover a huge distance of three and a half thousand kilometres over about 23 days.

My friend's family and our family were interested in cycling and we decided to get to a good viewing point along the route to see everything with our own eyes.

The weather was wonderful. We found a good viewing point along the route for watching cyclists. I even climbed up a tree to get a good vantage point as the cyclists raced through. Bunting was hanging everywhere, brightly painted yellow bikes were scattered along the route.

A convoy of floats and support vehicles led the race. There were thousands and thousands of people lined along the route. Many of them were in dresses on French or cycling themes. It was amazing, really amazing.

I remembered my visit to West Yorkshire forever.



Agreement

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



10. Work in pairs. In turn ask and answer questions about sporting events which have impressed you greatly.



11. Write a short paragraph about a sporting event which you have seen recently.



Анкету для
заповнення можна
завантажити
на сайті.



SPOT ON WRITING TIPS

Filling in Forms

There are many times when you are asked to fill in a form.
For example:

- applying for a passport;
- applying for a driving licence;
- applying to join a library or club;
- applying for a job;
- giving information like in the census form.

Useful Hints

BE CAREFUL	Be careful about following instructions on your application. Read the form carefully before you write anything.
BE NEAT	Print or write clearly so that your application can be read easily. Use a black or blue ink pen.
BE CERTAIN	Before you begin to fill in the blanks, read everything on the application carefully. After you complete the form, read it again to ensure no information is missing.
BE PREPARED	It is good to keep all the information you might need together so you can find your personal details quickly and easily. By having all the information about yourself ready ahead of time, you will be complete and accurate. Make a copy of the form so that if you make a mistake you can start again. You can always ask for an extra form to practise on.
BE ALERT	If there is something on the form you do not understand, ask for help.
BE COMPLETE	Answer every question. If a question does not apply to you, write "Does not apply". Remember, however, you do not have to answer illegal questions on applications or interviews.
BE CORRECT	Watch your spelling, grammar, and punctuation.
BE THOROUGH	Describe all your skills and abilities. Indicate any licences you may have.
BE ACCURATE	Make certain all information is correct. Check dates, telephone numbers, and addresses for accuracy.

Once you get used to filling in forms they will all become easier!

Some Words that Are Used in Forms

Sometimes forms use different words to ask the same thing.

First name: *Max*

This can also be asked as **Christian Name** or **Forename**.

Surname: *Wilson*

This can also be called **Last Name** or **Family Name**.

Be careful! Some forms ask you to put your surname first.

Address: This is where you live.

12, Hawthorn Rd., Wrexham, Cheshire

You might be asked to write it out on separate lines.

Title: Mr, Mrs, Miss, Ms.

Mr is used for all men. *Mr Max Wilson*

Mrs is used for a married woman. *Mrs Elaine Wilson*

Miss is used for a single woman. *Miss Elaine Wilson*

All women can use Ms. *Ms Elaine Wilson*

They can be married or single.

Telephone/Phone: *01-234567*

Contact Number: This is how you can be reached most easily.

It could be a **Work Number** or a **Daytime Number** (where you are during the day) or your **Mobile Number**.

Marital Status: You may be asked to put a in a box to show the one that is right for you.

Married Widowed Separated Single Divorced

Are you a male or female?

Sex and Gender mean the same thing. Your sex or gender is whether you are a man or woman, male or female.

Sex: Male Female

Gender: Male Female

Dependants: People who are relying on you to provide for them.



Do-it-yourself:

Membership Application Form

Complete this application form using **BLOCK CAPITALS**

Surname: _____

Forename: _____

Address: _____

Phone No: _____ Mobile: _____

Please ✓ the correct box.

Married Widowed

Single Divorced

Please ✓ the correct box.

Sex: Male Female

Date of birth: _____

Occupation: _____

Have you used a gym before: Yes No

Signature: _____

Get Fit Gym






i 12. Listen, read the words and their definitions, translate them and make some sentences with these words.

i 13. Read the text and decide if the suggested sentences are true, false or not stated.

i 14. Read the text. For each of the empty spaces (1—8) choose the correct answers (A, B, C or D).

i 15. Read the text. For each of the empty spaces (1—8) choose the correct answers (A, B, C or D).



 16. Write back an e-mail to your pen friend who has written to you and answer his/her 3 questions. The part of it is given below.

...Yesterday our teacher asked us to stay after classes. A basketball star came to us to talk about sport in everyday life. The way he spoke about being a teenager was funny. He said he didn't like getting up early!...

- When do you get up in the morning?
- What do you do to keep fit?
- Would you like to do sports, why?



 17. Write back a letter to your English-speaking pen friend and answer his/her 3 questions. The part of it is given below.

...As you know, I am a tennis club member. I go there regularly but my best friend doesn't want to do any sport...

- Should people do sports, why?
- What sports do you like?
- What do you do in your PE lessons?



 18. Homework. A teen magazine has asked its readers to write short information on how teenagers do sports. Use the plan below to help you.

- What sports are the most popular with teenagers in our country?
- Why do teenagers often do extreme sports?
- What kind of sport is your favourite?



Extra exercises





1. Read the poem "Sketches about Sports" and discuss the gist of it in groups.

Sketches about Sports

1. Jumping high and jumping long
Makes you happy, makes you strong.
2. Running every day is good
For your body and your mood.
3. Cycling gives a lot of pleasure
That's impossible to measure.
4. Rowing also makes you strong
If your arms are very long.
5. Yachting is of course your sport
If you like to sail a yacht.
6. If you don't want to drown
Master swimming — you'll be sound!
7. Tennis is a game of prestige,
Practise regularly if you wish!
8. Football is my favourite game,
It'll bring fame to my name.
9. In good weather every week
We like playing hide-and-seek.
10. A game of basketball if you're tall
I'm sure is easy if your rival is small.

Larysa Levchenko



2. Work in groups. In a minute make a list of features a real sportsman should possess. Compare your list with other groups.



3. Work in pairs. Find all the hidden words in this word search. Words can go in different directions.

Glory of Ukraine

This puzzle is about famous Ukrainian sportsmen. These people have brought glory to Ukraine in different time periods, but we are still proud of them.

Saying thanks

Thank you.
Thank you very much.

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



V	I	R	A	S	T	I	U	K	X	V	Z	L	P	R
A	G	H	N	G	N	S	F	T	P	K	H	O	U	I
I	L	S	O	L	U	I	A	B	Y	V	C	B	T	W
A	I	T	K	S	I	H	P	R	O	A	I	A	N	K
K	S	E	N	H	Z	Y	Y	O	V	S	V	N	V	L
S	O	V	E	I	L	Q	V	B	O	H	O	O	H	O
N	H	A	H	Y	C	I	V	I	R	A	C	V	W	C
A	O	R	C	N	N	N	P	D	A	H	U	S	Y	H
I	R	K	V	B	W	D	R	F	Y	L	N	K	G	K
R	W	Z	E	U	N	W	X	M	K	T	E	Y	H	O
B	W	J	H	D	D	X	R	F	G	M	Y	I	N	V
E	C	A	S	D	B	S	D	I	R	A	M	I	F	A
R	Y	O	C	I	X	O	K	H	C	Y	L	K	C	Y
E	V	O	I	P	O	W	B	U	B	K	A	E	Y	Z
S	C	P	E	A	V	E	I	A	P	O	K	D	O	P

VIRASTIUK Vasyl, **KVASHA** Illia, **LOBANOVSKIYI** Valerii,
KLOCHKOVA Yana, **BUBKA** Serhii, **SEREBRIANSKAIA**
 Kateryna, **KRAVETS** Inessa, **LISOHOR** Oleh, **SHEVCHENKO**
 Andrii, **PIDDUBNYI** Ivan, **BAIUL** Oksana, **PODKOPAIEVA** Liliia,
KLYCHKO Vitalii and Volodymyr

i 4. Listen, read the words and their definitions, translate them and make some sentences with these words.





5. Work in pairs. Look at the photos and read the short biographies of Ukrainian sportsmen. Write down the surname of each sportsman into the chart. The surnames from Ex. 3 can help you. Check it with the class.

Extra exercises



6. Work in class. Discuss the importance of doing sports. Give your reasons.



7. Read children's poems. What do you think about these poems? Say what your favourite kind of sport is. Think of your own poems and write. Present them to your classmates.

1. Come to the sports ground, girls and boys,
Leave at home all your toys!
Swim in the pool, run and play.
Sport makes you healthy, strong and gay!
Sport can bring every girl and boy
A lot of moments of joy!
2. Tennis is a healthy sport.
I play tennis on the court.
Tennis every day is good,
It is so funny for your mood.
Tennis is the best of games.
We can play it in every place.
3. If you want to be healthy and tall,
You must play football and basketball.
I go cycling with big pleasure,
Because my bike is the best treasure!
4. Swimming makes my body strong,
I am healthy very long.
I go swimming every day
And I feel myself OK!
I go swimming in the swimming pool,
It's always funny and very cool!

Pupils of form 6-A, gymnasium 179



8. Play a game. Divide into two teams. One team says a word related to sport, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



9. Homework. Look at the list of famous Ukrainian sportsmen and sportswomen from Ex. 3. Choose one or somebody else who is the most famous in your opinion and write a short paragraph about him/her.





1. Work in class. Discuss.

1. Do you like to eat?
2. The cuisine of what country do you prefer?
3. Have you ever participated in any kind of food festival?
4. Where was it?
5. Who were you with?
6. Did you like it?
7. Is cooking really a way of spending free time?



2. Work in groups. Read the poem "I Eat to Live" by Larysa Levchenko and discuss the author's words, "I eat to live, succeed in life, be healthy, prosperous and strong". Do you agree with Larysa? Why? Why not? Give your reasons.

I Eat to Live

I eat to live, succeed in life,
Be healthy, prosperous and strong.
Good eating habits help survive,
Be active for a long.

I am a healthy eater,
Have meals four times a day,
Because it gives me energy
And makes me feel OK!

There are four groups of healthy food,
And making combinations,
We can enjoy eggs, yoghurt, fruit,
Without hesitation.

The people are what they eat.
And I agree with being said:
A balanced diet indeed
Must be my daily healthy bread!

Larysa Levchenko



Agreement

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



3. Listen, read the words and their definitions, translate them and make some sentences with these words.



4. Look at the photos and guess the names of the countries. Name these countries and say which cuisine is the best in your opinion. Give your reasons.



5. Read the text about the festival "Tasty Europe" and say what countries were presented at the festival.



6. Read the text again and answer the questions.

Extra exercises





7. Work in class. Discuss.

1. Do you often go to fast-food restaurants?
2. Do you find the food there tasty?
3. Have you ever heard about the harm which they can cause to your health?

FOCUS ON GRAMMAR

Defining and Non-defining Clauses

There are two types of relative clauses: defining and non-defining. We use defining relative clauses to say exactly what person or thing you are talking about in order to give essential information. We cannot remove the relative clause as the sentence doesn't make any sense without it.

We use *who* or *whose* in relative clauses to talk about people;

which — to talk about things;

where — to talk about places;

why — to talk about reasons;

when — to talk about time.

That can be used instead of *which*, *who*, *when*, *why*.

The boy who you saw yesterday was my friend.

She showed me the place where she worked.

The bag which you see belongs to my sister.

There are several reasons why we can't meet you.

He was the only pupil in our class that got 200 points for testing in English.

That is used after: *it's*, *it was* etc.; the words *only*, *every*, *all*; and a superlative.

It's the best school that you can find in Kyiv.

He's the only person that I can ask to help me.

I believed every word that my father said.



We don't use commas with defining clauses.
 Very often the relative pronoun can be omitted.
The boy (whom) you met yesterday is here.
The book (which) you want to read is on the shelf.
She believed every word (that) her father said.

But!!! The relative pronoun cannot be omitted if it is the subject.
They live in a house which is in the centre.
The boy who helped you is my brother.
He was the only guest that arrived on time.

We use non-defining relative clauses to give extra (further) information about the person or thing we are talking about.

We use *which*, *who*, *whom* or *whose* but we don't use *that* in non-defining relative clauses. We can remove the non-defining relative clause and still understand the sentence.

We also must use commas with non-defining relative clauses.
My friend Jack, who is English, speaks German very well.
His sister, who is studying French and Japanese, has never been abroad.
Natalka, who is one of my best friends, is going to visit Scotland this year.
The book, which you have read, is written by my mother.
London, which is the capital of the UK, lies on the Thames.
My friend, whom I haven't seen for two years, is arriving tomorrow.

i 8. Listen, read the words and their definitions, translate them and make some sentences with these words.

i 9. Read the text and arrange the passages in the correct order.

i 10. Read the text again and decide if the suggested statements are true or false. Correct the false statements. Then find relative clauses in the text, read them and translate.

✍ 11. Complete the sentences using relative clauses. Use *who* and *which*.

1. A Scot is a person... (live in Scotland).
2. Nessie is a monster... (live in Loch Ness).
3. A fridge is a thing... (keep food cool).
4. A DJ is someone... (play music in a disco).
5. A bee is an insect... (make honey).
6. A lemon is a fruit... (be yellow and sour).

Extra exercises



7. A watch is a thing... (tell the time).
8. A ferry is a means of conveyance... (carry people across the water).
9. A shop assistant is someone... (work in a shop).
10. A key is a thing... (can open and lock doors).



12. Combine the sentences using relative clauses. Use relative pronouns only where necessary. Note that you have to use commas in some of the sentences.

A Holiday in the USA

1. We have spent our holiday in Washington this year. Washington is the capital of the USA.
This year we...
2. People of different nations and nationalities live in the USA. They are called the Americans.
The people...
3. Our family first went to the Capitol. It is one of the most famous places of interest in the USA.
Our family first...
4. We also visited the Library of Congress. This library is the largest one and contains more than 38 million books.
We also visited...
5. The National Mall of Washington is a unique complex of educational and historical places of America concentrated in one place. It is only 3 km long.
The National Mall...
6. Then we have visited the National Museum of Aviation and Cosmonautics. It is the third most visited museum in the world.
Then we have visited...





7. After that we went to see the Gateway Arch. It is a huge monument in the form of an arch on the bank of the Mississippi River.
The Gateway Arch, which we saw...
8. Then we have travelled to Philadelphia. It is one of the oldest cities in the USA.
Then we...
9. We are happy as we have had a very good time in the USA.
The USA is the country which is worth visiting.
We are happy...



13. Write definitions using relative clauses.

1. A library is...
2. A toad is...
3. A masquerade is...
4. A nocturne is...
5. A mosquito is...
6. A stomachache is...
7. A ghost is...
8. A scientist is...
9. The Ukrainian cuisine is...



14. Homework. Write a paragraph about the traditions of cuisine of the country which you like most.



1. Work in pairs. Discuss the problem of being overweight or obese. What food makes people obese or overweight?



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|--|
| 1. parsley ['pɑ:sli] <i>n</i> | a plant with curly green leaves used in cooking as a herb or to decorate food |
| 2. dill [dɪl] <i>n</i> | a plant whose leaves and seeds have a strong taste and are used in cooking as a herb |
| 3. garlic ['gɑ:lɪk] <i>n</i> | a vegetable with a very strong taste and smell used in cooking |
| 4. sorrel ['sɒrəl] <i>n</i> | a plant with bitter leaves used in cooking as a herb |
| 5. to chop [tʃɒp] <i>v</i> | to cut smth into pieces |
| 6. cottage cheese [ˌkɒtɪdʒ 'tʃi:z] <i>n</i> | soft white cheese |
| 7. pancake ['pænkɛɪk] <i>n</i> | a thin flat round cake made from a mixture of flour, eggs and milk that is fried on both sides |
| 8. beverage ['bevərɪdʒ] <i>n</i> | any type of drink, except water |
| 9. prune [pru:n] <i>n</i> | a dried plum |
| 10. overweight [ˌəʊvə'weɪt] <i>adj</i> | too heavy and fat (about people) |
| 11. junk [dʒʌŋk] <i>n</i> | things that are considered useless or of little value |
| 12. obese [əʊ'bi:s] <i>adj</i> | (about people) very fat |



3. Read the newspaper article about unhealthy food. Some parts of the text are missed. Choose from the list (A—H) the most appropriate parts for each of the empty spaces (1—5) in the text. There are three extra parts you don't need to use.

- A about staying healthy
- B to drink water
- C fast food
- D even obese
- E becoming more overweight
- F too much fat and sugar
- G costs much
- H junk food



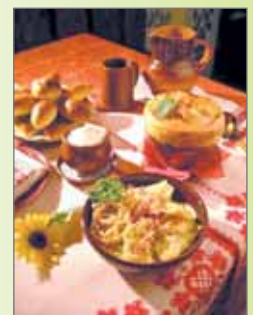
Junk Food

One of the most important tasks is the task of bringing up a healthy generation. The problem is that children are ...⁽¹⁾. If children weigh too much, they are less productive and have problems with their health.

Junk food makes people overweight. Chips, soda, sweets, chocolate, fast food and sugary snacks are called ...⁽²⁾. Junk food isn't healthy for people. Most junk food contains ...⁽³⁾. But teenagers and children like eating junk food. So, they can become overweight or ...⁽⁴⁾.

Words to learn:

- parsley;
- dill;
- garlic;
- sorrel;
- to chop;
- cottage cheese;
- pancake;
- beverage;
- prune;
- overweight;
- junk;
- obese.



Find the English meanings of these words:

петрушка;
кріп;
часник;
щавель;
нарізати, кришити;
домашній сир;
оладка, млинець;
напій;
чорнослив;
занадто важкий;
погані, некорисні речі;
повний.

Read them.

In order to help our children become healthier we have to talk to them ...⁽⁵⁾ and to persuade them to exercise more and not to eat so much junk food. Exercise helps keep our weight down.

The following chart shows how many calories we use when doing different forms of exercise for one hour.

Type of exercise	Number of calories used	Type of exercise	Number of calories used
walking	200—400	jogging	500—600
walking upstairs	600—700	aerobics	400—500
swimming	400—500	tennis	450—550
cycling	500—600	gardening	250—300



4. Answer the questions. Use the text about junk food.

1. Who has problems with health?
2. What foods are called junk food?
3. Is junk food healthy?
4. What does most junk food contain?
5. What do children have to do to be healthy?



5. Work in pairs. Take turns to ask and answer questions about junk food you eat. Present the results of your work to the classmates.



6. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D). Say what Ukrainian dishes you like most and which of them in your opinion are healthy and which aren't.

Ukrainian Cuisine

Dishes of Ukrainian cuisine are known all over the world. All foreigners are impressed greatly by Ukrainian cuisine, its diversity and uniqueness. Ukrainian cuisine has a long history and ... closely ...⁽⁴⁾ to the customs, traditions, culture and a way of life of the Ukrainians. There are many dishes in Ukrainian cuisine which ...⁽²⁾ by high taste qualities.





The most popular Ukrainian dishes ...⁽³⁾ borsch, green (zelenyi) borsch, yushka, varenyky, holubtsi, chicken Kyiv, mlyntsi, pampushky, pies (pyrohy), uzvar and many others.

But the most famous Ukrainian dish is borsch. It is a vegetable soup which ...⁽⁴⁾ cabbage, potatoes, carrots, beets, tomatoes, onions, parsley, garlic, dill, beans, mushrooms. It can ...⁽⁵⁾ with meat, too. There are different varieties of this dish. Every housewife has her own recipe of borsch.

Green (zelenyi) borsch is made of sorrel, potatoes, carrots, onions, parsley and dill, served with chopped hard-boiled eggs and sour cream.

Yushka is a fish soup made of freshwater fish, usually carp, bream, dill, parsley. It can ...⁽⁶⁾ be cooked with carrots and potatoes.

Varenyky are popular in Ukraine because they are very tasty. They ...⁽⁷⁾ with different fillings: potatoes and fried onions, mushrooms, cabbage, liver, meat, cottage cheese (curds), different berries and fruit, served with sour cream, butter or sugar. Not only Ukrainians but also foreigners like them very much, ...⁽⁸⁾.

Holubtsi are made of cabbage leaves (fresh or sour) filled with rice and meat or buckwheat with meat, served with sour cream.

Mlyntsi are pancakes filled with cottage cheese (curds), meat, cabbage, fruit and berries, jam, served with sour cream.

Traditional Ukrainian drink is uzvar. Uzvar is a ...⁽⁹⁾ beverage made of dried fruit, mainly apples, pears, plums, prunes.

Chicken Kyiv is a breaded cutlet dish of boneless chicken breast pounded and rolled around cold butter with herbs and then fried or baked.

Wheat products and bread are also very important for the Ukrainians, among them there are traditional wedding bread and an Easter cake. Traditional wedding bread is called "korovai" and an Easter cake — "paska". Of course we have to mention Ukrainian "salo" and "kasha".





Kartoplianyky — fried potato cakes with added flour and eggs, kruchenyky — meat rolls with a vegetable filling, nalysnyky — thin pancakes wrapped around a filling of curds, meat, jam, berries, mushrooms are very popular among Ukrainian lovers of tasty food, too.

In a word, Ukrainian national cuisine is rich ...⁽¹⁰⁾ different tasty dishes.



	A	B	C	D
1	is linking	is linked	are linked	have linked
2	characterise	is characterised	characterising	are characterised
3	is	have	are	being
4	making	is made of	have made of	has made of
5	cooks	must cook	is cooking	be cooked
6	also	too	either	neither
7	are cooked	cooked	is cooked	are cooking
8	too	also	either	never
9	sour	bitter	sweet	salty
10	on	at	in	between



7. Work in pairs. In turn ask and answer questions about traditional Ukrainian meals and complete the table.

Food

The names of foods	Tasty	Healthy	Unhealthy
fruit	+	+	
chocolate	+		+



8. Homework. Write a letter to your pen friend about Ukrainian dishes you like to eat. Point out which dishes are useful and which are harmful in your opinion.



1. Work in class. Read these sentences and discuss. "I eat to live", "I like to eat". What is the difference between these two sentences? Give your reasons.



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|--|
| 1. decade ['dekeɪd; dɪ'keɪd] <i>n</i> | a period of ten years |
| 2. omelette ['ɒmlət] <i>n</i> | a hot dish of mixed fried eggs |
| 3. substantial [səb'stæʃnəl] <i>adj</i> | considerable; important |
| 4. cereal ['sɪəriəl] <i>n</i> | food made from the grain of cereals |
| 5. prawn [praʊn] <i>n</i> | a shellfish with a tail and ten legs |
| 6. scone [skɒn; skəʊn] <i>n</i> | a small round cake often eaten with jam, cream or butter on it |
| 7. pastry ['peɪstri] <i>n</i> | a mixture of flour, fat and milk or water and baked for pies |
| 8. ginger ['dʒɪndʒə(r)] <i>n</i> | a plant used in cooking as a spice |
| 9. cinnamon ['sɪnəmən] <i>n</i> | the inner bark of a SE Asian tree used in cooking as a spice |
| 10. casserole ['kæsərəʊl] <i>n</i> | a hot dish made with meat, vegetables, etc. |
| 11. pastry ['peɪsti] <i>n</i> | a small meat or vegetable pie |
| 12. sodium ['səʊdiəm] <i>n</i> | (symb Na) a chemical element |
| 13. potassium [pə'tæsiəm] <i>n</i> | (symb K) a chemical element |
| 14. calcium ['kælsiəm] <i>n</i> | (symb Ca) a chemical element |
| 15. sprout [spraut] <i>n</i> | a new part growing on a plant |



3. Read the text and say if the food you eat is healthy.

Vitamins, calcium, sodium, potassium and other minerals are very important for us.

Vitamins:

C is very good for our teeth and bones. It is found in lemons, oranges, currants and broccoli.

E is very important for our skin. It is found in broccoli, cereals, nuts and lettuce.

A is good for our eyes. It is found in fish, fruit, carrots and broccoli.

D is important for our bones. It is found in eggs, cheese, milk and butter.

Calcium is good for bones and teeth. It is found in yoghurt, cheese, milk.

Sodium helps us keep the right amount of water in our bodies. It can be found in cheese, seafood and salt.

Potassium is important for our muscles, heart and nerves. It can be found in meat, bananas, raisins and dried apricots.

Words to learn:

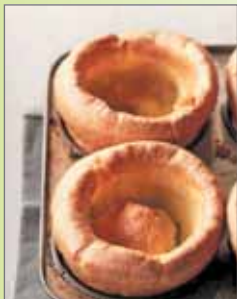
decade;
omelette;
substantial;
cereal;
prawn;
scone;
pastry;
ginger;
cinnamon;
casserole;
pastry;
sodium;
potassium;
calcium;
sprout.



Find the English meanings of these words:

десятиліття;
омлет;
істотний, важливий;
хлібний злак;
креветка;
корж, булочка;
здобне тісто;
імбир;
кориця;
запіканка;
пиріг;
натрій;
калій;
кальцій;
відросток,
паросток.

Read them.



4. Work in groups. Discuss what food is good for you and why, and what food is bad for you and why. Give your reasons. Present the results of your discussion to the class.

These words can help you:

healthy, unhealthy, useful, harmful, tasty, sweet, acid, salty, bitter, horrible, disgusting, spicy, fatty, important, good, bad, bones, teeth, eyes, muscles, nerves, skin, legs, hands, to grow, to be strong and healthy, to do sports, to exercise, junk food, vegetables, fruit, grain, vitamins, minerals.



5. Read the text below. For each of the empty spaces (1—10) choose the correct answers (A, B, C or D). Say what English dishes you like most.

English Cuisine

Traditional English cuisine ... usually ...⁽¹⁾ as conservative and unvaried. But national cuisine in Britain ...⁽²⁾ greatly by other national cuisines in recent decades. We can find types of food from all the corners of the world because of the people who come to Britain from all over the world and bring with them their recipes, culinary secrets and food. Italian, French, Chinese, Mexican, Greek, Indonesian and other national restaurants ...⁽³⁾ in Britain.

As for traditional British cuisine the English usually have four meals a day: breakfast, lunch, tea, dinner and sometimes supper.

In the morning they can have the full “English breakfast” or the “continental breakfast”. The full “English breakfast” ...⁽⁴⁾ of cornflakes with milk and sugar, cheese or sausages, omelettes often with bacon, sausages or cheese, porridge (cereal), toast with marmalade, tea, coffee or orange juice.

This classic English breakfast is rather substantial and as you see it includes not only porridge though cereals are very important in the national menu and are often cooked for breakfast.

The “continental breakfast” consists ...⁽⁵⁾ a cup of tea or coffee with toast. It is not a substantial breakfast.



Between 12 and 14 o'clock the English have lunch. Many people who work find it difficult to come home for lunch. So, they go to cafés, coffee bars, sandwich bars, restaurants, fast-food restaurants to have lunch. As a rule, lunch consists of sandwiches as it is a fast meal for many Englishmen. The English can choose all sorts of sandwiches, such as sandwiches with meat, chicken, ham, bacon, cheese, fish, prawns, eggs, vegetables and lettuce. By the way, sandwiches with different fillings are a traditional British snack. They also can have steak, roast beef, pudding, fish and chips, potatoes and salad or fruit.



Afternoon tea ...⁽⁶⁾ at about 5 o'clock. It is a traditional light meal after work. People enjoy their tea with biscuits, cakes, freshly baked sweet buns, scones and other pastries. The British drink tea with and without sugar, with lemon, ginger, cinnamon, honey or milk. It is impossible to imagine the British cuisine without tea. The English have it 6 or 8 times a day, sometimes even more. It is their national drink.



Dinner is the most substantial meal of the whole day and is taken at 7 o'clock. For dinner the British often have soup though it is not very popular in Britain. As the main course they have poultry, fish or meat with vegetables or mashed potatoes, roast chicken, turkey or lamb. They also can have the most well-known roast beef with grilled vegetables, roast potatoes or Yorkshire pudding. For dessert they ...⁽⁷⁾ pudding with ice cream or jam, a fruit pie, or cheese with biscuits.



Supper in Britain is the last meal of the day and ...⁽⁸⁾ at 11 o'clock in the evening. It consists of just a cup of tea or coffee, a bowl of cream soup, cheese or fruit. But very often it is skipped.



Of course, some dishes of the British cuisine are special. They are the famous shepherd's pie, Cornish pasty, Scotch eggs, fish and chips.

The famous shepherd's pie is a potato casserole with minced beef. The Cornish pasty is a layered pie with meat, onion, potatoes, carrots and spices. The Scotch eggs, called picnic eggs, are common ...⁽⁹⁾ eggs



that are wrapped in minced sausages and breading and then fried or baked. The dish “fish and chips” consists of ...⁽¹⁰⁾ chops from fish and French fries.

On Christmas Day a roast turkey is traditionally cooked for dinner. It is served with vegetables like roast potatoes, carrots, cabbage, Brussels sprouts, peas, roast onions and other trimmings. And it is usually followed by Christmas pudding.



As Great Britain is an island surrounded by some of the richest fishing areas of the world, fish is very important for the Englishmen, too.

The English consider their cuisine the best in the world and are really proud of it.



	A	B	C	D
1	is describing	are described	is described	describes
2	changing	has changing	has changed	changed
3	can be found	founding	is found	found
4	consisted	consists	consisting	consist
5	on	with	of	in
6	are taken	is taking	took	is taken
7	had	can have	are having	has
8	is taken	was taken	were taken	taking
9	are boiled	is boiled	were boiling	boiled
10	fried	fry	fryer	frying



6. Work in pairs. In turn ask and answer questions about traditional English meals and complete the table.



The names of foods	Tasty	Healthy	Unhealthy
vegetables	some are tasty	+	
junk food	+		+





7. Work in groups. Compare English and Ukrainian meals. Complete the tables. Add your variants of English and Ukrainian meals.

English Meals

Breakfast	Lunch	Dinner	Supper
bowl of cornflakes and a cup of tea	a sandwich and a glass of juice	— meat or fish and vegetables; — pudding; — a cup of tea or coffee	a sandwich and orange juice

Ukrainian Meals

Breakfast	Lunch	Dinner	Supper



8. Work in pairs. Read the recipe of pizza. Think of the recipe of your favourite pizza and its topping. Present it to your classmates.

Pizza Recipe. Topping

100g of flour
25g of butter
a pinch of salt
2 tablespoons of milk
2 tomatoes
50g of cheese
(other toppings: mushrooms, carrots, eggs, chicken meat, ham, sausage, olives)



- Put the flour and salt into a bowl.
- Cut the butter into small pieces and mix in with the flour.
- Add some milk and mix a dough.
- Oil the pan.
- Put the dough onto the oiled pan.
- Put the topping on the dough — grated cheese, sliced tomatoes and mayonnaise.
- Bake for about 15 minutes in a hot oven.
- Enjoy your pizza.

Responding to thanks

Not at all.

No problem.

That's OK.

My pleasure.

It's a pleasure.

Don't mention it.

Any time.

You're welcome.



9. Play a game. Divide into two teams. One team says a word related to English and Ukrainian cuisine, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



10. Homework. Write a recipe of your favourite dish.



1. Work in pairs. Discuss. Do you agree with the statements below?

1. We should eat at least five different vegetables or fruits a day.
2. Fresh vegetables contain more vitamins than frozen or cooked ones.
3. Potatoes contain vitamin C.
4. Fruit juice contains as much fibre as fruit.
5. Nuts and beans are a source of protein.
6. Calcium is found in dairy products.
7. A well-balanced diet includes food like bread, pasta, cereals, bananas and rice.
8. Chocolate is bad for you.



Disagreement

Yes, but...

True, but...

I can't agree with you.

I disagree with you.

I'm afraid I disagree with you.

I'm not sure that's right.

I agree to some extent, but...

I'm not sure I can accept that.

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



2. Work in groups. Discuss. How much of the food mentioned in Ex. 1 do you eat?

1. Do you like cooking when you have free time?
2. Isn't it a good idea of spending free time?

FOCUS ON GRAMMAR

Direct Speech

If we want to report what someone has said we have to repeat his/her words. Saying what someone has said is called direct speech.

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

Indirect Speech

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

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

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

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

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

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

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

Modal changes:

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

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

Time and Place Changes

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

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

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

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

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

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





Reported Commands and Requests

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

Requests

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

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

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

For example:

He asked me to go to the theatre with him.

He invited me to the theatre.

He begged me to go to the theatre.

He ordered me to go to the theatre.

He advised me to go to the theatre.

He suggested I should go to the theatre.

Use of *that* in reported speech

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

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

However, *that* is optional.

For example: He told me he lived in Odesa.

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

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

3. Look at the photos. Name these television personalities who transform the popularity of the Ukrainian cuisine and teach us to cook.



4. Work in class. Read the text and discuss. Are these programmes popular in Ukraine? Why/Why not?

Unlike Western culture, where it is fashionable to invite friends to a restaurant for a meal, the Ukrainians ask their friends to come to their home, where a meal is a show of honour for their guests. They say if you know what a pleasure it was to watch the guests tasting their food. So, our television personalities pick up recipes, adapt them, cook these dishes, taste them and then tell us in order to help in our cooking.

If people cook with love then the process of cooking will be transformed into art. Can creativity make bored? So, it is not possible to teach to cook a person who doesn't get any pleasure from it.



5. Work in class. Discuss. Is cooking an interesting way of spending your free time?



6. Answer the questions. Linda, an American journalist, has come to your class. She wants to know as much as possible about Ukrainian cuisine.

1. Is Ukrainian cuisine rich in tasty dishes?
2. What are the most popular Ukrainian dishes in your opinion? Why?
3. What are your favourite dishes? Why?
4. Can you cook Ukrainian dishes?
5. Do you like cooking?
6. Are there any dishes that you do not like cooking?
7. Did you cook anything when you were younger?
8. At what age did you cook your first dish?



7. Transform Linda's questions into indirect ones. "Focus on Grammar" can help you.

The example: Linda asked if Ukrainian cuisine was rich in tasty dishes.



8. Pop quiz. What do you know about yourself?



9. Homework. Write a recipe of your favourite Ukrainian dish.

Extra exercise



Words to learn:

collage;
intriguing;
off-putting;
fabulous;
nicety;
notion;
to entice;
incompatible;
to freelance;
maggot;
violence;
vintage;
naked;
to have no notion
of smth;
incompatible with
reason;
to have a maggot in
one's head (brain).



1. Read the quotation and the proverb and say if art really requires courage and practical experience.

All art requires courage.
Anne Tucker

If you fail to practise your art, it will soon disappear.
German proverb



2. Look at the pictures. How do you think they relate to our today's lesson?





Find the English meanings of these words:

вигаданий,
казковий,
неймовірний;
сила;
несамовитість;
шаленість, лють;
жорстокість;
який інтригує,
захопливий,
цікавий;
огидний;
неприємний;
поняття, уявлення,
думка;
точка зору, ідея;
не мати уявлення
про щось;
захоплювати,
заманювати;
колаж;
несумісний,
несполучний (with);
який суперечить
здоровому глузду;
працювати не
за наймом,
бути вільним
художником, розм.
діяти на свій страх
і ризик;
примха, дивацтво,
примхлива людина,
дивак;
бути примхливим;
мати чудацтво;
старовинний;
застарілий;
точність,
вишуканість;
явний;
неприхований,
очевидний.

Read them.



3. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. fabulous ['fæbjələs] *adj* mythical; fairy-tale; legendary; (informal) extremely good
2. violence ['vaɪələns] *n* physical or emotional energy and force; cruelty
3. intriguing [ɪn'tri:ɡɪŋ] *adj* very interesting because of being unusual
4. off-putting [ɒ:'fʊtɪŋ] *adj* unpleasant
5. notion ['nəʊʃn] *n* an idea or an understanding of smth
6. to entice [ɪn'taɪs] *v* to persuade smb to do smth; to lure
7. collage ['kɒlə:ʒ] *n* the art of making a picture by sticking pieces of coloured cloth, paper, photos onto a surface
8. incompatible [ɪŋkəm'pætəbl] *adj* when two things, ideas, etc. are not possible together because of basic differences
9. to freelance ['fri:lɑ:ns] *v* to earn money by selling your work to different organisations
10. maggot ['mæɡət] *n* a small creature like a short worm, a young form of a fly; fantastic, freakish or strange idea
11. vintage ['vɪntɪdʒ] *adj* typical of a period in the past
12. nicety ['naɪsəti] *n* the quality of being very careful and detailed about smth
13. naked ['neɪkɪd] *adj* not hidden; bare; helpless



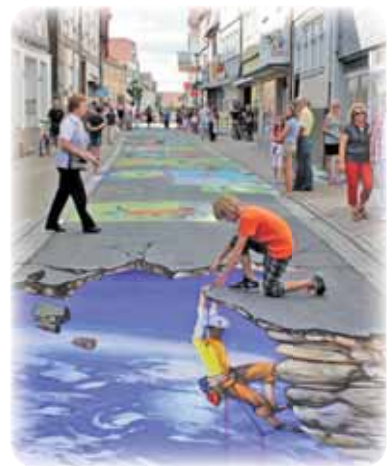
Arguments

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



4. Match these expressions to the pictures from Ex. 2. What pictures do you consider to be art? Give your reasons.

- a tattoo on different parts of the body
- surgical instruments shown as a part of an exhibition
- a display of fireworks
- walls with graffiti
- a painting of circles, triangles and squares
- ornaments on pots and jugs
- an advert on leaflets
- a comic book
- a childish painting
- a portrait
- a still life
- a landscape



5. Work in groups. Discuss what forms of art you like and don't like.



6. Work in pairs. Discuss. What is the purpose of art? Put the purposes in order of their importance: 1 — the most important, 6 — the least important.

- to delight people with enjoyment and amusement
- to express political views
- to make money
- to entertain and make people laugh
- to cause different/conflicting emotions
- to reflect society/life



7. Work in groups. Name any examples of works of art that achieve some of the aims from Ex. 6.



8. Read the leaflet. What is advertising? What category of people is it aimed at?

This Week Fabulous Art Works by Modern Sculptors

Hidden violence is exemplified by this sculpture by Eko Nugroho, part of the Under the Shadow exhibition at Pekin Fine Arts in Beijing. See the rest of the week at Art MoCo after the jump.



Eko Nugroho



Kelly McCallum



Joseph Barbaccia



Mariana Monteagudo



Silvia B.

Silvia B. is a Dutch artist whose sculptures are a fascinating mix of graphically intriguing and visually off-putting. Silvia B. plays with established notions of beauty with her models of females and males using unusual materials in order to make the works as attractive as possible, to entice the viewer to look more closely and then become

disturbed. Once this is achieved one must question the reasons for the discomfort. More Silvia B. tomorrow.

Sequins and polystyrene are unusual partners, but come together in the abstract sculptures of Joseph Barbaccia.

Kelly McCallum combines Victorian taxidermy with gold-plated maggots. Don't miss it.

Venezuelan artist Mariana Monteagudo's latest ceramic dolls wear blue masks, black ears and stare with great big eyes. See the rest of the week at Art MoCo.

Collage. Art of Combining Incompatible

Laura Breitman uses thousands of tiny pieces of fabric to create collages based on photography.

Ann Marshall covers collage territory by integrating portraits with dreamy textures to lend a vintage feel to girls of all ages.

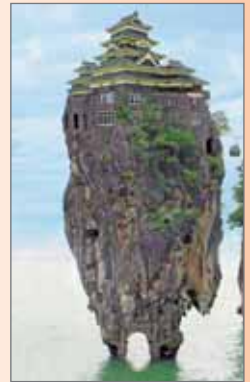
The week ends on a surprising note as we contemplate the red onion as a true object of beauty, thanks to Sarah Greene Reed.

Photography Is the Art of not Pushing the Button

Frank Horvat worked in advertising and freelanced for magazines. He has worked as a photojournalist, spent many years shooting fashion for Elle, Glamour, Vogue, Harper's Bazaar and in advertising. He has had many personal photographic projects and has published 28 books. The work displayed on this exhibition shows what amazing range he has as a documentary, fashion, nature, creative photographer with an interesting photographic journey.

"Why Do I Need Feet, if I Have Wings to Fly?"

There is a special atmosphere in this place, in the house where Frida Kahlo was born, where she lived as an artist, married to an artist, and where she spent her last days. Behind these tall blue walls, the



Laura Breitman



Ann Marshall



Sarah Greene Reed



Frida Kahlo



The Blue House



Frank Horvat

artist has created a world of her own, and the creative spirit of the famous Latin American artist vibrates in the house. Frida's paintings on the walls, those ordinary things have made up the everyday life of this woman, a family, and the friends surrounding the couple Kahlo-Rivera. The Blue House is a house, a place where things tell us a story and invite us to take a walk along its rooms, its corridors, and its patios.



9. Read the leaflet again. Answer the questions.

Which exhibition(s) is/are the most suitable for a person who likes:

- to debate about art?
- to be astonished with the nicety of art?
- to see the work of a single artist?
- art objects made of different materials?
- to see the naked beauty of our life?

10. Find and read nouns, verbs and adjectives in the leaflet which mean the following:

- the qualities that make someone live the way they do, and make them different from other people;
- to persuade someone to do something or go somewhere, usually by offering them something that they want;
- old, but high quality;
- the art of filling the skins of dead animals, birds, or fish with a special material so that they look as though they are alive;
- to be a very typical example of something;
- extremely interesting;
- a small creature like a worm that is the young form of a fly and lives in decaying food, flesh;
- something that is very interesting because it is strange, mysterious, or unexpected;
- an idea, belief, or opinion;
- to take photographs or make a film of something.



11. Work in class. Discuss. What exhibition would you like to go to? Give your reasons.



12. Homework. Write an e-mail to a friend telling him or her about an exhibition you have seen. Give your impressions of it, using some of the expressions above.



1. Read these quotations and say what you think about the gist of them. Is it really so as these great persons say? Can artists really send light into the darkness of hearts?

Every child is an artist. The problem is how to remain an artist once we grow up.

Pablo Picasso

To send light into the darkness of men's hearts — such is the duty of the artist.

Robert Schumann

Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen.

Leonardo da Vinci



2. Work in groups. Name words that relate to art and present to the class. The members of the group who have named the most of the words are the winners.



3. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|---|
| 1. drawing ['drɔ:ɪŋ] <i>n</i> | a picture made using a pen or pencil |
| 2. illustration [,ɪlə'streɪʃn] <i>n</i> | a drawing or picture in a book, magazine, etc. |
| 3. landscape ['lændskeɪp] <i>n</i> | a painting of a view of the countryside |
| 4. fresco ['freskəʊ] <i>n</i> | a picture that is painted on a wall while the plaster is wet |
| 5. oil painting ['ɔɪl peɪntɪŋ] <i>n</i> | a picture painted in oil colours |
| 6. nude [nju:d] <i>n</i> | a work of art consisting of a naked human figure |
| 7. poster ['pəʊstə(r)] <i>n</i> | a placard |
| 8. sketch [sketʃ] <i>n</i> | a small picture that is drawn quickly and does not have many details |
| 9. still life [,stɪl 'laɪf] <i>n</i> | the art of painting arrangements of flowers, fruit, etc. |
| 10. study ['stʌdi] <i>n</i> | a drawing or painting of smth for practice or before doing a larger picture |

4. Match the kinds of painting to the definitions and pictures.

Drawing	a very large picture or photograph printed on paper, which you put on a wall for decoration
Sketch	a picture painted in oil colours
Illustration	the art of drawing arrangements of objects, for example, flowers or fruit
Poster	a painting made on a wall while the plaster is still wet

Words to learn:

drawing;
study;
illustration;
landscape;
nude;
poster;
fresco;
sketch;
still life;
oil painting;
the nude.

Responding to thanks

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

Find the English meanings of these words:

малюнок;
зображення;
ілюстрування;
ландшафт;
пейзаж, пейзажний живопис;
фреска, фресковий живопис;
картина, намальована олійними фарбами, малювання олійними фарбами; оголена постать (у скульптурі тощо); оголене тіло, оголеність; афіша, плакат; ескіз; замальовка; абрис; натюрморт; мист. етюд, ескіз; начерк.

Read them.

Expressing opinions

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

Portrait	a picture of someone without any clothes on
Landscape	a picture that has been drawn using a pen or pencil
Nude	a painting, drawing, or photograph of a person
Oil painting	a small detailed drawing, especially one which is done in order to prepare for a larger picture, or as part of a series of drawings of the same kind of subjects
Fresco	a picture in a book, which shows people or events that have been mentioned in the book
Still life	a painting or photograph showing an area of the countryside
Study	a picture consisting of a few lines drawn quickly with a pen or pencil



5. Work in groups. Discuss.

1. Why do you think people will buy pictures?
2. Who do you think an art dealer is?
3. Are there any artists whose works you admire?
4. What pictures by your favourite artist would you like to buy?
5. What would you do if you didn't have enough money to buy a picture you liked?



6. Listen to the text and answer the questions.

1. What solution did the art dealer Mrs Tanguy find to sell the picture?
2. Was the solution right?



7. Decide if the suggested statements are true or false. Correct the false statements.

1. The picture was painted by a famous French artist.
2. The picture was for sale.
3. The price was too high for the customer.
4. Mr Tanguy didn't want to sell the picture.
5. Apples were painted on it.
6. The customer wasn't ready to buy the picture at all at first.
7. Mr Tanguy made a decision to sell an apple to the customer.
8. An apple was cut from the picture and given to the buyer.
9. Everybody was satisfied with the result of the deal.
10. Madame Tanguy's advice is to take anything they can get for it.



8. Work in groups. Role-play the situation at the art dealer's.



9. Read this quotation, discuss and say if such business is art, if not then why not. Give your reasons.

Being good in business is the most fascinating kind of art. Making money is art and working is art and good business is the best art.
Andy Warhol



10. Work in groups. Listen to the employee of the art gallery, Olesia Paradi, who is making a presentation to the director of the art gallery and his colleagues. Olesia thinks that artist Olena Krasylnykova would be a good choice for an exhibition. Listen to Part 1 and answer the questions.

1. What does O. Krasylnykova do?
2. What basic facts is Olesia going to talk about?
3. Is O. Krasylnykova a newcomer in the world of art?
4. What city has she lived and worked in?
5. Who does she share her knowledge with?



11. Work in pairs. Put Olesia's key points in order.

- the artist's personality/reputation
- the basic information
- students' and their parents' reviews
- the artist's style of painting



12. Now listen to Part 2 of the presentation and answer the questions.

1. What method does Olena use in her painting?
2. What are her works about?
3. What do students and their parents say about her as a teacher?
4. What personality is Olena?
5. What is her contribution to the personal development of each child?

Words to learn:

ardent;
 etching;
 sepia;
 to imbue;
 honorary;
 to embody.



Find the English meanings of these words:

гарячий, палкий;
гравюра, травлення
на металі;
сепія (фарба);
наповнювати,
надихати (чимсь —
with);
почесний;
здійснювати,
втілювати.

Read them.



13. Work in groups. Discuss art forms which mostly influence young people today and how young people influence our society.

SPOT ON WRITING TIPS

Note-taking

Note-taking is a skill that can help you do well in all your school-work. Here are some tips on how to take good notes.

Write down key facts. Write down the most important points.

Compare. Keep your notes handy when you're doing your homework. Compare what you wrote with what you've heard/read — you can add to your notes.

Organise. Keep notes for each subject in one place so you can find everything easily when the time for a test comes.

Note-taking gives your mind a chance to absorb the material it needs to learn.



14. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|------------------------------------|--|
| 1. ardent ['ɑ:dnt] <i>adj</i> | (written) very enthusiastic; passionate |
| 2. etching ['etʃɪŋ] <i>n</i> | the art of making pictures on metal or glass |
| 3. sepia ['si:pɪə] <i>n</i> | a reddish-brown colour |
| 4. to imbue [ɪm'bju:] <i>v</i> | to fill smb or smth with strong feelings |
| 5. honorary ['ɒnərəri:] <i>adj</i> | given as an honour |
| 6. to embody [ɪm'bɒdi] <i>v</i> | to express an idea or a quality |



15. Your teacher has asked you to write a brief note about your excursion to the Museum of Ukrainian Art.

Suggested Answer

Last week we visited the Museum of Ukrainian Art and got acquainted with the works and life of Tetiana Yablonska.

Tetiana Yablonska contributed a lot to the development of Ukrainian pictorial art. Her creative work is an entire epoch in Ukrainian culture. In her works she embodied ardent love of her native land. Yablonska's heritage is indeed universal: portraits, landscapes, genre compositions, etc. Her works are executed in the technique of etching, sepia and pencil, watercolours and oil.

Imbued with deep humanism and excellent in form and technique Yablonska's art heritage is immortal, it will live through ages.

Yablonska was awarded the honorary title "Artist of the Year" (UNESCO) in 1997, "Woman of the Year" (International Biography Centre, Cambridge) in 2000. She was the winner of the Shevchenko State Prize of Ukraine (1998). She also received the highest state award of our country — the title "Hero of Ukraine" (2001).



16. Homework. Make a presentation of your favourite artist.

The World of Arts

Dive 12



1. Read the quotation and say if painting is really easy.

Painting is easy when you don't know how, but very difficult when you do.

Edgar Degas

2. Work in pairs. Match these words to their definitions.

Artefact	an object that is made by a person, especially smth of historical or cultural interest
Impressionist	someone whose job is to take tourists to a place and show them around
Sculptor	someone who draws funny drawings of people that make them look silly
Painter of seascapes	someone who is very skilled at creating and sewing costumes for actors
Portraitist	someone who draws a short film that is made by photographing a series of drawings
Guide	someone who paints pictures
Art historian	someone who makes sculptures
Painter	someone who takes photographs, especially as a professional or as an artist
Artist	someone who uses impressionism in the paintings or music that they produce
Art thief	a person whose job is to take care of the clothes that actors wear on the stage
Caricaturist	someone who creates a painting, drawing, or photograph of a person
Cartoonist	someone whose job is to make plans or patterns for clothes, furniture, equipment, etc.
Decorator	someone who draws a fight between opposing armies, groups of ships, groups of people, etc., especially one that is part of a larger war
Photographer	someone who draws pictures of the sea
Fashion designer	someone who studies the history of art
Painter of battle pieces	a person who steals works of art
Wardrobe master	someone who paints houses and puts paper on the walls as their job

Words to learn:

contemporary;
to immerse;
institution;
renovation;
to undergo;
to implement;
varied;
charitable
institution;
he underwent much
suffering;
varied opinions;
he underwent
a great change.



Apologising

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

Find the English meanings of these words:

сучасний;
занурювати,
поглинати, займати
(увагу);
виконувати,
здійснювати,
забезпечувати
виконання,
втілення в життя;
організація,
установа;
благодійна
установа;
відбудова;
реконструкція,
оновлення,
лагодження;
заснавати, зносити,
переносити;
він багато
страждав;
різний,
різноманітний,
який змінюється;
нерівний;
найрізноманітніші
думки.

Read them.



3. Work in groups. Discuss.

1. What capitals of art do you know?
2. What art galleries are they famous for?
3. What kind of art do they represent?
4. Which one have you ever visited?



4. Read the ads of the most famous world art galleries and complete the table.

The Prado Museum in Spain

The Prado Museum in Spain is renowned as being the largest art gallery in the world. It also exhibits sculptures, drawings, coins and other works of art, but undoubtedly it is famous for its large collection of paintings which has given it worldwide fame. It houses more than 8,600 paintings, though they exhibit less than 2,000 because of lack of space available.

(www.spanisharts.com)



Museum Galleria Borghese in Rome Villa Borghese

Drawn from the collection assembled by Cardinal Scipione Borghese in the late 16th and early 17th centuries, the Borghese Gallery includes major works by Raphael, Rubens, Titian, Caravaggio, Bernini, Antonello da Messina and Canova.

Housed in the summerhouse of the Villa Borghese, which was built between 1613 and 1616, the collection was purchased by the state with the villa and its contents in 1902. Recently reopened following a 14-year renovation programme, the architecture and decoration of the gallery create the perfect setting for the magnificent paintings and sculptures.

(www.rome-galleries.com)

National Portrait Gallery in London

A very large collection of portraits includes a superb set of Kings, Queens and other famous historical figures. The Tudor portrait gallery is one of tourists' favourite galleries, right next door to the National Gallery. The ground and top floors are the best — the endless collection of Victorian Prime Ministers. We can have a cup of coffee at the restaurant, too.

(www.londontourist.org)





The Louvre in Paris: a Rich Past, an Ambitious Future

“Open to all since 1793”: from the outset, the Louvre has embodied the concept of a truly “universal” institution. Universal in the scope of its collections, it is also universal in its appeal to some 6 million visitors every year. Innovations have been rooted in the museum for 200 years.

The principle responsibility of the Louvre is to conserve, protect, restore, and develop France’s national art treasures, from the early royal collections to the most recent acquisitions. In carrying out this task, the museum’s scientific and academic staff displays steadfast commitment and universally recognised professionalism.

The priceless art works housed in the Louvre are held for the benefit of present and future generations. Hence the vital importance of the museum’s mission is to make these works available to the greatest possible number of people, from France and all over the world.

(www.saatchigallery.com/museums/museum-profile/Musée+Du+Louvre/98.html)

Dresden Art Gallery: Albertinum — Brühl’s Terrace, Dresden, Germany

Dresden’s Albertinum is home to a museum with four themed sections. The Gemäldegalerie Neuer Meister is where you will find 19th and 20th century art works by artists such as Degas, Dix, Manet, Monet, Richter and Van Gogh. The Grünes Gewölbe meanwhile boasts Europe’s largest collection of royal treasures, the Skulpturensammlung is home to a large collection of sculptures, and the Münzkabinett features some 300,000 artefacts, among which there are coins, medals, banknotes and historical bonds.

(www.world-guides.com/europe/germany/saxony/dresden/dresden_art_galleries.html)



City	Name of the gallery	Art works represented there	Is famous for



5. Work in class. Discuss.

1. What is the most famous art centre in Ukraine?
2. What do you know about the Pinchuk Art Centre?
3. What is it famous for?
4. What is its history?
5. What's its aim?
6. What famous people have presented their works in it so far?



6. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. contemporary [kən'tempərəri] *adj* belonging to the present time
2. to immerse [ɪ'mɜ:s] *v* to put smth deep into a liquid so that it is completely covered
3. to implement [ɪ'mplɪmənt] *v* to take actions or make changes that you have officially decided to happen; to carry out
4. institution [ɪnstɪ'tju:ʃn] *n* a large organisation that has a particular kind of work or purpose
5. renovation [ˌrenə'veɪʃn] *v* repair to a building or old furniture so that it is in good condition again
6. to undergo [ˌʌndə'gəʊ] *v* to have an unpleasant experience, etc.
7. varied ['veəriəd] *adj* consisting of or including many different kinds of things or people, especially in a way that seems interesting



7. Read the article, check your ideas and complete the sentences.

The Pinchuk Art Centre is an institution implemented by the Victor Pinchuk Foundation in the realm of culture. It is one of the largest centres for contemporary art in Eastern Europe. The key mission of the centre is to modernise the Ukrainian artistic scene and to promote the development of a new generation of Ukrainian artists. The centre presents a variety of exhibitions of leading international and Ukrainian artists. Additionally, the art centre organises varied educational programmes and is a platform for support for other cultural projects.

The centre is located in Kyiv's historic architectural complex of Be-sarabka that underwent a major renovation at the beginning of the 21st century. Both architectural and interior design for the art centre was



developed by a French architect, Philippe Chiambaretta. The art centre occupies six floors, with exhibition spaces on four floors, a video lounge and a café on the top floor. The total area of the exhibition centre is over 4000 sq. metres.

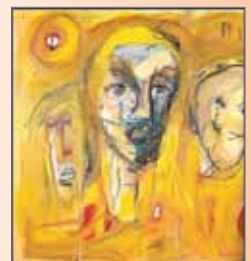
Since the opening day on the 16th of September 2006, the art centre has become a favourite spot for young Ukrainians, city-dwellers and numerous international visitors to Ukraine’s capital. With free-of-charge entrance, the centre provides an outstanding opportunity to become immersed in the best contemporary art. With the art centre, Kyiv has become a new destination point for global contemporary art.

To the date, the centre has presented nine major exhibitions:

- “New Space”, an opening exhibition by various international and Ukrainian artists;
- “Generations.UsA”, a group show with 20 young Ukrainian and American artists;
- “Vik Muniz: A Survey”, an exhibition by the well-known Brazilian artist Vik Muniz;
- “An Instinctive Eye”, a selection of contemporary photography from the Sir Elton John Collection;
- “REFLECTION”, an exhibition with recent acquisitions including artists such as: Serhii Bratkov, Antony Gormlei, Andreas Gurskii, Damien Hirst, Jeff Koons and Takashi Murakami;
- “Mariko Mori: Oneness”, a large-scale exhibition by a Japanese artist, Mariko Mori;
- “Paul McCartney — Paintings”, a survey exhibition of paintings by Sir Paul McCartney;
- “Rhine on the Dnipro: Julia Stoschek Collection/Andreas Gurskii”, a thematic video art exhibition with 17 international artists and major one-person photography exhibition;
- Exhibition of the British artist Sam Taylor-Wood.

(www.pinchukartcentre.org)

1. The art centre is
2. It is one of the largest centres for
3. The centre presents a variety of exhibitions of leading
4. The centre organises varied
5. It is located in Kyiv’s historic architectural complex of
6. The centre provides an outstanding opportunity to become immersed in the best
7. The centre has presented ... major exhibitions.



8. Work in class. Discuss. What exhibitions have you been to? Which one would you like to go to?



Paul Gauguin.
Girl in Front of Open
Window



Henri Matisse.
Reading Girl in White
and Yellow



9. Work in groups. Discuss. What way do art lovers get masterpieces for their collections? Choose from the words below.

art market, art salon, flea market, auction, inherit, steal, exchange, outbidding

Which way do you find the easiest/the hardest?



10. Listen, read the words and their definitions, translate them and make some sentences with these words.



11. Work in pairs. Read the text and decide if the suggested statements are true or false. Correct the false statements.

Extra exercises



12. A teen magazine has asked its readers to share the ideas on visiting a museum. Use the plan below to help you.

- What do people need museums for?
- What museum have you recently visited?
- What impressed you most of all?



13. Homework. Write a paragraph describing the art gallery which you have been to recently or you have read about.



Claude Monet. Madame
Monet in a Japanese Kimono



Salvador Dali.
The Persistence of Memory



Paul Gauguin.
Still Life with Fruit and Lemons

The World of Arts

Dive 13



1. Read the quotations and say if art is really important in our life and reminds us that we have souls.

Life beats down and crushes the soul and art reminds you that you have one.

Stella Adler

What art offers is space — a certain breathing room for the spirit.

John Updike



2. Work in pairs. Discuss.

Art is not something extraordinary and difficult.
Some of it could have been done by young children.



3. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|---------------------------|
| 1. whimsy ['wɪmzi] <i>n</i> | caprice; imagination |
| 2. temple ['tempəl] <i>n</i> | church |
| 3. to squeeze [skwi:z] <i>v</i> | to press smth firmly |
| 4. spiteful ['spaitfl] <i>adj</i> | wicked; hateful; mean |
| 5. acknowledged [ək'nɒlɪdʒd] <i>adj</i> | recognised |
| 6. lush [lʌʃ] <i>adj</i> | wild; bushy; colourful |
| 7. bounty ['baʊnti] <i>n</i> | generosity |
| 8. flavour ['fleɪvə(r)] <i>n</i> | fragrance; pleasant smell |
| 9. contemplative [kən'templətɪv] <i>adj</i> | thoughtful |
| 10. tangibility [,tændʒə'bɪləti] <i>n</i> | reality |



4. Work in groups.

Group A reads about Serhii Paradzhanov.

Group B reads about Valentyna Tsvetkova.

After reading the text say who:

- lived in the country of birth;
- didn't complete his/her education;
- was in prison;
- was influenced by the place he/she lived;
- combined different elements in his/her work;
- was an artist as a hobby;
- was a strange and unpredictable person;
- was loved by many people.



Words to learn:

temple;
to squeeze;
tangibility;
spiteful;
acknowledged;
lush;
whimsy;
bounty;
flavour;
contemplative;
bounty of nature.

Find the English meanings of these words:

примха; чудацтво;
фантазія; уява;
примхливий;
робити відбиток;
видавлювати;
вижимати;
злобний, злісний;
уїдлиний,
дошкульний;
визнаний;
буйний, пишний
(про рослинність);
квітчастий;
щедрий; щедрий
подарунок; дар;
дари природи;
храм; церква;
аромат; приємний
запах (смак);
особливість;
задумливий,
замислений;
споглядальний;
відчутність;
реальність.

Read them.



Serhii Paradzhanov. The Artist and Filmmaker

“I’m not a professional and don’t claim it. My exhibition is not a hobby but a necessity of my profession. I’m a director. I studied from the great masters Savchenko and Dovzhenko, I began to paint, make collages, attach texture, look for some plastique.”

Serhii Paradzhanov was born on January 9, 1924 in Tiflis (Tbilisi) in the family of an antique dealer. In 1942, Serhii finished secondary school and became a student at the Tbilisi Institute of Railway Engineers. However, it was less than a year when he understood that he had acted recklessly — and “love for art prevailed”. So he brought his documents to VGIK, at the cinematography department.

Serhii Paradzhanov made his wife participate in his whimsies and hoaxes. He insisted that she should peel apples in some unusual way, put the cup on the table in another direction and place meatballs into the dish in a special way.



Serhii Paradzhanov invented and made up his life in the same strange way as he drew, created collages or puppets, wrote scripts and made films.

Karen Kalantar

His creative life knew no pause, it was so intense that his imagination continued to “produce a product” and between his professional art he had moments when he was just communicating with people. Someone knew Paradzhanov the man, someone Paradzhanov the artist, but it was only one — Paradzhanov the creator of the fictional world of beauty.



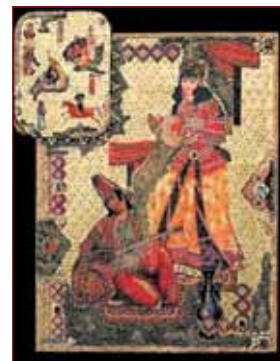
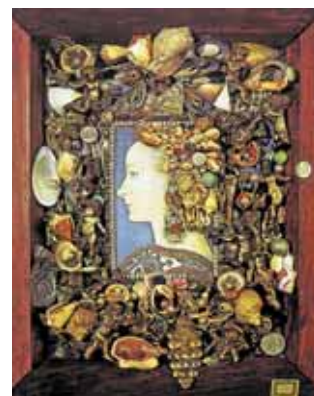
In the temple of cinema there are images, light and reality. Serhii Paradzhanov was the master of that temple...

Jean-Luc Godard

In all prison camps where Paradzhanov was, he fulfilled the orders of prisoners. He drew for people, who were waiting at large, the portraits of their sweethearts, created collages.

One day he picked up yoghurt lid and squeezed a portrait of Pushkin with a nail on it.

The prisoners finding that “medallion” played him a spiteful trick, but didn’t take the thing away. A decade later, this “medallion” came to



the director Federico Fellini, and he poured out the silver medal, which has been awarded to the best film at the festival in Rimini since then.

Flowers of Creativity by Valentyna Tsvetkova

“The main thing for me in painting is to transmit light, aroma, air, which give life to every simple living thing, the condition of the motive, the beauty of our nature.”

Today we would like to draw your eyes to the works of one of the most interesting artists of the Crimea — Valentyna Tsvetkova.



When you hear this name, immediately bright, like nothing on earth, artistic images of the Crimean region appear before your eyes, created by this powerful and original artist.

In 2007 Valentyna passed away. The artist was born in Astrakhan in 1917 and graduated from the Astrakhan art school. As a student, Valentyna at first visited the southern coast of the Crimea.

The beauty and originality of the southern nature, plenty of light, sun, vivid colour contrasts had such a strong influence on the young artist that she decided to remain permanently in the Crimea and lived in Yalta.

Valia loved to write from the balcony of her studio, which offers a view of the mountains, as well as the sea. We often gathered there for a cup of coffee, admiring the panorama.

Larysa Cheriakhi

In the 1930—1940s she worked mostly in the genre of portraits. But the artist didn't develop as a portraitist. She was carried away by other artistic forms and genres.

Still lifes and landscapes became dominant for her. And exactly in this direction, she reached considerable success. By becoming an acknowledged master Valentyna had the opportunity to travel extensively around the world.

Since 1965 she participated in international exhibitions (France, Canada). Valentyna was considered as one of the best artists of Ukraine in the field of still lifes.

The branches of the trees in spring, filled with light, transparent air, lush lilac blossoms, filled with spring moisture, autumn bounty: peaches, grapes,





as if they had imbibed the sun’s heat — sounds like a hymn to fertile native land.

I, as a person who has a lot of works painted by Valentyna, can confidently say that the bright, sonorous colour of her canvases finds a rapid response and refreshes the soul like pure spring water.

Valentyna Shevchenko

Written by avid juicy brush strokes, they acquire a special vitality, tangibility, make us feel unique flavours of spring, summer, autumn. In 1985 the artist was awarded the title People’s Artist of Ukraine.



5. Tell the classmates from another group about the artist you have read about using Ex. 4 as a plan.



6. Work in groups. Discuss. What picture do you like the most? Why? Would you like to go to the artists’ exhibition? Why/Why not?

FOCUS ON GRAMMAR

Adjectives can be **GRADABLE** and **NON-GRADABLE**.

Adjectives describe a quality that something possesses. To describe, for example, variations in temperature we can use *hot* or *cold*, which are **GRADABLE ADJECTIVES**.

But to describe the limits (maximum or minimum level) of temperature we use *boiling* or *freezing*, which are **NON-GRADABLE ADJECTIVES**.

Gradable adjectives can be used in the comparative and superlative forms or with words like “very” or “less”. Non-gradable adjectives can’t be used in the comparative and superlative forms or with words like “very” or “less”.

Non-gradable	Gradable		Gradable	Non-gradable
tiny	small	Size	big	enormous
excellent	good	Good/Bad	bad	terrible
boiling	warm/hot	Temperature	cold	freezing

Some other **GRADABLE** and **NON-GRADABLE** forms are *tired, exhausted, upset, devastated, angry, furious, unusual, unique, hungry, starving, important, essential, interesting, fascinating*.

Adverbs make adjectives stronger or weaker. Some adverbs can only be used with either gradable or non-gradable adjectives.

Use with gradable adjectives	Use with non-gradable adjectives	Use with both gradable and non-gradable adjectives
very extremely a bit slightly	absolutely completely totally	really

The sea was very cold.

The diamond in the ring he presented to her was extremely small.

The air was absolutely boiling.

We were really hungry and really exhausted at the end of the filming day.



7. Read these adjectives. Put them in pairs with the adjectives of similar meanings.

good, unique, excellent, essential, unusual, important, angry, bad, big, cold, devastated, enormous, exhausted, fascinating, freezing, furious, hungry, interesting, small, starving, terrible, tiny, tired, upset



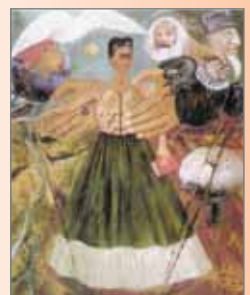
8. Divide the adjectives from Ex. 7 into two columns.

GRADABLE	NON-GRADABLE



9. Look at the list of adjectives below. Check any new word in a dictionary. Complete the sentences with some of them.

unique, expressive, soothing, calm, inspiring, decorative, contemplative, fanciful, passionate, emotional, mesmerising, decadent, irrational, poetic, awe-striking, personal, meditative, special, surrealistic





1. His ... workshop was the only place he knew to hide himself from cruel world.
2. Michelangelo was a great sculptor and an ... artist.
3. His art, ... and ..., is an ongoing narrative about the woods surrounding Mr Hunger in Vermont.
4. Great art is as ... as great music. It is mad with its own loveliness.
5. The following exhibition is an incredible showcase of artists who have managed to capture water in the most creative, ..., gorgeous, and ... ways.
6. ... style uses visual imagery from the subconscious mind to create art without the intention of logical comprehensibility.



10. Use some sentences from Ex. 9 and write a short description of an artwork which you love the most.

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



12. Homework. Choose one of the famous Ukrainian artists and write a short paragraph about him/her and his/her works.



EXTRA DIVE





1. Listen, read and name the rules and regulations which you like and dislike. Do you like to keep to the rules? What is the difference between the modern rules and the rules of the last century?

Rules and Regulations

A short direction
To avoid dejection.
Learn well your grammar,
And never stammer.
Write well and neatly,
And sing most sweetly.
Be enterprising,
Love early rising.
Go walk of six miles,
And have ready quick smiles.
Drink tea, not coffee,
Never eat toffy.
Eat bread with butter,
And never stutter.
Don't waste your money,
Abstain from honey.
Shut doors behind you,
(Don't slam them, mind you.)
Drink beer, not porter.
Don't enter the water
Till to swim you are able.
Sit close to the table.
Take care of a candle.
Shut the door by the handle.
Don't push with your shoulder
Until you are older.
Lose not a button.
Refuse cold mutton.
If you are able,
Don't have a stable
With any mangers.
Be rude to strangers.
Moral: Behave.

Lewis Carroll

Words to learn:

responsibility;
ridiculous;
selfish;
careful;
horrendous;
pressure;
consent;
to accept
(to assume,
to take)
a responsibility;
don't be ridiculous;
to win (to obtain)
smb's consent.

Find the English meanings of these words:

відповідальність, обов'язок, зобов'язання; взяти на себе відповідальність; сміховинний, смішний, безглуздий; обурливий; образливий; не робить із себе посміховисько; егоїстичний, себелюбний; дбайливий, уважний, турботливий; старанний, ретельний; акуратний, точний; обережний, обачний; страхітливий, який вселяє жах.

Read them.

- | | |
|---|--|
| 1. dejection [di'dʒekʃn] <i>n</i> | пригнічений настрій; смуток; пригніченість |
| 2. to stammer ['stæmə(r)] <i>v</i> | заїкатися |
| 3. neatly ['ni:tli] <i>adv</i> | чисто; акуратно; чітко |
| 4. enterprising ['entəpraɪzɪŋ] <i>adj</i> | ініціативний; енергійний |
| 5. toffy ['tɒfi] <i>n</i> | тофі, цукерки (на зразок ірису) |
| 6. to stutter ['stʌtə(r)] <i>v</i> | затинатися, говорити невпевнено |
| 7. to abstain [əb'steɪn] <i>v</i> | утримуватися, стримуватися від |
| 8. to slam [slæm] <i>v</i> | грюкати, стукати |
| 9. stable ['steɪbl] <i>n</i> | стайня, конюшня |
| 10. manger ['meɪndʒə(r)] <i>n</i> | ясла; годівниця |



2. Work in class. Discuss if teenagers have any problems.



3. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|--|
| 1. responsibility [rɪˌspɒnsə'bɪləti] <i>n</i> | a duty to take care of smb or to help |
| 2. ridiculous [rɪ'dɪkjʊləs] <i>adj</i> | absurd; very silly |
| 3. selfish ['selfɪ] <i>adj</i> | caring only about oneself rather than smb else |
| 4. careful ['keəfəl] <i>adj</i> | attentive; giving a lot of attention to details |
| 5. horrendous [hɒ'rendəs] <i>adj</i> | very terrible; extremely unpleasant |
| 6. pressure ['preʃə(r)] <i>n</i> | difficulties and feelings of anxiety that are caused by the need to behave in a particular way |
| 7. consent [kən'sent] <i>n</i> | permission to do smth |

4. Human life is divided into some age periods. Look at these figures and read the words. Match the words to the figures to mark these periods.

0—3	old age
4—13	middle age
14—19	babyhood
20—44	childhood
45—60	adulthood
61—...	teenage

Say which period you belong to and which period is the best in human life in your opinion and why.



5. Work in class. Discuss if it is easy to be a teenager nowadays.



6. Read these statements and complete the table.

Teens	Agree if it is right in your opinion	Disagree if it isn't right in your opinion
<ul style="list-style-type: none"> • don't have money • have a lot of pressure: parents, teachers, exams, etc. • have their parents' entire love and attention • don't have a lot of responsibilities and duties • have plenty of free time • can earn money • may have a part-time job • can have mobile telephones • can't work • can't drive cars until 18 • don't have many health problems • can't get married without their parents' consent • under 16 cannot give consent to medical treatment • have to win their parents' consent to do what they want • can't do what they want • can't drink in pubs • can play loud music • have chances to try new exciting experiences • can love pets • can have boyfriends or girlfriends • wear clothes they like • don't understand their parents • are strong, young, smart and talented • may persuade adults to agree with them • experiment with their hairstyles, clothes, diet, music • face many problems • can form themselves as personalities • can be useful to society • can get good secondary education • can solve their problems • can be successful • can be happy: love, success, career are in front of them • can learn to live among people 		





Asking for clarification

Sorry, what do you mean?

Does it mean...?

Do you mean...?

Can you repeat that, please?

Would you mind repeating that, please?

Can you say it again, please?

Sorry, I didn't quite catch that.

Could you repeat that more slowly, please?



7. Work in groups. Discuss what teenagers' responsibilities and problems have not been mentioned in the table. Present your ideas to the class.



8. Read the text and complete the sentences.

Is It Easy to Be a Teenager Nowadays?

It isn't easy to be a teenager today, is it? Very often teenagers say, "Our parents and teachers don't understand us at all. They don't hear us. Maybe these are differences between some representatives of generations in their attitude to life that cause the lack of understanding with each other".

According to the "older generation", teenagers are rude, lazy, they wear ridiculous clothes, they spend their time listening to horrendous noises which they consider to be music, they lie, they think only about entertainments, they are selfish and greedy.

Others are sure that teenagers are constructive, smart, hard-working, talented, careful and that they spend a lot of time thinking about their future, their career, their families, friends and their hobbies.

In fact, the majority of young people are polite, open and friendly.

Of course teenagers have problems and there is much stress in their life. But who doesn't have problems nowadays? It's a difficult time for them as finishing school is the beginning of their independent lives, and there is much stress in teens' life.

1. Isn't it easy...?
2. Very often teenagers say...
3. Some of the representatives of the "older generation" say that teenagers...
4. Others are sure that teenagers...
5. In fact, the majority of young people...
6. Of course teenagers have...
7. It is a difficult time...



9. Work in pairs or in small groups. Discuss the stresses in your lives. Present your ideas to the class and complete the mind map.



Computer addiction



Stress in teen life



Problems at school



Money



10. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. to alienate ['eɪliəneɪt] *v* to make smb less friendly or sympathetic towards you
2. detention [di'tenʃn] *n* the state of being kept in a place, for example, a prison; the punishment of being kept at school after classes
3. faked [feɪkt] *adj* appearing to be smth it is not
4. to hang about [hæŋ] *v* to wait not doing very much; to stay near a place not doing very much

Words to learn:

to alienate;
detention;
faked;
to hang about;
hardship.

SPOT ON WRITING TIPS

Composition writing

In a composition, it is easier to write about what you believe in. Write this in 'first person' — 'I' (like you are talking) to 'second person' — 'you' (a person you are speaking to).

Introduction:

In the introduction the topic is described, the issue or problem is summarised, and your argument is presented.

The “rule of five” or the “five-paragraph format”

Introduction

Paragraph 1

State the topic (summary of the topic without giving your opinion).

Main body

Paragraph 2

Arguments for and justifications, examples, and/or reasons.

Paragraph 3, 4

Arguments against and justifications, examples, and/or reasons.

Conclusion

Final Paragraph

Balanced consideration/your opinion, direct or indirect.

Conclusion (for all but poetry):

This simply wraps up what you have said in your composition. It can basically restate what you said in your introduction. If your composition is longer, you can sum up your main points. Try to phrase them a little differently so it will not sound repetitive.

Useful Hints

Useful expressions and linking words/phrases

- **To list points:** *Firstly, First of all, In the first place, To begin/start with, Secondly, Thirdly, Finally*
- **To list advantages:** *One/Another/A further/An additional (major) advantage of ... is... , The main/greatest/first advantage of ... is...*

Find the English meanings of these words:

відштовхувати;
затримання;
підроблений,
удаваний;
вештатися;
злидні, труднощі.

Read them.



- **To list disadvantages:** *One/Another/A further/An additional (major) advantage/drawback of... The main/greatest/most serious/first disadvantage/drawback of... Another negative aspect of...*
- **To add more points to the same topic:** *In addition (to this), furthermore, moreover, besides, apart from, what is more, as well as, not to mention (the fact) that, also, not only ... but also/as well, both ... and, There is another side to the issue/question/argument of...*
- **Conclusion expressing opinion directly:** *In conclusion, On balance, All things considered, Taking everything into account/consideration, To conclude, To sum up, All in all*



11. A teen magazine has asked its readers to share their ideas on youth and subcultures. Use the plan below to help you.

- What is “subculture”?
- What hardships do teenagers experience?
- How do teens try to express themselves?

Suggested Answer

(Danylo Ulianitskyi)

To begin with, “subculture” is a particular group of people within a society whose behaviour and customs are often disapproved of by most people (for example, emos and goths). Speaking about young people, they adopt subcultures, as they want to separate themselves from others.

In my opinion, students turn to different subcultures after having a hard time at school or because they feel alienated and look for a way to express themselves.

These are just some items in teenagers’ list of hardships. On the one hand, teenagers think that nobody understands them. For example, it is generally hard for young people to deal with their parents, who control their life, and be financially independent. I believe that young people consider that it is good to hide secrets from their parents.

On the other hand, young people are sure that they do not have faked friends. Moreover, students and youngsters believe that it is just usual to hang about in the streets looking for troubles and that school is a whole detention. Apart from this, it is sometimes challenging for students to make their own choice, not to use slang talking to parents and teachers, to deal with a girlfriend or a boyfriend.

All things considered, it is my strong belief that teenagers try to express themselves in all possible ways. They try to be really unique. In their opinion, it can be possible being a part of a subculture.



12. Homework. Choose the most urgent problem for you and think of possible variants of solving it. Write your ideas.



1. Listen, read and say if it is really impossible for the young and the old to live in peace and harmony.

Age and Youth

Crabbed Age and Youth
 Cannot live together:
 Youth is full of pleasance,
 Age is full of care.
 Youth's like summer morn,
 Age's like winter bare.
 Youth is full of sport,
 Age's breath is short!
 Youth is nimble. Age is lame.
 Youth is hot and bold,
 Age is weak and cold.
 Youth is wild and Age is tame.
 Youth, I do adore thee!

(William Shakespeare)



- | | |
|---------------------------------|---|
| 1. crabbed ['kræbɪd] <i>adj</i> | бурхливий, дратівливий |
| 2. morn [mɔ:n] <i>n</i> | morning — ранок |
| 3. nimble ['nɪmbl] <i>adj</i> | моторний, спритний, рухливий |
| 4. lame [leɪm] <i>adj</i> | кульгавий, покалічений; кволий, слабкий |
| 5. bold [bəʊld] <i>adj</i> | хоробрий; відважний, зухвалий |
| 6. tame [teɪm] <i>adj</i> | приручений; приборканий; покірний; пасивний |



2. Work in pairs. Name the main reasons of misunderstanding between children and parents, who love their children most.



3. Complete the sentences using the idioms.



4. Answer the questions.



5. Work in pairs. Ask your partner any questions using the idioms.



6. Make as many sentences as you can using the idioms. Write.



7. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|---------------------------------|
| 1. helpful ['helpfl] <i>adj</i> | useful |
| 2. smart ['smɑ:t] <i>adj</i> | bright; clever; neat; ingenious |
| 3. careful ['keəfl] <i>adj</i> | cautious; painstaking |
| 4. talented ['tæləntɪd] <i>adj</i> | gifted |
| 5. hard-working [ˌhɑ:d'wɜ:kɪŋ] <i>adj</i> | working with care and energy |

Extra exercises



Words to learn:

helpful;
 smart;
 careful;
 talented;
 hard-working;
 selfish;
 greedy;
 skinny;
 active;
 polite;
 to do the polite;
 open;
 open market;
 open to the public;
 to be open with
 smb;
 free;
 friendly;
 urgent;
 rude;
 lazy;
 successful;
 happy;
 to be friendly with
 smb;
 Friendly Society;
 urgent order;
 urgent question;
 in urgent need of
 help;
 in rude health;
 rude awakening;
 to be successful in
 smth;
 he is successful in
 everything;
 to be as happy as
 a bird on the tree
 (to be as happy as
 a king);
 happy
 circumstances.

Find the English meanings of these words:

корисний;
кмітливий;
охайний;
дбайливий;
талановитий;
працелюбний;
егоїстичний,
жадібний;
худючий;
активний, діяльний;
ввічливий;
люб'язний;
поводитися
ввічливо;
відкритий;
вільний ринок;
відкрито для
публіки;
бути відвертим із
кимось;
безкоштовний;
дружній;
бути у дружніх
стосунках із кимсь;
товариство
взаємодопомоги;
вкрай необхідний;
термінове
замовлення;
нагальне питання;
потребувати
негайної допомоги;
грубий;
глибоке
розчарування;
ледачий;
успішний, вдалий;
мати успіх
у чомусь;
щасливий;
бути безмежно
щасливим;
сприятливі умови
(обставини).

Read them.

- | | |
|--|--|
| 6. selfish ['selfɪ] <i>adj</i> | egoistic |
| 7. greedy ['gri:di] <i>adj</i> | avid; mean |
| 8. skinny ['skɪni] <i>adj</i> | very thin |
| 9. active ['æktɪv] <i>adj</i> | energetic; effective |
| 10. polite [pə'laɪt] <i>adj</i> | well brought up; courteous |
| 11. open ['əʊpən] <i>adj</i> | not closed; public; not confined |
| 12. free [fri:] <i>adj</i> | not busy; independent |
| 13. friendly ['frendli] <i>adj</i> | amicable; favourable |
| 14. urgent ['ɜ:dʒənt] <i>adj</i> | very important; pressing |
| 15. rude [ru:d] <i>adj</i> | impolite; primitive; cruel |
| 16. lazy ['leɪzi] <i>adj</i> | idle; torpid |
| 17. successful [sək'sesfl] <i>adj</i> | lucky; achieving aims |
| 18. happy ['hæpi] <i>adj</i> | lucky; successful; satisfied; favourable |
| 19. independent [ˌɪndɪ'pendənt] <i>adj</i> | sovereign; free; self-sufficient |
| 20. constructive [kən'strʌktɪv] <i>adj</i> | creative; having a useful and helpful effect |
| 21. ignorant ['ɪgnərənt] <i>adj</i> | uncouth; uneducated |
| 22. serious ['sɪəriəs] <i>adj</i> | dangerous; important |



8. Work in small groups. Discuss what it means to be a teenager. Use the idioms. Present your ideas to the class.



9. Read these examples and give your own variants, as many as you can. Write.

1. Being a child is being naughty.
Being a child is...
2. Being a teenager is taking a lot of exams.
Being a teenager is...
3. Being a parent means to love children.
Being a parent means...
4. Teenagers should be patient while communicating with their parents.
Teenagers should...
5. Parents should help their children to find their own way in life.
Parents should...



10. Describe any teenager you know.

These words can help you:

helpful, smart, careful, talented, hard-working, selfish, greedy, skinny, active, polite, open, free, friendly, urgent, rude, lazy, successful, happy, independent, constructive, ridiculous, ignorant, serious.



11. Describe one of your classmates and ask them to guess who it is.



12. Homework. Write a short story about your best friend for a school newspaper.





1. Read and say if you agree with these quotations. Give your reasons.

Sharing dark thoughts with a friend lightens your heart and turns night into day.

True friends delight in each other's successes and support each other in times of sorrow.

Make friends by being true. Keep them by being loyal.

Friends are like precious gems; treasure them and they will sparkle.

- | | |
|--------------------------------------|--|
| 1. to delight [dɪ'laɪt] <i>v</i> | захоплюватися, утішатися |
| 2. loyal ['lɔɪəl] <i>adj</i> | вірний, відданий |
| 3. gem [dʒem] <i>n</i> | коштовний камінь, перлина |
| 4. to sparkle ['spɑ:kəl] <i>v</i> | іскритися, виблискувати |
| 5. to treasure ['treɪzə(r)] <i>v</i> | високо цінувати; to treasure one's friendship — високо цінувати чийсь дружбу |
| 6. to lighten ['laɪtn] <i>v</i> | освітлювати, давати полегшення; підносити настрій |



2. Work in pairs. Read the poem and choose the key sentence, present it to your classmates. Give your reasons.

Teenagers

Teenagers from the lands of ice and snow,
 Teenagers from the lands where tropical fruits grow,
 Teenagers from the deserts that never see rain,
 Teenagers from the lands of the golden grain.
 Teenagers from all lands who love to dance and sing
 Come and join hands in the friendly ring.



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3. Work in groups. Discuss these statements about friendship. Present your ideas to the class.

1. Real friends should have everything in common.
2. When my friend is in trouble it is better to leave him or her alone and not to bother him or her by visits.
3. Is it real friendship if your friend cannot say exactly what you are? Anybody can say nice pleasant things but only a true friend can say unpleasant things to you.
4. There is no work so delightful as work you do for your friend.



4. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|--|---|
| 1. generous ['dʒenərəs] <i>adj</i> | kind, ready to give more than it is necessary |
| 2. idle ['aɪdl] <i>adj</i> | lazy; not working hard |
| 3. self-confident [ˌself'kɒnfɪdənt] <i>adj</i> | self-assured |
| 4. self-centred [ˌself'sentəd] <i>adj</i> | thinking only about himself or herself and not about other people |
| 5. self-reliant [ˌselfrɪ'laɪənt] <i>adj</i> | independent, able to do things without any help |
| 6. cowardly ['kəʊədli] <i>adj</i> | not brave, not having courage to do smth |





5. Match the words.



6. Divide in two columns the qualities you hate and the qualities you would like to develop in yourself and see in your friends.

Honest, generous, noble, lazy, courageous, exact, modest, cowardly, boastful, mean, brave, idle, greedy, funny, heartless, cruel, dishonest, selfish, unselfish, hard-working, kind, rigorous, selfless, self-reliant, self-denying, careless, careful, helpful, self-confident, conceited, self-centred, lazy, calm, daring, easy-going, fair, friendly, devoted.



7. Work in pairs. Describe one of your best friends and ask your partner to guess who it is.



8. Work in groups. Discuss the problem how you understand friendship.



9. Make a list of qualities you'd like to possess.



Extra exercise



Words to learn:

self-centred;
generous;
idle;
self-confident;
self-reliant;
cowardly.

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FOCUS ON GRAMMAR

USED TO, WOULD, TO BE USED TO, TO GET USED TO

Used to expresses habits and states particularly in the distant past that no longer exists.

1. When I was small my parents and I used to go for walks on Saturdays and Sundays.
2. It used to seem strange to be able to communicate over long distances.
3. We used to live in France many years ago.

Would expresses past habits particularly in the distant past. It can also be used with a continuous infinitive when we refer to a habit involving actions in progress.

1. When I was a child I would rely on my parents.
2. My friend is a fanatic of computers. Whenever I came to see her she would usually be playing on the computer.

To be used to refers to a situation that is now familiar or no longer strange.

Now it isn't strange to communicate over long distances, everyone is used to it.

To get used to expresses the process of becoming familiar with a situation and is the same as *to be accustomed to*. It can be followed by a noun or a gerund.

It is surprising how quickly my grandmother got used to sending messages by mobile.

Find the English meanings of these words:

великодушний;
благородний;
щедрий;
ледачий;
бездіяльний;
самовпевнений;
егоцентричний;
зайнятий самим собою;
упевнений у собі;
боягузливий,
боязкий;
легкодужий.

Read them.

Saying thanks

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



10. Complete the sentences using: *used to, would, got used to or to be used to.*

1. Whenever I saw you, you ... usually be listening to music.
2. As far as I remember, when I came to your house, Jane, your small brother ... usually be playing computer games.
3. When a child he ... play football, didn't he?
4. When she was small she ... sleep much and didn't like to get up early.
5. In the afternoons he ... go to the river to swim.
6. We ... normally spend our summer holidays in the country.
7. When a schoolgirl she ... eat a lot of cakes.
8. At first people were afraid of travelling by plane but now everyone ... it.
9. Earlier my grandfather never used any gadgets but now he ... sending messages by mobile, getting information using computers or even playing computer games.
10. I am not quite as sure as I ... be.
11. I was happy when we ... go to the Black Sea every summer.
12. Your friend never ... be so good at Maths, did she?
13. In the 20th century people ... use pens to write with.
14. Our parents ... often take us to the seaside as children.
15. He never ... enjoy learning English but now he's starting to.



11. Work in pairs. Take turns to ask and answer questions about things you used to do as children.



12. Homework. You've read an article where parents say that teenagers enjoy too much freedom nowadays and it is a great problem. Write an article for a magazine for young people. Think of the title of your article.

In an article you:

- say why you are writing;
- describe advantages and disadvantages of having freedom;
- pay attention to the ways of improving relationship between parents and teenagers; don't forget about the role of real friends in the relationship with parents.





1. Listen, read and think about the quotation.

*Daddy, what if I stopped loving you,
What would happen then?**
The song by Bobby Bare

* Повну версію пісні можна завантажити на сайті.



2. Work in class. Discuss if it is really so terrible when children stop loving their parents.

Extra exercises



3. Read the text and complete it with the sentences. There are two sentences you do not need to use.

FOCUS ON GRAMMAR

We use the Present Perfect Continuous:

1. for an action which started in the past and lasted for some time with a result in the present. She is very tired. She has been working all day.
2. for an action which started in the past and continues up to the present. My daughter has been talking on the phone for an hour.
3. for expressing anger or irritation. She has been hanging out with her friends after school. (The father is irritated).

The Present Perfect Continuous is used with the following time expressions: *since, lately, recently, for, how long*.

We use the Past Perfect Continuous:

1. for an action which started and finished in the past before another action. He had been learning English for two years before he passed his exam.
2. for an action which lasted for some time in the past with a visible result. My friend had to go to the concert with me, but her mother didn't allow her. She was very upset. She had been preparing for the concert for an hour.
I had been preparing for a test for 6 hours, so I felt exhausted.

The Past Perfect Continuous is used with the following time expressions: *for, since, until, how long, before*.

We use the Future Perfect Continuous to emphasise the duration of an action to a certain time in the future.

By the end of next year we will have been learning English for ten years.

The Future Perfect Continuous is used with the following time expressions: *by ... for...*

Words to learn:

independent;
to cope;
to cope with;
to cope with all difficulties.



Find the English meanings of these words:

незалежний;
самостійний;
значний;
неупереджений;
мати змогу, бути спроможним (зробити щось);
дозволяти собі;
справитися;
подолати,
перебороти;
подолати усі труднощі.

Read them.

Responding to thanks

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



4. Listen to the dialogues. Find the sentences with verbs in the Present Perfect Continuous and the Past Perfect Continuous and translate them. Say if there are some problems in these teenagers' families.



5. Work in groups. Look through the teenagers' problems. Add some more problems which aren't mentioned here. Choose the most important problems in your opinion and discuss. Present the results of your discussion to the classmates.

These expressions can help you:

- To deal with difficulties at school.
- To choose a profession or a job.
- To blame for almost everything because we are teenagers.
- To live with divorced parents.
- To try to deal with parents who don't want to understand me and find time to listen to my comments but try to control my life.
- To be financially independent.
- To be old enough to make our own choice.
- Studying at school isn't the only thing I have to do.
- I don't want my parents to use threats. I want to be respected by them. Their words can hurt me really badly and I have feelings, too.
- Not to use slang talking to parents and teachers.
- I want my parents to respect my friends.



6. Work in pairs. Think of your own dialogues about teenagers' problems and act them out.



7. Work in pairs. Discuss and make a list of things that are likely to cause conflict between parents and their children. Present it to the classmates.



8. Work in class. Discuss these lists of things that are likely to cause conflicts, agree or disagree with them.





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

Generation Gap

One of the biggest problems in social life is a generation gap. And nowadays this problem is growing more and more serious each day. Why is this problem so burning in our time?

First of all, because now a lot of people think that their parents can't help them. But very often it is wrong. In my opinion our mothers and fathers want only the best for us, their children.

Of course, sometimes our families really can't understand us but I think that it is all because of different ways of thinking and a little bit different lifestyles. But our parents should help us even if they don't like the situation which has happened. Maybe if they try to understand their child better, the generation gap problem will not disturb their family.

To sum up, I must say that I am really a very happy person because I have good relations with all my family, especially with my mother. I know exactly that she will always help me more than anybody else in the world!

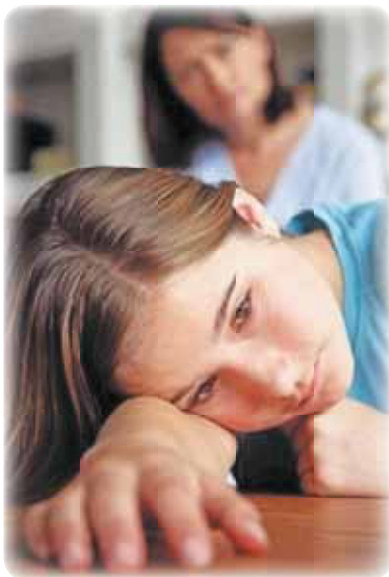
Katia, form 10-A

I think that problems between teenagers and their parents are very serious. Many children think that their parents don't understand them or spend enough time with them. And they begin to attract attention to themselves. Teenagers have many ways to do that. Sometimes they not only behave badly but can even go away from home. Now parents are afraid of these problems. They understand that these problems will destroy their children's future. But teenagers always have so many problems and things they cannot cope with themselves. Teenagers learn to make friends, to live alongside with different people, to think

about themselves and their future. If teenagers have some difficulties they turn to their friends for help (not to their parents) because they know that they will never make fun of their troubles and won't leave them alone. But sometimes there are situations when we need our parents' help and then they become the most intimate people. Maybe it is very important for our parents to remember that they were teenagers, too and they had the same problems as we have.

I think suppression between generations is not a right thing. Maybe we should speak about it, and then together we will find a way to settle this problem.

Natalia, form 10-G





At the age of 16—18 young people can take on most of the rights and responsibilities of adulthood. Before this teenagers go through the period of adolescence and most of them experience conflicts at that time. Sometimes teenagers' interests and values are different from those of their parents. That sets a conflict between the generations. At this period of their life teenagers face a number of problems like difficulties in their relationship with parents or problems at school, and many others. It is exactly at that age that young people need a piece of advice or help. Considering all that teenagers cannot talk to parents frankly. Different TV programmes and magazines for the young come to their rescue. Also in case of need you can dial the "telephone number of trust". But this is not the way out. Parents should help their children and find the right approach to them to make everything clear. Being able to view the problems more rationally, they should try to do their best to resolve them. A family is like a warm nest where everybody can find comfort. We need to learn to talk over problems in our family. And if we are able to do it everything will be all right.

As long as generations exist a gap will be up to date and I firmly believe that adolescence could be regarded as some kind of illness and parents should only wait till their children grow up. "What can't be cured must be endured."

We, young people, often think that we are the hub of the universe but it is only because we want to prove our importance in this life.

In addition I could suggest that our parents don't have to plunge into the problem, but have to wait for some period and let their children try to find some democratic way out of the situation. And it would be better to follow the proverb: "Bad peace is better than a good quarrel".

Valentyina, form 10-G



10. Complete this mind map and say what is the most important for you.



11. Homework. Read these quotations, choose the quotation you like most and write what you have to do to be happy.

Any happiness consists of courage and labour. (H. Balzac)

Everyone is a blacksmith of his happiness. (Appius Claudius Caecus)

You need only three things to be happy: healthy body, free spirit and clean heart. (Unknown author)

Happiness is only there where we are loved, where we are believed in. (M. Lermontov)

History of Canada

Dive 18



1. Answer the questions.

1. What do you know about Canada?
2. What is the capital of Canada?
3. What languages do the Canadians speak?
4. Have you ever been to Canada?
5. Do you want to get any information about Canada?
6. Would you like to visit Canada?

2. Look at the map of Canada and mark all the towns, cities, rivers, lakes, mountains you know.



3. Read the text and say what it is about.

Canada is a country occupying most of the northern half of the North American continent, extending from the Atlantic Ocean in the east to the Pacific Ocean in the west and northward to the Arctic Ocean. It is the world's second largest country by total area of 9,984,670 km² and its common border with the United States to the south and northwest is the longest in the world. Canada is slightly larger than the United States of America, its southern neighbour, and nearly 1,2 times larger than Australia and more than 40 times larger than the UK.

The land occupied by Canada was inhabited for millennia by various groups of aboriginal people. In the late 15th and 16th centuries, British and French expeditions explored Canada and later settled along the Atlantic coast. In 1497 John Cabot explored Canada's Atlantic coast for England, followed by Jacques Cartier in 1534 for France. French explorer Samuel de Champlain arrived in 1603 and founded the first permanent European settlements at Port Royal in 1605 and Quebec City in 1608. Among French colonists of New France, the Canadians settled the Saint Lawrence River valley, while French fur traders and Catholic missionaries explored the Great Lakes, Hudson Bay, and the Mississippi watershed to Louisiana. The French and Iroquois Wars broke down control of the fur trade. The English established fishing outposts in Newfoundland around 1610 and colonised the Thirteen Colonies to the south. And France ceded to Britain nearly all of its colonies in North America in 1763 after the Seven Years' War.

Provinces and Territories

July 1, 1867 is Canada's birthday. Canada is a federation which consists of ten provinces and three territories; in turn, these may be grouped into regions. Western Canada consists of British Columbia, the country's third largest in both area and population province and the three Prairie Provinces (Alberta, Saskatchewan, and Manitoba). About 17 % of the Canadians live in these three provinces, which occupy about the fifth part of the country. Central Canada consists of Quebec and Ontario. Atlantic Canada consists of the three Maritime Provinces (New Brunswick, Prince Edward Island, and Nova Scotia), along with Newfoundland and Labrador. Eastern Canada refers to Central Canada and Atlantic Canada together. Three territories (Yukon, Northwest Territories, and Nunavut) make up Northern Canada. Provinces have more autonomy than territories. Each has its own provincial or territorial symbols.

Nunavut is the largest and newest federal territory of Canada; it was separated officially from the Northwest Territories on April 1, 1999 via the Nunavut Act and the Nunavut Land Claims Agreement Act, though the actual boundaries had been established in 1993. The creation of Nunavut — meaning “our land” in Inuktitut — had changed Canada's map since the incorporation of the new province of Newfoundland in 1949.

Nunavut comprises a major portion of Northern Canada, and most of the Canadian Arctic Archipelago, making it the fifth largest country subdivision in the world. The capital Iqaluit (formerly “Frobisher Bay”) on Baffin Island in the east was chosen by the 1995 capital plebiscite. Nunavut also includes Ellesmere Island to the north, as well as the eastern and southern portions of Victoria Island in the west and Akimiski Island in James Bay to the far south. Nunavut is the second least populated and the geographically largest of the provinces and territories of Canada. It has a population of 35,944, mostly Inuit, spread over an area of the size of Western Europe. The population density is 0,02 persons per square kilometre, one of the lowest



in the world. Nunavut is also home to the northernmost permanently inhabited place in the world, Alert. If Nunavut were a country, it would rank 15th in area.

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| 1. to extend [ɪk'stend] <i>v</i> | простягатися, тягтися |
| 2. northward [ˈnɔːθwəd] <i>adv</i> | на північ, у північному напрямку |
| 3. aboriginal [ˌæbəˈrɪdʒənəl] <i>adj</i> | корінний, місцевий |
| 4. permanent [ˈpɜːmənənt] <i>adj</i> | постійний, незмінний |
| 5. settlement [ˈsetlmənt] <i>n</i> | поселення; селище |
| 6. Quebec [kwɪˈbek] <i>n</i> | <i>геогр. н.</i> Квебек (провінція і місто Канади) |
| 7. the Saint Lawrence [seɪnt ˈlɔːrəns] <i>n</i> | <i>геогр. н.</i> ріка Святого Лаврентія |
| 8. fur [fɜː(r)] <i>n</i> | хутро |
| 9. missionary [ˈmɪʃənəri] <i>n</i> | місіонер; посланець; <i>adj</i> місіонерський |
| 10. watershed [ˈwɔːtəʃəd] <i>n</i> | <i>геол.</i> басейн (річки) |
| 11. Iroquois [ˈɪrəkwɔɪz] <i>n</i> | (<i>pl.</i> без змін) ірокези; ірокез; ірокезка |
| 12. to break down [breɪk daʊn] <i>v</i> | зруйнувати |
| 13. fishing [ˈfɪʃɪŋ] <i>adj</i> | рибальський |
| 14. outpost [ˈaʊtpəʊst] <i>n</i> | аванпост; віддалене селище (поселення); застава |
| 15. Newfoundland [ˌnjuːfəndlənd] <i>n</i> | <i>геогр. н.</i> острів Ньюфаундленд |
| 16. to cede [siːd] <i>v</i> | здавати, віддавати (територію) |
| 17. federation [ˌfedəˈreɪʃn] <i>n</i> | федерація, союз |
| 18. province [ˈprɒvɪns] <i>n</i> | область, провінція |
| 19. territory [ˈterətəri] <i>n</i> | територія (адміністративна одиниця, яка не має прав штату або провінції) |
| 20. British Columbia
[ˌbrɪtɪʃ kəˈlʌmbiə] <i>n</i> | <i>геогр. н.</i> Британська Колумбія (провінція Канади) |
| 21. Alberta [æɪlˈbɜːtə] <i>n</i> | <i>геогр. н.</i> Альберта (провінція Канади) |
| 22. Saskatchewan [səˈskætʃəwən] <i>n</i> | <i>геогр. н.</i> Саскачеван (ріка і провінція Канади) |
| 23. Manitoba [ˌmæniˈtəʊbə] <i>n</i> | <i>геогр. н.</i> Манітоба (провінція та озеро Канади) |
| 24. Ontario [ɒnˈteəriəʊ] <i>n</i> | <i>геогр. н.</i> Онтаріо (провінція Канади) |
| 25. New Brunswick [ˌnjuː ˈbrʌnzwɪk] <i>n</i> | <i>геогр. н.</i> Нью-Брансуїк (провінція Канади) |
| 26. Prince Edward Island
[ˌprɪns ˈedwəd aɪlənd] <i>n</i> | <i>геогр. н.</i> Острів Принца Едуарда (провінція Канади) |
| 27. Nova Scotia [ˌnəʊvə ˈskəʊʃə] <i>n</i> | <i>геогр. н.</i> Нова Шотландія (провінція Канади) |
| 28. Labrador [ˈlæbrədɔːr] <i>n</i> | <i>геогр. н.</i> північна частина канадської провінції Ньюфаундленд і Лабрадор |
| 29. Yukon Territory [ˈjuːkən ˈterətəri] <i>n</i> | <i>геогр. н.</i> Територія Юкон |
| 30. Northwest Territories
[ˌnɔːθwest ˈterətɪrɪz] <i>n</i> | <i>геогр. н.</i> Північно-Західні території |
| 31. Nunavut [ˈnuːnəvʊt] <i>n</i> | <i>геогр. н.</i> Територія Нунавут |
| 32. boundary [ˈbaʊndri] <i>n</i> | кордон, межа; land boundaries — сухопутні кордони |
| 33. northernmost [ˈnɔːðənməʊst] <i>adj</i> | найпівнічніший |





4. Read the text again and complete the sentences.

1. Canada occupies most ... and extends...
2. It is the world's second...
3. Canada is ... larger...
4. In the 15th century...
5. In 1497 John Cabot...
6. In 1605 the first ... and in 1608...
7. July 1, 1867 is...
8. Canada consists of...
9. Western Canada consists of...
10. About 17 % of the Canadians...
11. Central Canada consists...
12. Atlantic Canada consists...
13. Northern Canada consists...
14. Eastern Canada refers to...
15. Nunavut is the...
16. Nunavut is the least...
17. It has a population...
18. Its population density is one of...



5. Answer the questions.

1. What territory does Canada occupy?
2. What country is it?
3. What countries are smaller than Canada?
4. When was the first permanent European settlement established?
5. Who founded the first settlement?
6. What provinces and territories is Canada divided into?
7. When is Canada's birthday?
8. What do you know about the Atlantic Provinces?



Government and Politics

Dive 19



1. Read the text and say what it is about.

Canada combines a federal form of government with the Cabinet of Ministers.



1.

Parliament consists of the Crown, the elected House of Commons, and the appointed Senate. Each Member of the Parliament in the House of Commons is elected by simple plurality, only a voter must be at least 19 in British Columbia and 18 in other provinces.

2.

The House of Commons consists of 338 members elected by the people and the Senate consists of 105 members appropriated by the governor. The Prime Minister and all members of the Cabinet are usually members of the House of Commons. Ministers are responsible for all their actions to the House of Commons. Five parties had representatives elected to the federal parliament in the 2015 elections: the Liberal Party of Canada (governing party), the Conservative Party of Canada (official opposition), the New Democratic Party (NDP), the Bloc Québécois and the Green Party of Canada.

Canada is also a constitutional monarchy, with the Crown acting as a symbolic or ceremonial executive. Queen Elizabeth II of the United Kingdom is the ceremonial executive of most of the monarch's ceremonial rules.

3.

The Prime Minister directs the government. The political executive consists of the Prime Minister (head of the government) and the Cabinet and carries out the day-to-day decisions of the government. The Prime Minister is normally the leader of the party that holds the confidence of the House of Commons.

The Prime Minister's Cabinet is one of the most powerful institutions in the government, initiating most legislation for parliamentary approval. The Crown formally approves parliamentary legislation and the Prime Minister's appointments. The leader of the party with the second most seats usually becomes the leader of the opposition that keeps the government in check.

Canada is a member of the Commonwealth of Nations.

4.

- | | |
|----------------------------------|---------------------------------|
| 1. the Crown [kraʊn] <i>n</i> | монарх; король; королева |
| 2. to elect [ɪ'lekt] <i>v</i> | вибирати; обирати; робити вибір |
| 3. to appoint [ə'pɔɪnt] <i>v</i> | призначати; затверджувати |



- | | |
|---|--|
| 4. appointed [ə'pɔɪntɪd] <i>adj</i> | призначений; затверджений, визначений |
| 5. plurality [plʊə'ræləti] <i>n</i> | більшість голосів |
| 6. voter ['vəʊtə(r)] <i>n</i> | виборець; учасник голосування |
| 7. to vote [vəʊt] <i>v</i> | голосувати (за — for ; проти — against) |
| 8. to appropriate [ə'prəʊpriət] <i>v</i> | призначити |
| 9. monarchy ['mɒnəki] <i>n</i> | монархія |
| 10. monarch ['mɒnək] <i>n</i> | монарх, цар |
| 11. ceremonial [ˌserɪ'məʊniəl] <i>adj</i> | формальний; протокольний; церемоніальний |
| 12. executive [ɪg'zɛkjətɪv] <i>adj</i> | виконавчий; урядовий; the executive head of the nation — голова уряду; the executive — виконавча влада |
| 13. confidence ['kɒnfɪdəns] <i>n</i> | довіра |
| 14. legislation [ˌledʒɪs'leɪʃn] <i>n</i> | законодавство, законодавча діяльність; закони |
| 15. parliamentary [ˌpɑ:lə'mentri] <i>adj</i> | парламентський; ухвалений у парламенті |
| 16. to keep in check <i>v</i> | контролювати |
| 17. the Commonwealth ['kɒmənwelθ] <i>n</i> | співдружність; федерація; the Commonwealth of Nations — співдружність (союз) Націй |
| 18. to apportion [ə'pɔ:ʃn] <i>v</i> | розподіляти, пропорційно ділити; відводити |
| 19. the Governor General [ˌgʌvənə 'dʒenərəl] <i>n</i> | генерал-губернатор |
| 20. self-governing [ˌself'gʌvənɪŋ] <i>adj</i> | самоврядний |
| 21. equal ['i:kwəl] <i>adj</i> | рівний |



2. Read the text again and match the passages (1—4) to the statements (A—F). There are two statements you do not need to use.

- A. She is the official head of the state, but the Governor General acts as her representative and performs most of the monarch's ceremonial rules.
- B. Canada has a parliamentary government with strong democratic traditions.
- C. Canada is independent, self-governing, equal among all other nations.
- D. He has been to Canada three times since 2005.
- E. The Members of the Senate, whose seats are apportioned on a regional basis, are chosen by the Prime Minister and formally appointed by the Governor General and serve until age 75.
- F. I'd like to visit Canada next year.



3. Read the text again and find out the English equivalents of these words and word expressions. Read them aloud.

Канада поєднує, парламентський уряд, сильні демократичні традиції, палата громад, сенат, призначений, призначення прем'єр-міністра, кабінет міністрів, виборець, члени сенату обираються прем'єр-міністром, працюють до 75 років, конституційна монархія, консервативна партія, ліберальна партія, нова демократична партія, користується довірою палати громад, виконавча влада, законодавча діяльність, міністри несуть відповідальність за свої дії перед палатою громад, незалежний і самоврядований, церемоніальні ролі, генерал-губернатор, більшість голосів, обирати, контролювати, союз, голосувати.

The Canadian Shield



1. Read the text and say what it is about.

The northern parts of Saskatchewan, Manitoba, Ontario, and Quebec, as well as most of Labrador, the mainland portions of the province of Newfoundland and Labrador, are located on a vast rock base known as the Canadian Shield. The shield mostly consists of eroded hilly terrain and contains many important rivers used for hydroelectric production, particularly in northern Quebec and Ontario. The shield also encloses an area of wetlands, the Hudson Bay lowlands. Some particular regions of the shield are referred to mountain ranges. They include the Torngat and Laurentian Mountains.

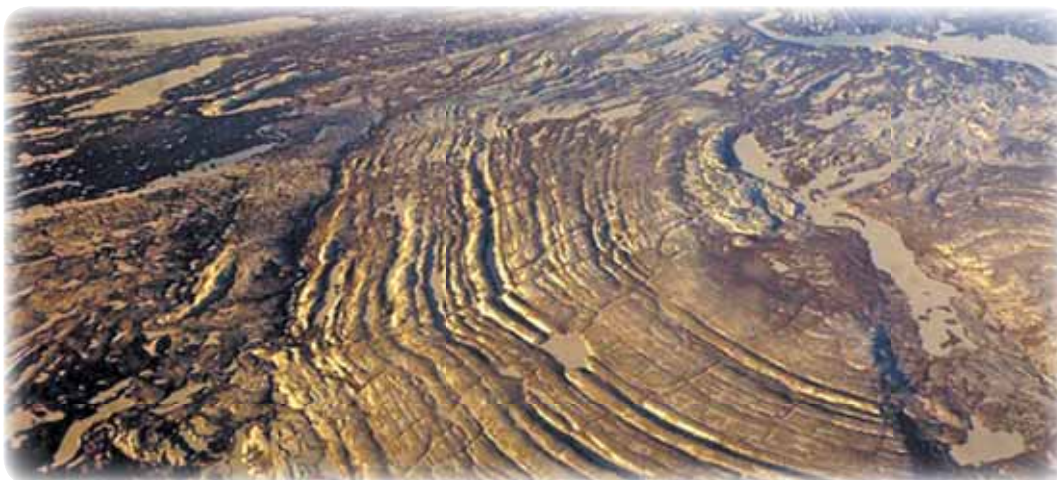


The shield was originally an area of very large mountains (about 12,000 metres) with much volcanic activity, but over the millennia the area was eroded to its current topographic appearance of relatively low relief. It contains some of the most ancient volcanoes on Earth. It has over 150 volcanic belts (now deformed and eroded down to nearly flat plains) that range from 600 to 1,200 million years old.

Many of Canada's major ore deposits are associated with Precambrian volcanoes.

The rocks that now form the surface of the shield were once far below the Earth's surface.

Although these mountains are now heavily eroded, many large mountains still exist in Canada's far north and are called the Arctic Cordillera. This is a vast deeply dissected mountain range, stretching from



Archaean Shield, Eastern Canada





northernmost Ellesmere Island to the northernmost tip of Labrador. The range's highest peak is Nunavut's Barbeau Peak at 2,616 metres above sea level. Precambrian rock is the major component of the bedrock.

The Canadian Shield is part of an ancient continent called Arctica, which was formed about 2,5 billion years ago. It was split into Greenland, Scotland, Siberia, East Antarctica and is now roughly situated in the Arctic around the current North Pole.

- | | |
|--|---|
| 1. shield [ˈʃiːld] <i>n</i> | щит |
| 2. mainland [ˈmeɪnlənd] <i>n</i> | материк; найбільший острів (архіпелагу) |
| 3. portion [ˈpɔːʃn] <i>n</i> | частина, частка; наділ |
| 4. eroded [ɪˈrəʊdɪd] <i>adj</i> | геол. розмитий; вивітрений |
| 5. terrain [ˈteəriən] <i>n</i> | територія, район; місцевість |
| 6. to enclose [ɪnˈkləʊz] <i>v</i> | оточувати; обрамляти; обгороджувати; замикати |
| 7. relatively [ˈrelatɪvli] <i>adv</i> | досить; відповідно; відносно; relatively speaking — власне кажучи, загалом |
| 8. relief [rɪˈliːf] <i>n</i> | геол. рельєф |
| 9. belt [belt] <i>n</i> | зона, район; смуга |
| 10. Precambrian [priːˈkæmbriən] <i>adj</i> | геол. докембрійський |
| 11. dissected [dɪˈsektɪd] <i>adj</i> | геол. розрізаний; посічений, поритий |
| 12. bedrock [ˈbedrɒk] <i>n</i> | геол. бедрок; корінна (підстилювальна) порода; скельна основа |



2. Answer the questions.

1. What is the Canadian Shield?
2. What does it consist of?
3. What does it enclose?
4. What was the shield originally?
5. What is the highest peak of the Arctic Cordillera?
6. What is the Canadian Shield part of?





3. Read the text and say what it is about.

Permafrost tundra includes vast areas of northern Canada.

1.

The soil is frozen from 25—90 cm down there, and it is impossible for trees to grow. Instead, bare and sometimes rocky land can only support low growing plants such as moss, heath, and lichen. There are two main seasons, winter and summer, in the polar tundra areas.

2.

During the summer, temperatures rise somewhat, and the top layer of the permafrost melts, leaving the ground very soggy.

3.

Generally daytime temperatures during the summer rise to about 12 °C but can often drop to 3 °C or even below freezing.

The tundra is a very windy area, with winds often blowing upwards of 48—97 km/h. During the summer, the permafrost thaws just enough to let plants grow and reproduce, but because the ground below this is frozen, the water cannot sink any lower, and so lakes and marshes are found everywhere during the summer months. Although precipitation is light, evaporation is also relatively minimal.

4.

There are also a few fish species such as the flatfish.

5.

Due to the harsh climate of the Arctic tundra, regions of this kind have seen little human activity, even though they are sometimes rich in natural resources such as oil and uranium.



6.

The melting of the permafrost in a given area could radically change which species can survive there.

1. permafrost ['pɜ:məfrɒst] *n* вічна мерзлота (ґрунту)
2. moss [mɒs] *n* бот. мох; плаун; торфове болото; *v* заростати мохом
3. heath [hi:θ] *n* верес; пустище; болотиста місцевість, поросла вересом
4. lichen ['laɪkən; lɪtʃən] *n* бот. лишайник
5. soggy ['sɒɡi] *adj* болотистий, сирий, вогкий; просочений водою
6. upwards ['ʌpwədz] *adv* більше; **upwards of** — понад; приблизно, близько
7. to thaw [θɔ:] *v* танути; відтавати; **the ice has thawed** — лід розтав; *n* відлига; танення
8. marsh [mɑ:ʃ] *n* болото, драговина, мочарі
9. precipitation [prɪ,sɪpɪ'teɪʃn] *n* опади
10. evaporation [ɪ,væpə'reɪʃn] *n* випаровування; перетворення на пару; усихання
11. flatfish ['flætɪʃ] *n* зоол. камбала
12. harsh [hɑ:ʃ] *adj* грубий; жорсткий; брутальний (про вислови тощо); різкий; **harsh climate** — суворий клімат
13. uranium [ju'reɪniəm] *n* хім. уран
14. stark [stɑ:k] *adj* задубілий; захололий; голий, безплідний, пустельний
15. bog [bɒɡ] *n* трясовина
16. notable ['nəʊtəbl] *adj* значний (за кількістю); помітний
17. caribou ['kærɪbu:] *n* зоол. карибу, канадський олень (*pl.* caribou)
18. musk ox ['mʌsk ɒks] *n* зоол. мускусний бик (вівцебик)
19. arctic hare ['ɑ:ktɪk heə] *n* зоол. полярний заєць
20. arctic fox ['ɑ:ktɪk fɒks] *n* зоол. песець
21. snowy owl ['snəʊi aʊl] *n* орн. біла (полярна) сова
22. lemming ['lemɪŋ] *n* зоол. лемінг
23. to dip [dɪp] *v* опускатися
24. mammal ['mæml] *n* зоол. ссавець





4. Read the text again and match the passages (1—6) to the statements (A—I). There are three statements you do not need to use.

- A. A severe threat to the tundras, specifically to the permafrost, is global warming.
- B. The Arctic tundra is a vast area of stark landscape and is frozen too much.
- C. The tundra is covered in marshes, lakes, bogs and streams during the warm months.
- D. As for me I don't like tundra, I prefer the Black Sea.
- E. The forests are very important for any country.
- F. The notable animals in the Arctic tundra include caribou, musk oxes, arctic hares, arctic foxes, snowy owls, lemmings and polar bears (only the extreme north).
- G. During the winter it is very cold and dark, with the average temperature around $-28\text{ }^{\circ}\text{C}$, sometimes dipping as low as $-50\text{ }^{\circ}\text{C}$.
- H. 1,700 species of plants and only 48 land mammals can be found, although thousands of insects and birds migrate there each year to marshes.
- I. It is rather warm in summer and it isn't too cold in winter.



5. Complete the table.

The average winter temperature	The average summer temperature	The tundra is covered in	The main growing plants	The notable animals of tundra





1. Read the text and say what it is about.

The Canadian Holidays

There are official and unofficial holidays in Canada. New Year's Day, Good Friday (Easter), Easter Monday, Victoria Day, Canada Day, Civic Day, Labour Day, Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day are celebrated on the federal level. These are official holidays.

Valentine's Day, Mother's Day, St Patrick's Day, Halloween are not official holidays but are celebrated nationwide. There are some more holidays such as St George's Day, National Aboriginal Day, Islander Day and others.

Thanksgiving Day is a public holiday in the USA and Canada, originally to give thanks to God for the harvest and health. In Canada Thanksgiving Day started as a civic holiday in April 1872, to celebrate the recovery of the Prince of Wales from a serious illness. In 1879 it was made an official national holiday of the country.

Remembrance Day is a federal statutory holiday observed in almost all the Canadian territories and provinces, except Nova Scotia, Ontario, Quebec and Manitoba. About 100,000 Canadian soldiers died in the First and Second World Wars. These soldiers killed in wars are remembered in ceremonies and church services. The official commemoration ceremony is held at the National War Memorial in Ottawa.

Victoria Day has been celebrated as an official holiday since 1845 and serves as the informal start of summer in Canada. This day is the celebration of Queen Victoria's birthday and is marked with parades and fireworks.

Canada Day marks the date when Canada, New Brunswick and Nova Scotia were joined into one country, a Dominion of the British Empire. July 1st is the date of the ratification of the country's constitution in 1867. Since that time



Canada Day has been celebrated with parades, fireworks, concerts and other events. As a rule a member of the British Royal Family participates in the festivities in Ottawa.

New Year's Day, Christmas, Good Friday, Easter, Family Day, Boxing Day, Labour Day are celebrated in Canada, too.

1. civic ['sɪvɪk] *adj* relating to a city or town or to the people living there; municipal
2. thanksgiving [θæŋks'gɪvɪŋ] *n* подяка; **Thanksgiving Day** — День подяки
3. remembrance [rɪ'membərəns] *n* пам'ять; спогад, згадка; **Remembrance Day** — *іст.* День пам'яті загиблих під час першої світової війни; **Remembrance Sunday** — церк. поминальна неділя
4. boxing ['bɒksɪŋ] *n* бокс; упаковка; **professional (amateur) boxing** — професіональний (аматорський) бокс; **Boxing Day** — День подарунків (другий день Різдва, коли люди одержують подарунки)
5. islander ['aɪləndə(r)] *n* остров'янин, мешканець острова
6. statutory ['stætjətəri] *adj* *юр.* установлений законом; який відповідає законові
7. except [ɪk'sept] *prep* за винятком, крім
8. ratification [ˌrætɪfɪ'keɪʃn] *n* *юр.* затвердження; дозвіл; ратифікація; **to be subject to ratification** — підлягати ратифікації



2. Compare the holidays of Canada and Ukraine. Say which country is richer in holidays. Give your reasons.



EXTRA DIVE

Words to learn:

multiparty;
 executive;
 legislative;
 judicial;
 court;
 multitude;
 statehood;
 jural;
 to envisage;
 integral;
 inviolable;
 integrity;
 adherence;
 suffrage.



1. Work in class. Discuss.

1. What is justice in your opinion?
2. What does life in a democratic, sovereign, independent, jural and social state mean for you?



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. multiparty [ˌmʌltɪˈpɑːti] *adj* involving several different political parties
2. executive [ɪgˈzɛkjətɪv] *adj* having the power to put important laws into effect
3. legislative [ˈledʒɪslətɪv] *adj* connected with the act of making and passing laws
4. judicial [dʒuːˈdɪʃl] *adj* connected with a court of law or legal judgement
5. court [kɔːt] *n* the place where legal trials take place and where crimes are judged
6. multitude [ˈmʌltɪtjuːd] *n* an extremely large number of people or smth
7. statehood [ˈsteɪthʊd] *n* the fact of being an independent country
8. jural [ˈdʒʊərəl] *adj* legal; a position in which you have more power, authority
9. to envisage [ɪnˈvɪzɪdʒ] *v* to imagine what will happen in the future
10. integral [ˈɪntɪgrəl] *adj* being an essential part of smth
11. inviolable [ɪnˈvɪələbəl] *adj* that must be respected and not destroyed
12. integrity [ɪnˈtegrəti] *n* the quality of being honest
13. adherence [ədˈhɪərəns] *n* the fact of behaving according to a particular rule
14. suffrage [ˈsʌfrɪdʒ] *n* the right to vote in political elections



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

The Political System of Ukraine

Ukraine is a presidential representative democratic republic with a multiparty system. On August 24, 1991, Ukraine proclaimed its ...⁽¹⁾ and during the referendum held on December 1, 1991, the Ukrainian people ...⁽²⁾ their choice of independent development. Executive power is conducted by the Government and the President. Legislative power belongs to Verkhovna Rada (the Ukrainian Parliament). Leonid Kravchuk was elected the first president of independent Ukraine.

Ukraine faced a multitude of very difficult tasks which had to be solved within a short period of time, such as the building of a new ...⁽³⁾ system, new statehood principles, a new system of national security and ...⁽⁴⁾. The Ukrainian Constitution was adopted in 1996. According to the Constitution Ukraine is a sovereign, independent, democratic, jural state and the main task of this state is to ...⁽⁵⁾ and promote human rights and freedoms.



The Constitution envisages the principles of the political, economic and ideological diversity of social life. State power is divided into the legislative, executive and judicial branches acting within their competence.

Ukraine is a unitary state, and its territory is integral and inviolable. The state has a single citizenship. The state language of Ukraine is Ukrainian.

The Constitution of Ukraine designates the President as the Head of the State acting on its behalf. The President is also a guarantor of civil and human rights and freedoms, national sovereignty, territorial integrity, adherence to the Constitution. The President is elected by the citizens of Ukraine every five years on the basis of equal and direct universal suffrage through a secret vote.

The only ...⁽⁶⁾ body of Ukraine is the Parliament (Verkhovna Rada). Ukrainian citizens elect delegates to Verkhovna Rada every five years. Deputies are elected at single-mandate constituencies (this kind of elections may be rejected) and at multi-mandate national constituencies from the lists of candidates coming from political parties or their election blocks. The range of Ukrainian political parties reflects European traditions. These parties are the Green Party, Republican Party, Democratic Party, Peasant-Democratic Party, Christian-Democratic Party, For Life Party, Socialist Party and others.

Verkhovna Rada ...⁽⁷⁾ of 450 deputies. Deputies have the right to unite into special groups that are named factions. These factions consist of deputies who share the same or similar views of national, social and economic development. The Constitution of the country establishes the power of Ukrainian deputies.

Since 1996 Ukraine's political landscape has changed greatly. We will mention only one of the last changes.

In 2016 Verkhovna Rada adopted major amendments to Ukrainian legislation as a part of long-awaited ...⁽⁸⁾ reform. Changes were designed to prevent corruption in the court system of Ukraine:

Find the English meanings of these words:

багатопартійний;
виконавчий;
законодавчий;
судовий;
суд, судове засідання;
велика кількість;
державність;
правовий,
юридичний;
передбачати;
невід'ємний;
непорушний,
недоторканий;
чесність,
строге дотримання (правил);
виборче право.

Read them.





1. **Simplification of the court system.** The reform of the court system involves transition from a four-level court system to a three-level one, which is composed of courts of original jurisdiction, courts of appeal and the newly established Supreme Court.
2. **Excluding the political component when deciding whether to sanction the arrest or detention of a judge.** From now on, only the High Council of Justice, not Verkhovna Rada, can authorise an arrest or detention, except for detentions of judges during or immediately after committing a serious or grave crime. That also means that judges do not have full immunity anymore.
3. **Implementation of advocate monopoly.** Only the attorneys will be entitled to represent clients in Ukrainian courts, subject to a few limitations.
4. **A new procedure for appointment of judges.** Judges are appointed to office by the President upon the recommendation of the High Council of Justice for an unlimited term.

	A	B	C	D
1	independent	independently	independence	independening
2	confirm	confirmation	confirmative	confirmed
3	political	policy	politics	politically
4	defender	defence	defend	defenceless
5	established	establisher	establish	establishment
6	legislative	legislate	legislation	legislator
7	consisting	is consisting	consisted	consists
8	judicial	judicature	judicially	judication



4. Answer the questions.

1. What country is Ukraine?
2. When was the independence of Ukraine proclaimed?
3. Who was the first president of Ukraine?
4. What tasks did Ukraine face after independence was proclaimed?
5. When was the Ukrainian Constitution adopted?
6. What is the main task of our state according to the Constitution?
7. What branches is state power divided into?
8. What is the state language of Ukraine?
9. What does the president guarantee?
10. How are deputies elected to Verkhovna Rada?
11. What parties are there in Ukraine?
12. What do they reflect?
13. How are special groups of deputies named?



5. Read the poem written by Vasyl Symonenko and discuss the questions.

1. Do we have to protect our Motherland in your opinion?
2. Is it possible to choose your Motherland in your opinion?



Ukraine

You may choose a friend and a brother
 But you can never choose your native land!
 You may choose everything in the world
 But you can never choose your Motherland!
 Beautiful, generous is your native land.
 And the language is like a nightingale's.
 Love, respect and take care of everything
 That is called Ukraine!



6. Work in groups. Discuss if all the Ukrainians love and respect our Motherland. What do you think? If not, why?



7. Homework. You know that Ukraine is inhabited by representatives of different nations, nationalities and ethnic minorities. Describe people living in Ukraine and tell about culture and traditions of these ethnic minorities.

These words can help you:

the Jews, the Germans, the Byelorussians, the Russians, the Moldavians, the Rumanians, the Armenians, the Tatars, the Poles, the Greeks, the Hungarians, the Romanis, the Bulgarians, the Georgians, the Chinese, the Vietnamese; hard-working, kind-hearted, friendly, hospitable, brave, ready for self-sacrifice, generous, honest, romantic, sympathetic, sensible, cheerful, conceited, sociable, pessimistic, adventurous, witty, passionate, impatient, reckless.



Words to learn:

to represent;
 appointment;
 to appoint;
 to nominate;
 foreign affairs;
 collegiate;
 body;
 corruption.



1. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|--|
| 1. to represent [ˌreprɪˈzɛnt] <i>v</i> | to have been elected to speak or act, especially having an official position |
| 2. appointment [əˈpɔɪntmənt] <i>n</i> | the act of choosing a person for a job or position |
| 3. to appoint [əˈpɔɪnt] <i>v</i> | to choose smb for a job or position |
| 4. to nominate [ˈnɒmɪneɪt] <i>v</i> | to suggest that smb should be chosen for a position, role, etc. |
| 5. foreign affairs [ˈfɒrɪn əˈfeəz] <i>n</i> | events that are of political importance or public interest |
| 6. collegiate [kəˈliːdʒiət] <i>adj</i> | relating to a college or university and students |
| 7. body [ˈbɒdi] <i>n</i> | a group of people who work or act together for an official purpose |
| 8. corruption [kəˈrʌpʃn] <i>n</i> | dishonest or illegal behaviour, especially of people in authority |



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

The Government of Ukraine

The highest body of the state executive power of Ukraine is represented by the Cabinet of Ministers. The Cabinet of Ministers was formed in 1991. The Cabinet is a collegiate body consisting of the Cabinet's presidium composed of five members and several ministries that are represented by their ministers.

Its actions are based on the Ukrainian Constitution which describes functions and duties of the Cabinet of Ministers, laws of Ukraine and ...⁽¹⁾ orders.

The Presidium of the Cabinet of Ministers consists of:

- Vice Prime Ministers;
- First Vice Prime Ministers;
- the Prime Minister.

The President of the country ...⁽²⁾ the Prime Minister but the candidature has to be approved by the Parliament. The Prime Minister nominates candidates to the Cabinet of Ministers and they also have to ...⁽³⁾ by the Parliament (Verkhovna Rada), except the Ministers of Foreign Affairs and of Defence. These two ministers are nominated by the President.



The Government is ...⁽⁴⁾ to Verkhovna Rada of Ukraine and reports ...⁽⁵⁾ it. The Prime Minister and his or her Cabinet could be dismissed only by Verkhovna Rada though formerly the President could dismiss the entire Cabinet of Ministers ...⁽⁶⁾ at any time.



Nowadays a great problem of Ukrainian society is corruption. It has interfered into almost all spheres of life. It is becoming more and more widespread not taking into account different restrictions and punishments. Corruption ...⁽⁷⁾ in the police, in the juridical sphere, in the government, in the parliament, in the public sector, in the health care and other branches. It is a great danger for our country.

	A	B	C	D
1	presidential	presidency	president	presiding
2	appointable	appoints	appointed	appointment
3	be approved	was approved	approved	approvement
4	responsibility	responder	response	responsible
5	at	under	to	on
6	unilateral	unilaterally	unilingual	unideally
7	exist	existed	exists	existent



3. Read the text again and complete the sentences.

- The highest body of
- The Cabinet of Ministers was
- It consists of
- Its actions are based
- The President of the country appoints
- Candidates to the Cabinet of Ministers are nominated
- The ministers of Foreign Affairs and of Defence are nominated
- The Government is responsible
- A great problem of Ukrainian society



Test Yourself: Content Focus.

- What do you know about the political system and Government of Ukraine?
- What way does their work influence the development of our country?

Find the English meanings of these words:

представляти;
 призначення;
 призначати
 (на пост),
 затверджувати;
 пропонувати
 (кандидата),
 висувати;
 міжнародні
 відносини, галузь
 зовнішньої
 політики;
 студентський,
 університетський;
 орган, товариство,
 асоціація;
 продажність,
 корупція.

Read them.



Words to learn:

iron;
iron ore;
sulphur;
uranium;
manganese;
granite;
marble;
sandstone.



Discussion Points

Speak about the political system and the Government of Ukraine using these patterns.

Ukraine	is	a) a presidential representative democratic republic with a multiparty system.
State power	is	b) a sovereign, independent, democratic jural state.
The Constitution	envisages designates establishes describes	c) a unitary state and its territory is integral and inviolable. d) divided into the legislative, executive and judicial branches acting within their competence.
The President	is	e) the principles of the political, economic, and ideological diversity of social life.
The President	appoints nominates	f) the President as the Head of the state acting on its behalf.
The Parliament (Verkhovna Rada)	is consists	g) the power of Ukrainian deputies. h) the functions and duties of the Cabinet of Ministers, laws of Ukraine and presidential orders.
The Government	is	i) a guarantor of civil and human rights and freedoms, national sovereignty, territorial integrity, adherence to the Constitution.
The Cabinet of Ministers	is	j) elected by the citizens of Ukraine every 5 years on the basis of equal and direct universal suffrage through a secret vote.
The Ukrainian political parties	reflect	k) the Prime Minister.
They	are	l) the Ministers of Foreign Affairs and of Defence. m) the only legislative body of Ukraine. n) of 450 deputies. Deputies have the right to unite into special groups that are named factions. o) responsible to Verkhovna Rada of Ukraine and reports to it. p) the highest body of the state executive power of Ukraine. q) a collegiate body consisting of the Cabinet's presidium and several ministries. r) European traditions. s) the Green Party, Republican Party, Democratic Party, For Life Party, Socialist Party and others.



4. Work in class. Discuss.

1. What is a great problem of Ukrainian society? How can it be solved?
2. What do we have to do to live in a powerful, rich and happy state?



5. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|------------------------------------|---|
| 1. iron ['aɪən] <i>n</i> | a chemical element; hard strong metal |
| 2. iron ore ['aɪən ɔ:(r)] <i>n</i> | rock, earth, etc. from which metal can be obtained |
| 3. sulphur ['sʌlfə(r)] <i>n</i> | a chemical element that produces a strong unpleasant smell when it burns |
| 4. uranium [jʊ'reɪniəm] <i>n</i> | a radioactive metal |
| 5. manganese ['mæŋɡəni:z] <i>n</i> | a chemical element that is used in making glass and steel |
| 6. granite ['grænit] <i>n</i> | a type of hard grey stone |
| 7. marble ['mɑ:bl] <i>n</i> | a type of hard white stone which is used in building and for making statues |
| 8. sandstone ['sændstəʊn] <i>n</i> | a type of stone formed of grains of sand tightly pressed together |



6. Pupils from Kyiv schools were asked to write short stories about the natural wealth of Ukraine. Read them and say what they have in common.

1. I live in Ukraine. It is a sovereign state with its own territory, its bodies of state and power, government, national emblem, state flag and anthem. It borders on Russia, Byelorussia, Moldova, Poland, Slovakia, Hungary and Romania. Ukraine is one of the largest European countries. It covers an area of about 604,000 square kilometres.

Ukraine is considered to be a land of remarkable beauty. Most of Ukraine is flat and mountains take up only 3 % of its territory. Ukraine is a developed industrial and agricultural country.

It is rich in iron ore, coal, natural gas, oil, salt, sulphur, rare metals, uranium, manganese and different minerals.

Ukraine has such branches of industry as metallurgy, machine-building, power industry, chemical industry and agriculture. Scientists of Ukraine make their contributions of important discoveries and inventions to the world science.



Find the English meanings of these words:

залізо;
залізна руда;
сірка;
уран;
марганець;
граніт;
мармур;
піщаник.

Read them.



Words to learn:

nickel;
deposit;
mercury.



Ukraine has a rich historical and cultural heritage. There are many higher educational establishments, theatres, libraries, museums, art galleries in Ukraine. It is also famous for many outstanding writers, poets and musicians.

Hard-working, kind-hearted, friendly, hospitable, brave, generous people, ready for self-sacrifice, are real wealth of Ukraine.

Ukraine is the best country of the world to live in.

2. My Motherland is Ukraine. It is a sovereign, democratic state. Ukraine is one of the largest countries in Eastern Europe. Many people of different nations and nationalities inhabit it.

The territory of Ukraine is mostly flat. Like any other countries in the world Ukraine has big cities: Kyiv, Kharkiv, Odesa, Dnipro, Lviv, Kherson and others. Western Ukraine with its Carpathians with their unique nature, culture and legends is known all over the world.

We, Ukrainian people, love our country though life in Ukraine has never been easy. Ukrainian people have always been devoted to their Motherland fighting for peace and independence on their land.

Ukraine is rich in natural resources such as iron ore, coal, building materials: wood, granite, marble, sandstone, different minerals. Due to the favourable climatic conditions Ukraine grows wheat and corn, all kinds of fruit and vegetables. The country also produces different goods: modern supersonic airliners, ships, TV sets, computers, lorries and buses, grain harvesters and other goods.

Now Ukraine is looking for its place among free countries in the world. We are recognised by almost all states of the world.



7. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---------------------------------|--|
| 1. nickel ['nɪkl] <i>n</i> | a chemical element; a hard silver-white metal |
| 2. deposit [dɪ'pɒzɪt] <i>n</i> | a layer of a substance that has formed naturally underground |
| 3. mercury ['mɜ:kjəri] <i>n</i> | a poisonous silver-white liquid metal, used in thermometers |





8. Read the text and say what it is about.

The Natural Wealth of Ukraine

Ukraine is rich in natural resources: sulphur, coal, iron ore, nickel, manganese, uranium, building materials, mercury ore. The reserves of sulphur and mercury ore are ones of the largest in the world. Ukraine has more than 5 % of the world's reserves of iron ore.

There are also oil and natural gas deposits but their reserves aren't large but coal deposits are large in our country. Coal is mined in the Donetsk and Lviv-Volyn basins. The Donetsk basin is located on the territory of Donetsk and Luhansk regions. Donetsk and Luhansk regions are the largest industrial and mining-metallurgical complexes of Europe.

Uranium ore is mined in Dnipro and Kropyvnytskyi regions. Ukraine is also rich in building materials — wood, chalk, granite, marble, marl, sandstone. The largest reserves of granite are found in Zhytomyr region. The largest deposits of oil are concentrated in Poltava, Sumy, Chernihiv regions.

The largest industrial cities of Ukraine are Kyiv, Dnipro, Kharkiv, Donetsk, Luhansk, Odesa, Mykolaiv, Kherson and other cities.

Heavy industry, light industry, agriculture and other industries are developed in Ukraine.



9. Work in groups. Discuss.

1. What natural resources is Ukraine rich in?
2. What reserves are the largest in the world?
3. What regions are the most important for Ukraine?
4. What is your native region rich in?



10. Homework. Find information about the natural resources in the place you live in, write a paragraph and present it to your classmates.



Find the English meanings of these words:

нікель;
родовище;
ртуть.

Read them.

Asking for someone's opinion

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

Words to learn:

prosperity;
token;
to conjure;
recovery;
descent;
the Resurrection;
fragrant;
enigmatic;
to signify;
solstice;
bonfire;
wreath;
ritual;
treaty.

1. Look at these pictures. How do you think they relate to the topic of today's lesson? Name them.



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|--|--|
| 1. prosperity [prɒ'sperəti] <i>n</i> | the state of being successful, especially financially |
| 2. token ['təʊkən] <i>n</i> | smth that is a symbol of a feeling, an event, etc. |
| 3. to conjure ['kɒndʒə(r)] <i>v</i> | to do clever tricks as if by magic |
| 4. recovery [ri'kʌvəri] <i>n</i> | the process of becoming well again after an illness |
| 5. descent [di'sent] <i>n</i> | an action of coming or going down |
| 6. the Resurrection [ˌrezə'rekʃn] <i>n</i> | the time when Jesus Christ returned to life again after his death |
| 7. fragrant ['freɪgrənt] <i>adj</i> | having a pleasant smell |
| 8. enigmatic [,eniɡ'mætɪk] <i>adj</i> | mysterious and difficult to understand |
| 9. to signify ['sɪgnɪfaɪ] <i>v</i> | to mean smth |
| 10. solstice ['sɒlstɪs] <i>n</i> | the time when the sun reaches its highest or lowest point in the sky at midday |
| 11. bonfire ['bɒnfʌɪə(r)] <i>n</i> | a large outdoor fire as part of a celebration |
| 12. wreath [ri:θ] <i>n</i> | a circle of flowers or leaves worn on the head |
| 13. ritual ['rɪtʃuəl] <i>n</i> | a series of actions that are carried as part of a religious ceremony |
| 14. treaty ['tri:ti] <i>n</i> | a formal agreement between two countries (or more countries) |



3. Read the text and name the holidays.

Religious and State Holidays in Ukraine

There are a lot of different holidays in Ukraine that symbolise beauty, heartiness, and joy of living. They are celebrated every year.



Festivals and celebrations that embody the soul of the people, national characteristics and traditions of the Ukrainians occupy an important place in our life. They provide the opportunity to relax and to get inspiration.

One of the most favourite holidays in Ukraine is New Year's Day. New Year celebrations are a tradition in many countries of the world including Ukraine. This holiday is closely connected with folk festivals and various national games. When the clock strikes midnight, people open bottles of champagne and raise a toast. They congratulate each other as the clock strikes 12 times and predict their fortunes on this night. The tradition of predicting fortunes is very popular especially among young people. It is a wonderful holiday and one of the brightest events.

Christmas is celebrated on the 7th of January. A traditional Christmas dish is kutia. Kutia is the main dish among 12 dishes for Holy Supper. Adults and children are looking forward to Christmas celebration which brings joy, fun and hope for a better future. The period from the 7th until 14th of January is Saint Christmas Week. During this week people go from one house to another, sing songs, wish good health, prosperity, happy life. We call such an activity "koliaduvannia" and "shchedruvannia" and songs "koliadky" and "shchedrivky". Those who sing songs and greet you get sweets, food, drinks or whatever you have as a token of appreciation. Children like to wish happiness, health, prosperity spreading seeds: wheat or other grains, getting sweets, food or money in return. Spreading of seeds is called "posivannia".

On the 19th of January an important religious holiday called Epiphany is celebrated. Epiphany has come to Ukraine with Christianity. The magical abilities of holy water include conjuring of evil from the house and giving a patient recovery from diseases.



Find the English meanings of these words:

успіх, процвітання;
символ;
чаклувати,
показувати фокуси;
одужання,
зцілення;
зниження, падіння;
Воскресіння;
ароматний,
запашний;
таємничий,
загадковий;
означати;
сонцестояння;
багаття (з нагоди
якогось свята);
вінок;
церемонія;
угода, договір.

Read them.





Easter is one of the greatest and brightest spring holidays. Easter doesn't have a certain date of celebration. It is always celebrated on Sunday in April or May. This day is associated with many interesting customs and traditions: coloured eggs (pysanky), Easter cakes (pasky), greetings and religious ceremonies.

On Easter night people go to churches. They usually take with them Easter cakes, painted eggs, bottles of wine and some food to be sprinkled with sacred water which is believed to give strong healing powers. They greet each other with the words "Khrystos Voskres!" (Christ is arisen) and answer "Voistynu Voskres!" (Truly arisen). After coming home they continue the celebration with food and drinks. Easter is a family holiday, so all the members of the family have to gather around the Easter table. It means that the family will stay together the whole year.

Holy Trinity Day (Sviata Troitsia) is dedicated to the descent of the Holy Spirit upon the Apostles on the 50th day after the Resurrection of Christ. Holy Trinity Day is a very important religious holiday in Ukraine. This holiday is often called Green Sunday. On this day people decorate their houses, flats with branches, flowers and fragrant herbs as plants are a symbol of life. By this time everything is in blossom and nature finally wakes up.

In July the ancient holiday of Ivan Kupala Day (midsummer) is celebrated. It is one of the great and enigmatic holidays signifying a celebration in honour of the God of the Sun. It is believed that during this time of summer solstice, the Sun is the strongest before turning to winter. They say that the Sun is celebrating its victory over dark forces. This day is associated with water, fire and herbs: bonfires, wreaths, bathing. Kupalski fires symbolise a cult of the Sun. Kupalska water is a symbol



of healing power. A fern is a symbol of a happy future. Magic Ivanivska dew provides beauty and love and the Kupala tree denotes happiness and fertility. The Kupalski rituals are highly symbolic. The main Kupalski ceremonies take place in the night of 6—7 July. It is a special night.

Ukrainian Unity Day (Den Sobornosti) is an important historical event in Ukraine. In 1919 Eastern and Western Ukraine were united on the 22nd of January. The “Treaty of Unity” between two Ukraines was signed and the unity of all Ukrainian lands was proclaimed on Sofiiivska Square in Kyiv. Den Sobornosti is a symbol of territorial and spiritual unity of Ukraine as a unified sovereign state.



Victory Day is a holiday of joy and sorrow. It is celebrated on the 9th of May. Millions of people gave their lives during the Second World War for peace and happiness. The eternal memory of those who were killed will last forever throughout the generations. Veterans gather together to remember those who fought for freedom and defended their country. This day is to remind us about terrible human mistakes of the past, too, and to prevent them in the future.



On the 28th of June we celebrate Constitution Day. On this day in 1996 the Constitution of independent Ukraine was adopted. According to the Constitution Ukraine is a sovereign, independent, democratic, jural state the main task of which is to establish and promote human rights and freedoms. Fireworks, various concerts and musical events take place throughout the country.

Independence Day is celebrated on the 24th of August. Independence Day is the largest state holiday in Ukraine, which commemorates the adoption of the “Declaration of Sovereignty” of Ukraine in 1991. It is celebrated with impressive fireworks, numerous exciting concert programmes in national style, exhibitions, fairs, wonderful festive feasts, games, different dishes of national Ukrainian cuisine and other entertainments. Independence Day is a national holiday which marks the unity, strength of will and spirit of Ukrainian people.



International Women’s Day is considered the first spring holiday in Ukraine. It is celebrated on the 8th of March. For some people it is

Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?



a day dedicated to women's rights, for others it is a day celebrating womanhood. It is the brightest day of all women. We celebrate it with public meetings, concerts. March 8th is the holiday when we congratulate our mothers, sisters, grandmothers, daughters, wives, girlfriends with flowers and presents for all they do for us.

The Day of Knowledge is the holiday of joy and happiness. We celebrate it on the 1st of September. This holiday is for millions of pupils, students, their parents, grandparents and teachers. It is the holiday of the first bells, bunches of flowers, white ribbons and the traditional lessons of peace. The Day of Knowledge is the holiday of youth and future. It marks the official start of the academic year in all the educational institutions of our country.

The 14th of February is Saint Valentine's Day. It is very popular in Ukraine. It is the holiday of love and friendship. We send Valentine cards, flowers, sweets to people we love. It is perfect time to show all your love presenting beloved people with charming gifts and romantic poems.



4. Work in pairs. Read the text again, choose the holiday you like most and tell your partner about it.

5. Work in pairs. Match the dates to the holidays. Add some more holidays which have not been mentioned yet. Write.

- | | |
|--|--|
| 1. The 1 st of April | a) World Environment Protection Day |
| 2. The 13 th of May | b) Teacher's Day |
| 3. The 14 th of January | c) the Day of Medical Workers |
| 4. The 3 rd weekend of May | d) Old Calendar New Year |
| 5. The 22 nd of June | e) Europe Day |
| 6. The first Sunday of October | f) the Day of Sorrow and Remembrance of Victims of War |
| 7. The 24 th of June | g) Fool Day (the Day of Laughter) |
| 8. The last Sunday of May | h) Kyiv Day |
| 9. The 5 th of June | i) International Child Protection Day |
| 10. The 1 st of June | j) Youth Day |
| 11. The 3 rd Sunday of June | k) Mother's Day |



6. Work in groups. Choose your favourite holidays and discuss the ways of celebrating these holidays in your families. Present the results of your discussion to the classmates.



7. Work in groups. At first read the Valentine cards. Then give your ideas of celebrating Valentine's Day. Make your own Valentine cards and present the results of your work to the class. Remember, Valentine cards have to be romantic and humorous.

Extra exercise



8. Homework. Describe your favourite holiday. Give your reasons why this holiday is your favourite one.



1. Say what comes to your mind when you hear the word "education" and see these pictures. Share your ideas and develop the mind map.

knowledge

Education



2. Read these quotations, discuss and say if the fate of a country really depends upon the education of its people.

Upon the education of the people of this country, the fate of this country depends.

Benjamin Disraeli

Education is a progressive discovery of our own ignorance.

Will Durant



3. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|--|---|
| 1. fate [feit] <i>n</i> | the things that happen to smb or smth; destiny |
| 2. ignorance ['ɪgnərəns] <i>n</i> | a lack of knowledge or information about smth |
| 3. to attach [ə'tætʃ] <i>v</i> | to join smb for a time; to connect smth to smth |
| 4. scholar ['skɒlə(r)] <i>n</i> | a person who knows much |
| 5. etiquette ['etɪket; 'etɪkət] <i>n</i> | the formal rules of polite behaviour |
| 6. accomplishment [ə'kʌmplɪʃmənt] <i>n</i> | achievement |
| 7. catechism ['kætəkɪzəm] <i>n</i> | a set of questions and answers to teach people the Christian religion |
| 8. well-to-do [ˌwelɪtə'duː] <i>adj</i> | rich; wealthy |
| 9. graces [greɪsɪz] <i>n</i> | ways of polite behaving |
| 10. charity ['tʃærəti] <i>n</i> | an organisation that helps people in need |

Words to learn:

fate;
 ignorance;
 to attach;
 scholar;
 etiquette;
 accomplishment;
 catechism;
 to leave smb to his fate;
 to tempt fate;
 no flying from fate;
 the fated city;
 to attach oneself;
 she attached herself to the new arrivals;
 a distinguished (well-known) scholar;
 etiquettes;
 accomplishments;
 well-to-do;
 graces;
 charity;
 nursery school;
 primary school;
 secondary school;
 compulsory;
 with a good grace;
 Grace;
 Your Grace;
 charity school;
 compulsory education.

Find the English meanings of these words:

доля; жереб; талан;
залишити когось на
призволяще;
спокушати долю;
присл. долі не
минути;
приречене місто;
необізнаність;
прикріпляти;
призначати;
приєднатися;
вона приєдналася
до щойно
прибулих;
учений; учень,
школяр; дуже
освічена людина;
видатний учений;
етикет, церемоніал;
правила поведінки
на людях;
гарні манери;
професійна етика;
досягнення;
виконання;
достоїнства;
вихованість;
низка запитань
і відповідей;
багатий, заможний;
квітучий;
грація,
витонченість;
світлість, милість
(форма звертання
до герцога тощо);
Ваша світлість;
доброзичливість;
благодійна школа;
дитячий садок;
початкова школа;
середня школа;
обов'язковий;
обов'язкова освіта.

Read them.

11. nursery school ['nɜːsəri sku:l] *n* a school for children between the ages of about three and five (the UK), three and six (Ukraine)
12. primary school ['praɪməri sku:l] *n* a school for children between the ages of five and eleven (the UK), six and ten (Ukraine)
13. secondary school ['sekəndri sku:l] *n* a school for children between the ages of 11 and 16 or 18 (the UK), 10 and 17 (Ukraine)
14. compulsory [kəm'pʌlsəri] *adj* that must be done because of a law or rule



4. Read the text about the history of Britain's educational system and complete the table.

The History of Education and Education System of Great Britain

In the 12th—14th centuries schools were attached to monasteries and churches to educate clerics and scholars as well as monks, nuns and priests. Education wasn't controlled by the state.

There were chantry schools for boys from poor families where beating was highly recommended, song schools and almonry schools for the sons of those whose relatives were connected with the religion and in these schools beating was not recommended. After these schools the young men knew alphabet, could sing religious songs and read in Latin and English.

At the same time preparatory and grammar fee-paying schools for the sons of merchants existed. In preparatory schools boys were taught reading and writing in Latin and English sufficient for entering a school. After graduating from grammar school a young man knew Latin Grammar, could translate from English into Latin and take part in debates in Latin.

Future monarchs, the sons of noblemen were educated at home. They were taught military arts and court etiquette so the school-leavers had some military skills and skills in courtly accomplishments.

During the 12th—14th centuries Oxford and Cambridge Universities were also founded.

In the 15th—16th centuries infant schools for the sons of merchants, skilled craftsmen and squires appeared. The boys were taught reading, writing and catechism. They had to read and write in English. The teachers were very strict and beating was the best way to make children learn, they thought.

There were grammar and public schools for the sons of tradesmen and craftsmen where children were taught not only Latin and Divinity, but also Greek, Arithmetic and Music. So pupils spoke and wrote in Latin, wrote poems and essays in Latin, they even knew some passages from the Bible by heart.



Oxford University



Cambridge University



Westminster School

At parochial schools the boys were taught Reading, Writing and a bit of Latin. These schools were for boys from poor families.

Special attention was paid to girls. Although girls did not attend schools but in well-to-do families they were taught to read, write and do sums as it was considered that it was more important for a girl to know housewifery than Latin.

Future monarchs, the sons of noblemen were taught at home under the supervision of a knight. Education was aimed at teaching the military arts, court etiquette and social graces, reading and writing in Latin, sports.

New schools were founded: Westminster School, St Paul's School and the Merchant Taylors' public school in London, Rugby School in Yorkshire, Harrow School in Middlesex and others.

In the 17th century boys from poor families got their education at parochial and charity schools. They were taught Reading, Writing, Arithmetic and Religion. The sons of tradesmen and craftsmen got classical education at grammar schools.

Boys from wealthy families were educated at public schools. They were taught Latin, Greek, Sports and Religion.

There were schools for girls from well-to-do families. They were taught Dancing, Music, Painting and Singing, Writing and Accounting and only some of those schools included Latin, Greek, Italian, French, Spanish, Hebrew, Philosophy.

In the 20th century new grammar schools, secondary modern schools, secondary technical schools, comprehensive schools which combined grammar and secondary modern schools under one roof were founded. All children of school age (5—16) in state schools had to study English, Maths, Science, Technology, History, Geography, Music, Art, Physical Education and a foreign language.

Nowadays the law states that full time education is compulsory for all children between the ages of 5 to 16. At different stages schooling is represented by nursery, primary and secondary schools. Further education is non-compulsory and can be taken at further education colleges or higher educational institutions.

The 12th—14th centuries

	Schools	For whom	Children were taught
Education	chantry schools almonry schools	boys from poor families	
Home education			

Apologising

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

Asking for clarification

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



5. Work in groups. Discuss the history of education in the UK.



6. Listen to the interview of pupils from Kyiv schools with journalist Mark Darcy from England about the UK education system. Say if the education system of the UK differs greatly from that of Ukraine.



7. Work in groups. Read the interview again and think of questions you can ask to get more information about the UK education system. Write them down. Present them to your classmates.



8. Read the text and decide if the suggested statements are true or false.

Every year a lot of people come to Great Britain to learn English. They expect to find a pleasant stay there and come back with better knowledge of English.

That's why choosing a language school is very important. How to make the right choice?

First of all, try to learn about teachers' qualification. They should know what students need to learn, and be able to help them learn it. Moreover, a school should provide students with necessary material and the latest methodological and technological developments.

The most important question is accommodation. A good school always pays serious attention to this matter. Not less important is that the school must provide a comfortable place for students to communicate, offering them meals, coffee, etc. Some schools even have a café for socialising among students and staff.

The final way in which schools can help students is by making sure that they enjoy themselves outside school time. In addition, it is part of school's responsibilities to inform students about places to see in the city.

1. A good language school must provide students with qualified and capable teachers.
2. Students should be graded into groups of similar language ability.
3. Schools have to provide students with accommodation.
4. Schools have to offer students comfortable places for recreation.
5. A school should arrange parties, excursions, entertainments.



9. Read the text. Choose one of the answers A, B or C.

Every year adults from all over the United Kingdom spend a weekend in one of further education colleges in Birmingham. While there, they're taught Spanish by native speakers in an informal environment. All the students have a basic grounding in the language; nevertheless, it's an intensive course requiring thorough concentration. Students are expected to speak the language all the time. Students are even encouraged to speak it during their lunch break.



Harrow school in Middlesex

Many of the students have chosen to learn Spanish because they believe a second language will improve their career prospects; others simply want to make themselves understood while on holiday. The course includes a great deal of conversation, focusing on practical situations like going to a restaurant, travelling on a bus or train and other things that such students need.

Its organisers believe that more people are enrolling because they find its approach both useful and relaxing. Students become less embarrassed, they say, and they then become more and more used to hearing themselves speaking the language and less anxious about making mistakes. They become self-motivated and continue their learning after they leave the centre.

Many students claim that by completing the course, they develop a greater appreciation of Spanish traditions and culture. They gain confidence in the use of Spanish and this is a tremendous help to holidaymakers or anyone else going to Spain for any purpose.

1. The college's weekend course is for...
 - A. children.
 - B. people of all ages.
 - C. grown-ups.
2. Those who sign up for the course...
 - A. are beginners.
 - B. have some basic knowledge of Spanish.
 - C. speak fluent Spanish.
3. In class students...
 - A. speak their native language.
 - B. speak Spanish.
 - C. speak both languages.
4. Students learn Spanish...
 - A. to appreciate Spanish traditions and culture.
 - B. to improve grammar and vocabulary.
 - C. to communicate in the language both for business and pleasure.
5. The atmosphere at the lessons is...
 - A. easy-going.
 - B. embarrassing.
 - C. formal.



10. Homework. Find information about the history of the education system of Ukraine and present it to your classmates.

Words to learn:

to enslave;
to replace;
deaf;
dumb;
to function;
environment;
open-minded;
wise;
deaf to advice;
deaf and dumb;
to carry out
(to perform) one's
daily functions;
to get (to grow)
wiser;
it would not be
wise to do it.



1. Read these quotations, discuss and decide if you agree with them or disagree. Give your reasons.

Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.

Henry Peter Brougham

The great aim of education is not knowledge but action.

Herbert Spencer

Knowledge is power, light and wealth.

Unknown author

Education's purpose is to replace an empty mind with an open one.

Malcolm Forbes



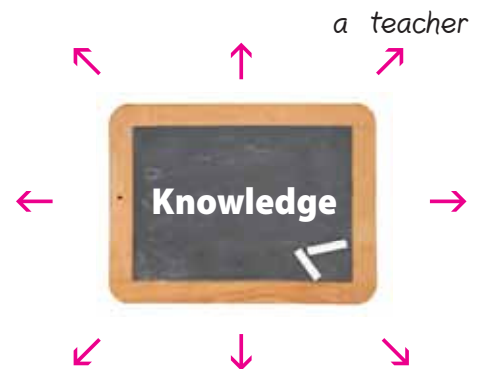
2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|--|---|
| 1. to enslave [ɪn'sleɪv] <i>v</i> | to make smb a slave |
| 2. to replace [rɪ'pleɪs] <i>v</i> | to take the place of smth; to provide a substitute |
| 3. deaf [def] <i>adj</i> | unable to hear anything or very well |
| 4. dumb [dʌm] <i>adj</i> | unable to speak or refusing to speak |
| 5. to function ['fʌŋkʃn] <i>v</i> | to operate; to work in a proper way |
| 6. environment [ɪn'vaɪrənmənt] <i>n</i> | the conditions of the development of smb or smth |
| 7. open-minded
[əʊpən'maɪndɪd] <i>adj</i> | receptive; willing to think about different ideas, to think about getting new information |
| 8. wise [waɪz] <i>adj</i> | prudent; having knowledge and experience; clever |



3. Work in groups. At first answer the questions, then develop the mind map.

1. What does an educated person mean for you?
2. Does he or she have to possess deep knowledge in everything?
3. What is the word "knowledge" associated with?
4. Do you think that only a school is a source of information? What about other sources?
5. What do you have to know perfectly in order to get higher education abroad?





4. Read the letters of pupils from Kyiv lyceum, discuss them and say what these letters have in common in your opinion.

Dear Alice,

It has been so wonderful to hear from you! You are interested in my future plans. You ask me about the role English plays in our country. All right.

From the biblical legend of the Babylon tower everybody knows that God punished people so that they spoke different languages. For many years nations couldn't communicate with each other but soon they came to a decision. English is known to be the most popular foreign language all over the world. English is taught almost in all countries as a second language and in our country, too. English is a language that we need to know.

With the help of English our life becomes easier. We can travel around the world without problems because we know that wherever we go we can communicate with other people there as a great part of the population will surely speak this popular language.

As we know English is the language of business. So we can communicate without any problems and have a partnership all over the world. In order to get a good job now employers demand knowledge of English.

Mass media and show business are also strongly connected with English. A lot of films, videos, songs, books are written in English. Such great mass media events as MTV Music Awards, Eurovision are held in this language.



England is known to be an educational centre all over the world. Oxford, Cambridge are among the top 10 universities in the world. That is why learning this foreign language can help us get an excellent opportunity to get a good education.

As you know a lot of outstanding writers, painters, scientists were born in Great Britain. So if you learn English language you will be able to study their original works.

Thanks to all these points we understand that knowing English is very important for us. If we don't know English we can consider ourselves deaf and dumb. But I don't want to be deaf and dumb and I work hard to learn English at our Kyivo-Pecherskyi Lyceum № 171 "Leader" and our teacher Zoia Zelenska helps us in it.

I want to be an interpreter.

With my best wishes,

Chrystyna



Find the English meanings of these words:

поневолювати;
робити рабом
(забобонів тощо);
заміняти;
відновлювати;
поповнювати;
глухий, глухуватий;
який не бажає
(відмовляється)
слухати
(прислухатися);
глухий до порад;
глухонімий;
діяти;
функціонувати;
виконувати
щоденні службові
обов'язки;
навколишнє
оточення
(середовище);
з широким
кругозором
(світоглядом);
неупереджений;
сприйнятливий;
мудрий; хитрий;
розумний;
розсудливий;
порозумнішати;
набратися
життєвого досвіду;
я не раджу вам це
робити.

Read them.



Dear Tom,
I haven't heard from you for ages. How are you? Are you fine? Have you decided what you are going to be? And what about the place of education?

Everybody has the problem of choosing the place of education. Traditionally, in our country the majority of people study at universities. Nowadays it is very popular to study abroad. It is considered to be prestigious. But, of course, there are some advantages and disadvantages of it. The most important advantage of studying abroad is high-quality education. In Europe and in the USA there are many universities with good traditions of education, which have been followed by a lot of students for centuries. These universities take care of their teaching staff. Only the best professors work there. Another advantage is connected with future work searching, with a foreign university degree many companies would like to see you in their offices. Also after studying abroad you will speak English fluently. All this gives you a chance to find the best work. Good education can help to achieve economic success.

On the other hand there are some disadvantages. The most important drawback is the high price of education and living abroad. Few people can afford such expense. Another disadvantage is the difficulties of studies, in particular the language problem for foreign students. All the subjects are not taught in their native language. Furthermore, living and studying abroad make you solve your problems on your own. It is very hard especially for young people.

Taking all this into account you have to decide where to study. But keep in mind that good education is the key to success!

As for me my English is wonderful. I'm a pupil of Kyivo-Pecherskyi Lyceum № 171 "Leader" and our teacher Zoia Zelenska has been doing her best to deepen my knowledge of English.

I hope I'll be successful in studying abroad.

My best wishes,

Tamara



5. Listen to the interview with Kyiv teachers and pupils and answer the questions. Journalist Mary Smith from London wants to know as much as possible about the system of education in Ukraine and about the learning of English at schools.

1. What can you say about the system of education in Ukraine?
2. What does the system of education in Ukraine include?

3. Is preschool education compulsory in Ukraine?
4. At what age do children go to nursery schools or kindergartens?
5. What are they taught there?
6. Is secondary education compulsory in Ukraine?
7. What types of schools are there in Ukraine?
8. Are there private gymnasiums, lyceums, colleges and international schools?
9. What do pupils do after finishing the 9th and the 11th forms?
10. When do pupils start learning foreign languages in Ukraine?
11. What languages are learned in Ukraine?
12. Is it possible to learn three foreign languages in the 1st form?
13. What are the main foreign languages?
14. What language is spoken all over the world?



6. Work in pairs. Discuss the advantages of learning foreign languages.



7. Do a class survey. Find out the classmates who consider English to be the most important language in the world and those who don't.



8. Work in groups. Think of the advantages of having perfect command of any foreign language. Present your ideas to the class.



9. Homework. Write an article for a magazine "Language and Culture" about one of the most important languages in the world in your opinion.

Expressing opinions

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

Words to learn:

gifted;
to affect;
to inspire;
desire;
to hammer;
to acquire;
headmaster;
newcomer;
approach;
challenge;
to enrol;
to affect the
interest;
at your desire;
to get one's desire.

Agreement

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



1. Read the quotations and proverbs, discuss and say if it is really so important to be good teachers and inspire pupils with a desire to learn.

A teacher affects eternity; he can never tell where his influence stops.
Henry Brooks Adams

A wise teacher makes learning a joy.
Traditional proverb

A gifted teacher is as rare as a gifted doctor and makes far less money.
Teacher's quote

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.
Horace Mann

Acquire new knowledge whilst thinking over the old and you may become a teacher of others.
Confucius



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|--|
| 1. gifted ['gɪftɪd] <i>adj</i> | capable; talented; having a lot of natural ability |
| 2. to affect [ə'fekt] <i>v</i> | to influence; to trouble; to harm |
| 3. to inspire [ɪn'spaɪə(r)] <i>v</i> | to stimulate; to encourage; to inflame |
| 4. desire [dɪ'zaɪə(r)] <i>n</i> | a strong wish; passion |
| 5. to hammer ['hæmə(r)] <i>v</i> | to hit smth with a hammer; to nail; to forge |
| 6. to acquire [ə'kwɑɪə(r)] <i>v</i> | to master; to overcome; to gain smth by one's own efforts, ability |
| 7. headmaster [ˌhed'mɑːstə(r)] <i>n</i> | a teacher who is in charge of a school |
| 8. newcomer ['nju:kʌmə] <i>n</i> | a person who has recently arrived in a place or recently started a particular activity |
| 9. approach [ə'prəʊtʃ] <i>n</i> | a method of dealing with a problem or a situation |
| 10. challenge ['tʃæləndʒ] <i>n</i> | a difficult task that tests smb's ability or skill |
| 11. to enrol [ɪn'rəʊl] <i>v</i> | to join a course, a school, etc.; (AmE) — to enroll |



3. Work in groups. Read the text. Nadiia Tymoshyk, the deputy headmaster and teacher of English in school № 155 tells teachers about her school and her colleagues. Discuss and say if it is interesting to work and study at this school. Give your reasons. Present your ideas to the classmates.

School 155 has specialised in teaching English for quite a long period of time. There are traditions which are observed by different generations of teachers. Newcomers try to adopt their previous methods bringing at the same time new approaches in.



Just speaking English has never been the main goal for our school. We have always tried to encourage our pupils to be competitive citizens of European community. It's not a secret that many school-leavers enrol into European and American universities so they need English "not for English's sake" but as a tool to get knowledge of other subjects and to become successful people in future. We try to provide our pupils with skills and abilities necessary for this.

Of course, here we speak about pupils of high school, as junior pupils just get basic knowledge which will enable them to master their skills in future. Senior pupils, eleventh-graders in particular, face quite a challenge on their path to success. High school teachers of English (George Kostyliov, Nadiia Tymoshyk, Svitlana Tovpeko, Olha Kostyliova, Lidiia Fediaieva, Oksana Bratel, Daria Yurieva, Iryna Bondarenko, Victoriia Hryshchenko, Alla Andrushchak, Nataliia Ostapova) try their best to give pupils not only knowledge of grammar, pronunciation, phonetics but also to teach them to use the information they get from other sources, while learning other subjects, to find answers to different questions and ways out of different situations. Our pupils are taught to write different kinds of e-mails, letters, essays, speak on diverse topics, develop situations which can even be far from true-to-life ones. But what is more, we try to teach them to be confident in their knowledge, to be able to stand up for their points of view, to express themselves freely. At the same time we teach them to be tolerant, patient, to respect opinions and thoughts of others.

As all the pupils of their age they have to write different tests which show the way they know grammar, memorise vocabulary. They also have to show their ability to work with new texts, to listen and to comprehend what has been heard.

Our pupils often amaze us issuing wall newspapers, decoding words, compiling crosswords, reciting poems, singing songs and giving performances during our "His Majesty English" week. That's the time they have to impress us with their abilities to accumulate everything which has been learned and to create something of their own.

All in all being a pupil of school 155 is quite a challenge but time and practice show it is worth trying!

Nadiia Tymoshyk,
deputy headmaster, teacher of English, school 155

Find the English meanings of these words:

здібний;
 талановитий;
 впливати;
 діяти (на щось);
 зворушувати;
 шкодити; удавати;
 зачіпати інтереси;
 вселяти; надихати;
 запалювати;
 навювати;
 (палке) бажання;
 пристрасть;
 побажання;
 відповідно до
 вашого побажання;
 добитися
 здійснення своєї
 мрії;
 забивати молотком;
 прибивати;
 кувати; карбувати;
 уперто працювати
 (над чимсь —
 at); набувати;
 одержувати;
 оволодівати;
 директор школи;
 виклик; сумнів;
 претензія;
 вносити до списку;
 реєструвати;
 записувати(ся);
 новоприбулий;
 незнайомий;
 підхід;
 позиція, концепція.

Read them.

Words to learn:

to cancel;
exaggeration;
to cope;
assessment;
co-educational.



i **4. Work in groups. Read the pupils' articles for a magazine. The articles are written by pupils of language school № 155. They write about their school life. Discuss and say what these articles have in common.**

What do you think? Are the pupils happy? Present your ideas to the classmates.

i **5. Work in pairs. Read the articles again and write articles about your school, teachers and your school life for a magazine.**

6. Work in groups. Think of your favourite teachers at school. Present your ideas to the class and ask your classmates to guess who you are talking about.

These questions can help you:

1. What do they look like?
2. What clothes do they usually wear?
3. Are they strict or easy-going?
4. What subjects do they teach?
5. What do you do at their lessons?
6. What is special about your favourite teacher?

7. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|--|---|
| 1. to cancel ['kænsəl] <i>v</i> | to decide that smth arranged earlier will not now take place |
| 2. exaggeration [ɪg,zædʒə'reɪʃn] <i>n</i> | a statement that makes smth seem larger, better, etc. than it really is |
| 3. to cope [kəʊp] with smth <i>v</i> | to manage; to deal successfully with smth |
| 4. assessment [ə'sesmənt] <i>n</i> | evaluation |
| 5. co-educational [,kəʊedʒu'keɪʃnl] <i>adj</i> | having boys and girls being taught together |

8. Work in pairs. Read the pupil's story about problems at her school and discuss if school is really like stairs to adult life. Do you agree with her?

It is necessary to say that some people like school, others do not. People of different ages always have something to say about school. For some children school plays the most important educational role in life. For others it is a second home where a pupil spends about half a day. As for me, my school is a whole period in our life.

However, it is a well-known fact that pupils are not fond of everything which is connected with school. As for me, I would like to change something in my school, too. The problem is that not all classrooms are equipped with necessary gadgets. For example, there are no computers, printers, interactive boards, TV sets, tape recorders, etc. in all our classes. In addition, many people think that school should develop both knowledge of arts and sciences in pupils' minds, but unfortunately, at our school more time is devoted to sciences. Moreover, if we have to write any essays, we should not write just what we think, but what is written in examples. I think it is not good because that way we cannot learn how to express our own opinion. I also wish



to cancel the rule to wear school uniform, because it does not allow me to show how I feel wearing clothes that I like.

Making a conclusion, I would like to mention that it would not be an exaggeration to say that school is like stairs to adult life with its adult problems and responsibility. No doubt, that we should know how to solve our problems and cope with difficult tasks and school teaches us how to do it.



9. Work in pairs. Read Mariia's letter and say what Mariia's school and yours have in common.

Dear Sandra,

It's been ages since I've heard from you. Sorry, I've taken so long to put pen to paper. Hope to contact you via Skype.

Anyway, I've finally got some free time, so I thought I'd drop you a line and tell you about my school. You know that there're different types of schools in the world. There is a school for boys or girls only. A boarding school's a school where pupils study and live. A co-educational school is a school for both boys and girls.

I attend a co-educational school. I study different subjects at school. My favourite subjects are English and Maths. I attend school five days a week. I have seven lessons a day at school. Our classes start at 8:30 a.m. and end at 3:15 p.m. There're sections and clubs for badminton, drawing, dances, handicraft, arts and crafts work at our school. But I don't attend any clubs because I haven't got any free time.

Actually, pupils study 11 years in Ukrainian secondary school. In our country we have standardised exams for pupils. I think they are a good assessment for how well a pupil is learning. But what is more important to me is the results of teachers' evaluation. At the end of the 11th form pupils pass the EIT in the Ukrainian language, English and Mathematics or History. After graduating from school, pupils get the Certificate of Secondary Education. They may pass 1—2 exams of the EIT more in different subjects. The results of the EIT allow pupils to enter any university without taking separate entrance exams. But I haven't thought about my further education at a university yet.

Well, keep in touch!

Love,

Mariia



10. Homework. Write an essay about your school.



Find the English meanings of these words:

скасовувати;
перебільшення;
упоратися з чимсь;
оцінювання;
школа зі спільним навчанням для хлопчиків та дівчат.

Read them.

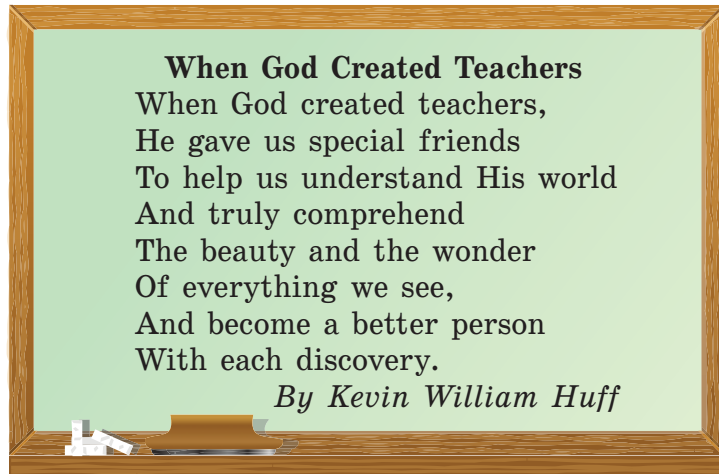


Words to learn:

spirituality;
mission;
to comprehend;
up-to-date;
joyful;
stylish;
to treat;
bamboo;
bare;
to be joyful;
a coat of stylish cut;
to treat smb like
a dog;
bare feet;
to believe smth on
smb's bare word;
bare possibility;
to bear;
prohibition;
useless;
bully;
to merit;
schooling;
curriculum;
useless attempts;
a bully is always
a coward;
to merit a reward;
he did not get
much schooling.



1. Listen to the poem. Read it and discuss in class. Comment on the statements.



When God Created Teachers
When God created teachers,
He gave us special friends
To help us understand His world
And truly comprehend
The beauty and the wonder
Of everything we see,
And become a better person
With each discovery.

By Kevin William Huff

1. A teacher is a holder of spirituality and ethnics.
2. Teachers carry out a special civil mission — teaching a young generation.
3. Their experience and knowledge help pupils become successful in life.



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|---|
| 1. spirituality [ˌspɪrɪtʃuˈæləti] <i>n</i> | the state of being concerned with spiritual matters; inspiration |
| 2. mission [ˈmɪʃn] <i>n</i> | a particular task or duty performed by an individual or a group of people |
| 3. to comprehend [ˌkɒmpriˈhend] <i>v</i> | to understand |
| 4. up-to-date [ˌʌptəˈdeɪt] <i>adj</i> | modern; fashionable |
| 5. joyful [ˈdʒɔɪfl] <i>adj</i> | satisfied; happy |
| 6. stylish [ˈstɑɪlɪʃ] <i>adj</i> | fashionable; elegant |
| 7. to treat [tri:t] <i>v</i> | to behave in a certain way |
| 8. bamboo [ˌbæmˈbuː] <i>n</i> | a tall tropical plant of the grass family |
| 9. bare [beə(r)] <i>adj</i> | without any clothes |
| 10. to bear [beə(r)] <i>v</i> | to stand |
| 11. prohibition [ˌprəʊhɪˈbɪʃn] <i>n</i> | the act of stopping smth from being done or used by law |
| 12. useless [ˈjuːsləs] <i>adj</i> | not useful |
| 13. bully [ˈbʊli] <i>n</i> | a person who frightens or hurts weaker people |
| 14. to merit [ˈmerɪt] <i>v</i> | to deserve |
| 15. schooling [ˈskuːlɪŋ] <i>n</i> | the education you receive at school |
| 16. curriculum [kəˈrɪkjələm] <i>n</i>
(<i>pl. curricula</i>) | the subjects that are taught in a school, college, gymnasium, etc. |
| 17. robotics [rəʊˈbɒtɪks] <i>n</i> | the science of designing and operating robots |



3. The pupils of gymnasium № 86 “Consul” are sure that “A good teacher is someone who is still a student inside”. Discuss and say if a teacher who is still a student inside is really a good teacher. Give your reasons.



4. Work in groups. Read the survey by pupils of gymnasium № 86 "Consul". They are sure that their gymnasium is one of the best schools in Ukraine and great teachers work at their gymnasium. Discuss and answer the questions.

What Makes a Good Teacher (according to the survey)

1. An up-to-date teacher:
 - should be joyful — 80 %;
 - can explain the lesson well — 65 %;
 - should be kind — 50 %;
 - shouldn't give students homework — 50 %;
 - should be stylish — 42,5 %;
 - should treat pupils with respect — 42 %.

 2. These things are in teachers' bags:
 - a lipstick, a mascara, a powder — 60 %;
 - a sedative — 55 %;
 - textbooks and exercise books — 30 %;
 - an iron rod which helps at the lessons — 7,5 %.

 3. What a teacher usually does in his/her free time:
 - corrects mistakes in pupils' workbooks — 50 %;
 - meets colleagues to chat about school events — 37 %;
 - brings up own children — 35 %;
 - calls pupils' parents — 20 %.
1. Does an up-to-date teacher have to be joyful?
 2. Does a teacher have to explain the lesson well?
 3. How does a teacher have to treat pupils?
 4. What do you think? Does a teacher have to correct pupils' mistakes in his/her free time? Give your reasons.
 5. Does a teacher have to call pupils' parents? Give your reasons.
 6. What do teachers have to have in their bags in your opinion?
 7. And what do you think about punishment at schools? Give your reasons.



5. Work in groups. Read the text about the history of punishment at schools and about punishment nowadays. Discuss and decide if it is necessary to punish pupils at schools or not. Give your reasons. Present your ideas to the classmates.

In the UK pupils of a grammar school can be removed from the classroom for a while, in some cases even from school, kept in class during break time or in school after a school day, not allowed to join in school activities and some more.

In China students' fingers were beaten with a bamboo twig. Slavic children were beaten with a birch stick or a bunch of birch sticks or bullies were put on spilled peas down on their bare knees and had to bear it for hours.

Find the English meanings of these words:

духовність;
духовне начало;
місія, покликання;
зрозуміти;
охоплювати;
сучасний;
веселий;
стильний;
елегантний;
пальто модного
покрою (фасону);
ставитися;
погано поводитися
з кимсь;
бот. бамбук;
голий, оголений;
босі ноги;
порожній;
повірити комусь на
слово;
мінімальна
можливість;
терпіти,
витримувати;
заборона;
даремний, марний;
марні спроби;
задирака, причепа;
задирака завжди
боягуз;
заслугувати;
бути гідним
(чогось);
бути гідним
похвали;
освіта, шкільне
навчання;
він малоосвічена
людина;
курс навчання;
навчальний план;
розклад.

Read them.

Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?



Yale



Princeton



Harvard

In Namibia children had to stay under a tree with a vespiary inside its trunk. They are punished in the same way even nowadays in spite of prohibition by the Ministry of Education.

In Liberia children are beaten with a whip. In Pakistan, if there is a two-minute delay to school, children have to read Koran for the next eight hours.

In Nepal girls are considered to be utterly useless creatures. And boys who are guilty of something are dressed up in girls' clothes and are forced to wear these clothes for five days. It is the most terrible punishment for boys in Nepal.



6. Work in groups. Discuss the problems of bullies' punishing and rewards at schools. Present your ideas to the classmates.



7. Work in class. Discuss.

1. What it means to be a "bully".
2. If there are bullies in your school.
3. The words which are associated with a "bully" "punishment".
4. The ways of punishing a bully.
5. The ways of stopping a bully.
6. The rewards at schools.



These words and expressions can help you:

trips to places of interest, points, unmanaged free time, choosing activities, certificates, certificates of merit, to merit a reward, merited, to praise, not to be cheeky, to push smb into a puddle, to extort money (from), to fight (with), to hurt someone smaller and weaker, to shout cruel things at someone, to offend, to beat, to betray.



8. Read the text about the systems of education of the USA and the UK and complete the table.

The System of Education of the USA

Schooling is compulsory for all children in the United States but the age range for which school attendance is required varies from state to state and there is no single system of education in the USA — each state has its own system. In most states children begin elementary education with kindergarten at the age of five to six and finish secondary education with the 12th grade at the age of 18.

Each year of school is called a "grade". Elementary school includes the first, second, third, fourth, and fifth grade where basic subjects are taught.



The curriculum within public elementary education is determined by individual school districts. A school district selects curriculum guides and textbooks that are reflective of a state's learning standards for a given grade level. But the main thing is No Child Left Behind. Learning standards usually include maths, social studies,

science, physical development, the fine arts and other subjects. Social studies (history, geography), science vary widely.

Middle school and junior high school are between elementary school and senior high school. Middle school includes the sixth, seventh and eighth grade and junior high school includes the ninth grade.

At senior high school or high school students take a broad variety of classes without special emphasis on any particular subject.

Curricula vary widely in quality and rigidity in states. Some states consider 60 points (on a 100-point scale), some — 65 points, others — 75 points to be a passing grade.

Many high schools offer a wide variety of elective courses except required subjects in the United States.

Common types of electives include:

- visual arts (painting, drawing, photography, etc.);
- performing arts (chorus, dance, drama, etc.);
- technology education (metalworking, woodworking, robotics, etc.);
- computers (programming, graphic design, etc.);
- foreign languages (French, Spanish, German, Italian, Latin, Chinese, Greek, Japanese, Arabic);
- athletics (football, baseball, basketball, ice hockey, boxing, etc.);
- publishing (newspaper, magazine, journalism).

There are many high schools which provide Advanced Placement (AP) or International Baccalaureate (IB) courses. AP or IB courses are usually taken during the 11th or 12th grade of high school.

Institutions of higher learning supported by public funds are not absolutely free. The state colleges and universities charge a fee for tuition or registration. This fee is higher for those who come from outside the state.

Usually there is no admission examination required by a state university for those who have finished high school within the state. But private colleges and universities, especially the larger, well-known ones such as Harvard, Princeton and Yale, have rigid scholastic requirements for entrance, including an examination.





Eton College



St James' school



About 3 % of all children are educated at home because their parents select moral or religious reasons for home schooling.

But under the No Child Left Behind Act all American states must test students in public schools statewide to ensure that they have achieved the desired level of minimum education, such as the Regents Examinations in New York, the Florida Comprehensive Assessment Test (FCAT) and the Massachusetts Comprehensive Assessment System (MCAS). Students who have been educated at home or in private schools are not included. According to the act students must also show some improvement each year.

The System of Education of the UK

Up to the age of 16 schooling is compulsory for all children in the UK. British children start learning at the age of 5 but there are some free nursery schools where children start learning before that age. Children must stay at school from the age of 5 until they are 16. Many of them take final examination at the age of 18.

There are different types of state secondary schools in the UK: grammar schools, technical schools, comprehensive schools, public schools, boarding schools.

Primary schools are usually divided into infant schools for children aged five to seven and junior schools for children aged 7 to 11.

When children are 11 years old they go to secondary schools and take General Certificate of Secondary Education exams (GCSE) at the age of 16. They are the official exams after which pupils can leave school. But if they want to stay on they study for another two years and take Advanced Level (A-Levels) exams at the age of 18. They either stay at school or go to a sixth-form college for students aged between 16 and 18 or a technical college where students can learn the practical skills they need to do a job, for example, in computing, metalwork or building and then they can try to get into university.

Grammar schools are for children aged between 11 and 18 who have to pass an entrance examination to be allowed to go there. These schools are very popular because they offer a good academic education.



Public private schools for children aged between 13 and 18 whose parents pay for their education are very expensive. These schools usually have good academic standards and are attended by children from the upper class. The most famous ones are Eton College for boys, St James' school for girls and Harrow. Most public schools are boarding schools at which pupils live as well as study.



Donaldson's School, Edinburgh

British schools besides ordinary classes offer a lot of after-school clubs and different trips. After-school clubs include art and craft clubs, sports and religious clubs and many others.

After getting secondary education pupils can enter higher educational establishments or colleges. There are over 160 universities in Great Britain. They are divided into three types: the old universities, such as Oxford, Cambridge, Edinburgh, the universities of the 19th century, such as London and Manchester universities, and the new universities.

Full courses of study offer the degree of Bachelor of Art or Science. Most degree courses at universities last three years. Language courses last four years, medicine and dentistry courses five to seven years.

Students may receive grants from the Local Education Authority to help pay for books, transport, food and accommodation. This grant depends on the income of their parents.

University life is considered "an experience". Exams are competitive, social life is excellent with a lot of clubs, parties, concerts, bars, and living away from home is also an important experience.

The systems of education in Ukraine, the UK and the USA

Country	Types of schools	Children's age	Similarities	Differences
Ukraine				
the UK				
the USA				



9. Work in class. Discuss. Give your reasons.

1. What you like and dislike in the systems of education in the UK and the USA.
2. What you like and dislike in the system of education in our country.
3. What you'd like to change in the system of education in our country if you could.
4. If the system of education in Ukraine is one of the best in the world.
5. If higher education should be free or fee-paying.



Harrow School

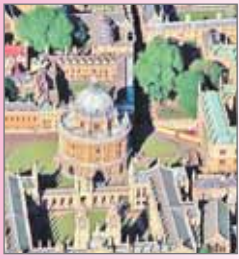


The University of Manchester



Cambridge





Oxford



Borys Hrinchenko Kyiv University



6. What differences and similarities are in the systems of education in Ukraine, the UK and the USA.
7. The advantages and disadvantages of being educated at home with the help of your parents if it is possible.
8. Out-of-class activities in your school.
9. The most popular free time activities among Ukrainian teenagers.
10. What good and bad points of wearing school uniform are.
11. The knowledge of English is of special importance nowadays.



10. Read Anna's letter to her pen friend in London and complete the sentences.

Dear Mary,

How are you? I hope you are fine. I'm happy to hear from you. You asked me about my future plans and my English in your last letter. OK. Taking into consideration that English is an international language and more that 1,5 billion people speak English it is of special importance nowadays. One of the characteristic features of our modern life in Ukraine is a great interest in studying English because if we want to get a good education and an interesting well-paid job in future, in other words, to be successful in life we have to know English perfectly.

It goes without saying that knowledge of foreign languages opens many doors before us and gives a lot of opportunities and advantages. By the way, English has become a part of youth culture all over the world and in our country, too.

It is an official language of international organizations such as NATO, UNESCO, the United Nations Organization. More than 80 % of information (scientific, commercial, etc.) is given in English.

Knowledge of English will help us enjoy foreign literature, communicate with native speakers, listen to BBC news and songs, watch foreign films. It will give us an opportunity to get any information using the Internet. We know for sure that a new language is a new world. All foreign languages are worth learning but English most of all in order to be educated and intelligent people.

As for me I work hard to speak English fluently. I haven't decided yet what I'm going to be. But I know my future profession will be connected with English: an interpreter, a journalist or a translator. God knows! But it doesn't matter, the main thing is English. Live and see. So in short, I'm looking forward to hearing from you.

Lots of love,

Anna

1. English is
2. More than ... people speak English.
3. If we want to be successful in life we have to know ... perfectly.
4. More than ... of information is given in English.
5. All foreign languages



SPOT ON WRITING TIPS

Writing essays making suggestions

We usually write an essay making suggestions in a formal or semi-formal style.

- **The first paragraph** states the problem. We present the problem and its causes.
- **The main body paragraphs** present our suggestions in separate paragraphs, together with possible results or consequences. We should link our ideas using appropriate linking words.
- **The last paragraph** summarises our opinion.

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

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

Useful Hints

We use linkers to organise our ideas:

To list/add points: *Firstly, First of all, To start/begin with, Secondly, Finally, In addition, Furthermore, Moreover*

To introduce/list advantages: *The first/Another advantage of..., One point in favour of..., Some people feel/argue that..., Without a doubt/Certainly there are many arguments...*

To introduce/list disadvantages: *The first/main/One/Another disadvantage of..., One argument against ... is that..., Some/Many people are against ... because...*

To introduce examples/justifications: *For example/instance, such as, like, because, as, since, as a result, therefore, etc.*

To show contrast: *On the other hand, However, In contrast, Although, Even though*

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

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



Kyiv Mohyla University



Taras Shevchenko
National University
of Kyiv



National Technical
University of Ukraine
«Kyiv Polytechnic
Institute» (NTUU «KPI»)





University of Edinburgh



Ivan Franko National University of Lviv



National Technical University "Kharkiv Polytechnic Institute"



Vasyl Karazin Kharkiv National University



11. Work in class. Discuss the problem of exam stress. How can you avoid stress before exams?

These words and expressions can help you:

to begin with, all in all, firstly, secondly, organised, confident, to make a study timetable, to eat healthy food, to get enough sleep, to relax, to take short breaks, to concentrate better when studying, to get help from your friends or teachers.



12. Write an essay "How to avoid stress before exams?" for your school newspaper.

Suggested Answer

It is necessary to say that school plays the most important educational role in the life of any person. In our school we study many different subjects. Some of them cause constant stress. Exam stress is normal, but it can get out of control and make you unwell. What can you do about exam stress? If you want to know how to avoid stress before exams, you should follow some simple rules.

To begin with, you must start studying ahead of time. It helps you be prepared. Firstly, take short breaks. You may keep energy during the day. It is also important to make a study timetable and stick to it. As a result, you will feel more organised and confident that you have time to prepare well for your exams.

Secondly, you should take good care of yourself by eating healthy food, getting enough sleep and taking regular breaks to relax. Consequently, your body and mind will stay healthy and you will be able to concentrate better when studying.

If you want you can study with friends. We help each other when something goes wrong. Some people might find this useful as they can discuss any problems that come up.

All in all, I think exam stress can be a major problem. However, if you are organised and healthy and get help from others, exam stress will never be a problem for you again.

13. Play a game. Divide into two teams. One team says a word related to education, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



14. Homework. Write a letter to your pen friend about the importance of learning English.

Include the following:

- what languages are learned at your school;
- what the most important aspects of learning English are;
- why it is necessary to learn English;
- the ways of improving the knowledge of English.



1. Look at the pictures. How do you think they relate to our today's lesson?



Words to learn:

job;
to job;
profession;
personal assistant;
nutritionist;
seamstress;
chauffeur;
chef;
fashion designer;
fitness;
TV presenter;
to cultivate;
sheriff;
negotiable;
congenial;
out of a job;
bad job;
to make a bad
(good) job;
a teacher by
profession;
profession of
farming.



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|--|---|
| 1. job [dʒɒb] <i>n</i> | work which is paid regularly or a particular piece of work you have to do |
| 2. profession [prə'feɪʃn] <i>n</i> | a job that needs a high level of education, a special training or skills |
| 3. personal assistant
[ˌpɜːsənl ə'sɪstənt] <i>n</i> | a person who works as a helper or a secretary for one person |
| 4. nutritionist [nju'tri:ʃənɪst] <i>n</i> | a dietitian |
| 5. seamstress
['si:mstrəs; 'semstrəs] <i>n</i> | (old-fashioned) a woman who sews and makes clothes |
| 6. chauffeur ['ʃəʊfə(r)] <i>n</i> | <i>φp.</i> a driver, especially for rich and important persons |
| 7. chef [ʃef] <i>n</i> | <i>φp.</i> the most senior cook in a restaurant, etc. |
| 8. fashion designer
['fæɪʃn dɪzəɪnə(r)] <i>n</i> | a person who plans and draws fancy stylish clothes |
| 9. fitness ['fɪtnəs] <i>n</i> | the state of being healthy and strong |
| 10. TV presenter [prɪ'zentə(r)] <i>n</i> | an announcer |

Find the English meanings of these words:

праця, робота, заняття, служба; без роботи; безнадійна справа; погано (добре) виконати роботу; фах, професія; ремесло; учитель за фахом; заняття сільським господарством; персональний (власний) помічник; дієтолог, дієтлікар; швачка; фр. шофер, водій; фр. шеф-кухар; дизайнер модного (стильного) одягу; витривалість; добрий стан здоров'я; диктор; розвивати; шериф; близький.

Read them.

Disagreement

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

- 11. to cultivate ['kʌltiveɪt] *v* to work on developing particular qualities and skills
- 12. sheriff ['ʃerɪf] *n* an elected officer who is responsible for keeping law and order in a county
- 13. negotiable [nɪ'gəʊʃjəbl] *adj* that you can discuss or change before you make a decision
- 14. congenial [kən'dʒi:niəl] *adj* (formal) pleasant to spend time because of interests and character



3. Work in groups. Read the names of jobs and professions and discuss the questions.

Plumber, model, journalist, lawyer, teacher, musician, TV presenter, personal assistant, sales manager, chef, nutritionist, seamstress, sheriff, fitness instructor, chauffeur, fashion designer, vet, florist, police officer, guide, dogs' trainer.

- 1. How important or useful do you think these jobs and professions are?
- 2. Is it popular to choose these jobs and professions in our country?
- 3. Are people paid much for these jobs in our country?
- 4. Do you think they should be paid more or less money? Why?



4. Listen to the interview with five people talking about their jobs. Match the speakers to the jobs from Ex. 1.



5. Listen again and answer the questions.

- 1. Who of these people says that people often confuse his/her work with another one?
- 2. Who of these people got a special education?
- 3. Who of these people tells the history of his/her job?
- 4. Who of these people made a choice about future career in childhood?
- 5. Who of these people enjoys his/her career a lot?
- 6. Who of these people had a long way to the top?
- 7. Who of these people has to work a lot with filling in papers?
- 8. Who of these people runs his/her own business?
- 9. Who of these people has to deal with difficult people?
- 10. Who of these people has a lot of duties and responsibilities?



6. Work in groups. Discuss which of these jobs you would like to do. Which wouldn't you like to do? Why?



7. Read the job advertisements and think of the job you would apply for. Match the statements to the jobs.

Chef

Company: Abacus Restaurant
Job Category: Chef
Job Description:

We are recruiting for the autumn/winter season good people with great cooking skills to join our team. We will be opening the 5th restaurant in



our family this autumn. We are looking for a solid chef who wants to grow professionally. You need sound culinary fundamentals and enjoy working with a very diverse group of people.

Skills: Solid classical culinary training
Punctual work
Ability to work with people
Responsibility

Employment Type: Full-time regular

Salary Range: USD 38,000

Photojournalist

Company: The Tribune
Position: Photojournalist
Location: Ames
Job Status: Full-time
Salary: Negotiable
Ad Expires: August 16, 2013

Job Description:

The Tribune in Ames has an immediate opening for a full-time photojournalist to join our newsroom team. You'll shoot still images and video for news, sports, business, features and photo essays. You'll work hard, but you'll have a good time in a congenial newsroom. A college degree with emphasis on visual journalism is preferred. Experience in producing audio slideshows or other multimedia presentations is a plus.



Plumber

This is a role for a Registered Plumber within a fast-growing medium size company.

We are seeking a maintenance plumber with roofing experience to join our busy maintenance team servicing the Melbourne Metro areas.

Duties will include but are not limited to: blockages, roof work, renovations, gas appliances repairs and replacements, emergency work, gas/water installation, locating and fixing leaks.

The successful applicant will:

- have a broad knowledge of domestic maintenance;
- have the ability to mentor apprentices when required;
- be self-motivated and able to work unsupervised;
- have good communication and problem-solving skills.

We are offering a negotiable employment package that is above award rates and also includes:

- company vehicle;
- mobile phone;
- uniform.





You will have the following:

- your own hand tools;
- a current driver's licence.

Floral Designer

Job Title: Floral Designer
Location: North Warnborough (Near Hook)
Start Date: June 2014
Type: Permanent
Salary/Rate: £18,000—£20,000

Job Description:

World Flowers Limited are one of the UK's largest cut-flower suppliers, importing and packing flowers from all over the world for sale through supermarkets and the e-commerce industry.

Duties and Responsibilities:

We are currently recruiting x2 Florists to work within our New Product Development Department. The role will be to primarily assist with the creation of new business opportunities by developing new product designs for customers.

Skills/Qualifications/Experience Required:

We are looking for people with excellent floristry skills as well as having a degree of commercial awareness.

1. The company is the most important one in its area of business.
2. The company provides you with a mobile phone and car.
3. The company recruits staff for the coming season.
4. You will have your own tools.
5. You will need to work long hours.
6. There are opportunities for creating new products.
7. You will need to work by yourself.
8. The company asks for previous experience.
9. The company is looking for more than one person to work.
10. You will need to have a broad knowledge in different professional fields.



8. Work in pairs. Discuss which job in the above ads you would apply for. Give your reasons.



9. Homework. Write an e-mail to a friend telling him or her about a job you would like to have.





1. Read these quotations. Discuss and answer the question. Is it really necessary to learn day by day, year by year in order to be successful in life? Give your reasons.

*Learning is what most adults will do for a living in the 21st century.
S. J. Perelman*

*You must learn day by day, year by year to broaden your horizon. The more things you love, the more you are interested in, the more you enjoy, the more you are indignant about, the more you have left when anything happens.
Ethel Barrymore*



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. indignant [ɪnˈdɪɡnənt] *adj* showing anger and surprise because of a situation you don't like
2. reflection [rɪˈflekʃn] *n* smb's written or spoken thoughts about a particular subject or topic
3. firefighter [ˈfaɪəfaɪtə(r)] *n* a person whose job is to put out fires
4. self-appraisal [ˌselfəˈpreɪzəl] *n* a process of judging your own achievements or work
5. finance [ˈfaɪnæns; faɪˈnæns; fɪˈnæns] *n* the study of the management and use of money; money used to run a business, a project
6. charity [ˈtʃærəti] *n* an organisation which helps people who are in need
7. requirement [rɪˈkwaɪəmənt] *n* (usually requirements) smth that we want, need or must have in order to do smth else
8. vocation [vəʊˈkeɪʃn] *n* a type of work or way of life that is especially suitable for you; calling
9. consideration [kənˌsɪdəˈreɪʃn] *n* the process of thinking carefully about smth
10. IT [aɪˈti:] *n* the study and use of electronic processes and equipment (*abbr.* for "information technology")
11. worthwhile [ˌwɜːθˈwaɪl] *adj* important, interesting, enjoyable
12. prestigious [preˈstɪdʒɪəs] *adj* (usually before a noun) respected because of importance and high quality
13. blacksmith [ˈblæksmɪθ] *n* (also smith) a person whose job is to make and repair iron things
14. tailor [ˈteɪlə(r)] *n* a person whose job is to make men's clothes, especially for individual customers
15. dressmaker [ˈdresmeɪkə(r)] *n* a person whose job is to make women's clothes, especially as a job

Words to learn:

indignant;
reflection;
firefighter;
self-appraisal;
to finance;
charity;
requirement;
vocation;
to be indignant;
reflections;
finances;
the finances of
a state;
Ministry of Finance;
charities;
to meet the
requirements;
the daily
requirements;
What are your
requirements?
vocation for music;
he mistook his
vocation;
she missed her
vocation;
consideration;
worthwhile;
prestigious;
blacksmith;
tailor;
dressmaker;
to take into
consideration;
the question is now
under consideration.

Find the English meanings of these words:

обурений (на когось — with, на щось — at, about);
обурюватися;
міркування,
роздуми; думки;
пожежник;
самооцінка;
фінансувати;
фінанси;
прибутки, гроші;
державні доходи;
міністерство фінансів;
милосердя;
благодійність;
вимога;
необхідна умова;
потреба;
відповідати вимогам;
повсякденні потреби;
Які ваші вимоги (умови)?
покликання,
схильність (до чогось — for, to);
схильність до музики;
він помилився у виборі професії;
вона не знайшла свого покликання;
брати до уваги;
питання зараз розглядається;
вартий, гідний;
коваль;
кравець (чоловічого одягу);
швачка; кравчиня;
престижний.

Read them.



3. Listen to school-leavers' reflections about choosing a profession and a career. Discuss in class if it is really a great problem to choose a way how to be successful in your life.



4. Read school-leavers' reflections again and choose the key sentences. Read these sentences and give your reasons why you have chosen them.



5. Work in pairs. Read the names of these jobs and make a list of five jobs you'd like to choose for yourselves. Give your reasons.

Accountant, actor, architect, artist, blacksmith, booking clerk, bricklayer, bullfighter, carpenter, chauffeur, chef, chemist, baby-minder, engineer, coach, computer hardware engineer, dancer, dentist, designer, delivery man, disc jockey, doctor, dressmaker, ecologist, economist, electrician, environmental scientist, farmer, fashion designer, financial analyst, firefighter, fitness instructor, judge, hairdresser, journalist, guide, lawyer, librarian, make-up artist, mechanic, musician, nurse, nutritionist, personal assistant, part-time worker, photographer, pilot, police officer, politician, porter, postman, psychologist, seamstress, reporter, receptionist, salesman, saleswoman, tailor, secretary, singer, social worker, stunt man, teacher, temporary, veterinarian, writer, zoologist, waiter, waitress, TV presenter, sheriff.



6. Work in class. Discuss.

What jobs, in your opinion, are:

- the most interesting/boring;
- the most useful;
- the most dangerous/stressful;
- the most rewarding/worthwhile;
- well-paid;
- the most prestigious/non-prestigious.



7. Work in pairs. Play the game. Write the name of a profession or job and your partner will try to guess it. Take turns to ask and answer questions to guess the name of a profession or job.

These questions can help you:

1. Does your job/profession need higher education?
2. What do you wear at work?
3. Do you work in an office?
4. Do you possess IT skills?
5. Do you work with children/tourists?
6. Is your job well-paid?
7. Does your job require a lot of training?
8. Do you have to drive a car?
9. Is your job dangerous?
10. What are the advantages/disadvantages of your job?
11. Can you characterise your profession?
12. What qualities do you need to do this job?



8. Look at the pictures. What jobs are shown in the pictures? Are they dangerous? Why? Why not? Give your reasons.



9. Work in groups. Discuss the jobs that should be done only by men or only by women in your opinion and the qualities people need to have to be good at these jobs. Give your reasons.

These words can help you:

brave, courageous, patient, hard-working, creative, friendly, persuasive, calm, persistent, generous, optimistic, helpful, sociable, cheerful, imaginative, accurate, efficient, careful, original, intelligent, serious, risky, communicative, active, attentive, tactful, enthusiastic, cooperative, energetic, disciplined.



10. Homework. Write a letter about your plans for the future to your pen friend.

Include the following:

- the profession you have chosen for yourself;
- your reasons of this choice;
- the place you are going to continue your education.



Words to learn:

social;
interpersonal;
communication;
cooperative;
enthusiastic;
to apply;
social character;
interpersonal skills;
in a cooperative spirit;
to be enthusiastic about smth;
to apply for aid;
to apply for the position.



1. Listen and read. Say which job is the most dangerous and which ones are the most noble in your opinion. Discuss the usefulness of the rest of the jobs and trades. Think of your own poem.

Tarry Breilor is a tailor, he makes men's suits and shirts.
Marry Loctor is a doctor, she comes to treat you when it hurts.
Johnny Dalmer is a farmer, he's got cows, horses and sheep.
Kitty Bitter is a sitter, she looks after kids when they're asleep.
Katrin Feasher is a teacher, she teaches English, German and Greek.
Ronny Rummer is a plumber, he comes to help us when we've got a leak.
Bonny Crentist is a dentist, she keeps our teeth clean and white.
Peter Prireman is a fireman, he always comes when there's a fire to fight.



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|---|
| 1. social ['səʊl] <i>adj</i> | (only before a noun) connected with people's activities |
| 2. communication ['kə,mju:nɪ'keɪʃn] <i>n</i> | people's activity of expressing feelings, ideas or sending information |
| 3. interpersonal [,ɪntə'pɜ:sən] <i>adj</i> | (only before a noun) connected with relationships between people |
| 4. cooperative (co-operative) [kəʊ'ɒpərətɪv] <i>adj</i> | working together with other persons to achieve an aim |
| 5. enthusiastic [ɪn,θju:zɪ'æstɪk] <i>adj</i> | showing a lot of interest and excitement about smb/smth or about doing smth |
| 6. to apply [ə'plai] <i>v</i> | to make a request for a job, a place at college, university, etc. |



3. Read the advertisements, choose the job you'd like to have and give your reasons why you have chosen it.

1) **Tourist Company is looking for full-time waiters/waitresses on a cruise liner.**

All you need is fluency in English and one more language, communication and interpersonal skills and the desire to work.
You'll have a chance to earn up to **\$ 3,000** per month.
Please fax your CV in English to (910) 245-05-203
or e-mail cam@shortmail.com



2) **Wanted: Secretary for a new office in Paris.**

An applicant must be a native speaker of French, speak, read, write Ukrainian and be good at IT.

For more information call (944-25-80)

3) **Teacher required for a summer camp with girls (ages 12—14)**

Position: Teacher of English and German

Location: Beaumont Camp

Requirements: Excellent English and German
Social and communication skills
Good IT knowledge

Teaching experience preferred

Responsible, cooperative and enthusiastic



Please write brief details of your qualifications and experience to Mrs Smith, International Employment Agency 10 Green Street London W9C 3B1

A telephone interview and a face-to-face interview in Kyiv will be required.

SPOT ON WRITING A CV

Tips on writing a successful CV

A curriculum vitae, CV, is a short form containing a summary of a person's experience — education, qualification, skills and employment history — in order to gain a job.

Get the basics right

There are some common sections you should cover. These include: personal and contact information; education and qualifications; work history and/or experience; relevant skills to the job; one's own interests, achievements or hobbies; and some references.

Presentation is a key

A successful CV is always carefully and clearly presented. The layout should always be clean and well structured.

Keep things short

Create a unique CV for every job you apply for.

Don't forget to mention key skills that can help you to stand out from the crowd. These could include: communication skills; computer skills; team working; problem solving or even speaking a foreign language.

Interests

Highlight the things that show off skills you've gained and employers look for.

Include references

If you've never worked before you're OK to use a teacher or tutor as a referee. Try to include two if you can.

Keep your CV updated

Find the English meanings of these words:

суспільний;
громадський;
компанійський,
дружній;
товариський;
товариська людина;
міжособистий;
міжособисті
навички;
спілкування,
зв'язок; передача
повідомлення
(новин тощо);
звістка, інформація;
спільний,
об'єднаний;
який бере участь
у спільній роботі;
кооперативний;
у дусі співпраці;
сповнений
ентузіазму;
захоплений;
безтямний;
захоплюватися
чимсь;
звертатися з
проханням,
просити
(про щось);
подавати заяву;
звернутись із
проханням про
допомогу;
подавати заяву про
зарахування на
посаду.

Read them.



social worker



veterinarian



hairdresser



musician



dancer



4. Read the text below. Complete the curriculum vitae using these words: *university, travelling, degree, librarian assistant, interests, shop, grades, waitress*.

Curriculum Vitae

General data:	
Name	Ann Black
Date of Birth	15/12/1985
Home Address	13, Hawthorn Road, Chester
Telephone	+44 1244 552 35 98
E-mail	annb@gmail.com
Education:	
2003—2008	... ⁽¹⁾ in French and German ... ⁽²⁾ of Cuningham, Britain
2000—2002	Chester College Exam subjects and ... ⁽³⁾ : French (A), Literature (B), German (A)
Work Experience:	
2008—2009	... ⁽⁴⁾ , Chester College
2007	... ⁽⁵⁾ , Burger King, Chester ... ⁽⁶⁾ assistant, SunBay supermarket, Chester
Competences: <ul style="list-style-type: none"> • Languages: English — native, French, German — fluent • Computer Knowledge: Advanced user • Office Equipment: Fax, xerox, printer, scanner • Driver's Licence: Category "B" 	
Personal Qualities: <ul style="list-style-type: none"> • Responsibility and cooperativeness • Ability to perform a great amount of work • Loyal, easily communicative, teamwork-oriented • Easily adaptive, swift learning 	
Hobbies and ...⁽⁷⁾ <ul style="list-style-type: none"> • Music, fashion and ...⁽⁸⁾ 	

5. Study Useful Advice.

Useful Advice

1. Write your answers in CAPITAL LETTERS.
2. Don't translate foreign address.
3. Answer all the questions.
4. If you don't need to write an answer, write n/a (not applicable).
5. Be careful with your spelling.
6. Always sign and date the form.
7. Give truthful information.



6. Read Tom's application form and say if it is written correctly.

APPLICATION FORM

DUNHILL Ltd.

POSITION APPLIED FOR

Title: DELIVERY DRIVER

PERSONAL INFORMATION

Surname: Tom First Name: Smith

Address for Correspondence: 102 Linden Street,
Hampshire, HM1 8BP

Home Phone Number: 0204 677 5540

E-mail Address: tom_s@gmail.com

Age: 16—18 19—21 21 over

Date of Birth: 3 MARCH 1994

How did you hear about this job? Web Page
 Newspaper

EDUCATION

Name of School:

Dates:

Exams taken:

OTHER SKILLS:

EMPLOYMENT HISTORY

Dates: From: 2011 To: now

Position: Cashier

Full-Time Part-Time

Company Name/Address: Halton Market, London

I certify that the above information is correct.

SIGNATURE: Tom Smith DATE: _____



accountant



chauffeur



blacksmith



pilot



financial analyst



7. Work in pairs. Act out a job interview.

These expressions can help you:

**Thanks for coming. Please, sit down. Please, take a seat. Hello!
Thank you, sir. I'd very much appreciate..., could you tell me..., what
is..., what are..., would you mind..., would you be able to..., are you
enthusiastic..., why do you..., to be good at..., to be an experienced
(vet, ...), to be a highly qualified specialist, a tiring job, a dangerous
job, etc., to be successful..., to enjoy working with..., to pay much**



waitress



architect



chemist



singer



make-up artist

attention to..., flexible working hours, good social skills, it seems a better choice because..., I'd prefer the job..., it doesn't sound very suitable for me because..., sounds very suitable for me because... .

These questions can help you:

1. Why do you want to work for our company?
2. What does the occupation of a system administrator require?
3. Does this job require a lot of training?
4. Is it dangerous?
5. How long have you been working for an oil company?
6. What qualifications do you have?
7. What is the salary of a junior school teacher in Britain?
8. Why do you think you'd be good at this job?
9. When would you be able to start?
10. Are there any questions you would like to ask?
11. Do you like teaching others?
12. Have you ever been responsible for a team of students before?
13. Why do you want this job?
14. What do you want to do in the future?
15. Have you got higher education?
16. What special skills do you have?
17. Are you good at IT?
18. Have you ever lived in a foreign country?
19. Will you tell us a bit about yourself?
20. What are your hobbies?
21. How much money can I earn per month?
22. Can you, please, call me back?
23. What do you know about advantages and disadvantages of this job?
24. Why aren't you satisfied with your present job?
25. Do you know what you will be responsible for?
26. Does my job require higher education?





8. Read the text “My Future Profession” and discuss. Say what you think about the profession of a teacher. Do you agree with Tania that the profession of a teacher is the most noble and honourable one.



Hi! I’m Tania. I live in Kyiv. I’m a school-leaver. I want to tell you about my choice. You know, of course, there are a lot of interesting professions in our country. But I’m sure the main thing is that the profession which has been chosen by a person must make this person the happiest one and suit his/her abilities the best.

This year as I’m a school-leaver it is very important for me to make the right choice of a profession. My parents and school teachers helped me to choose my future profession.

I don’t know your opinion but I think the profession of a teacher is the most noble and honourable one though it is the most difficult, too. In order to become a really good teacher I must be well educated and well informed. My future profession requires great responsibility, social communication, IT skills and lots more. As I’m going to be an English teacher I must know English perfectly.

I know I must work hard to enter university. I’m sure that excellent knowledge of my favourite subjects: English, Ukrainian and History will help me to pass External Independent Testing successfully and to continue my studies at Borys Hrinchenko Kyiv University. After graduating from university I’ll help my future pupils become educated and intelligent people. I’ll give them inspiration and hope. I’ll teach them to become successful people as they grow. I know for sure they won’t be bored and tired at my lessons.



9. Read Mariia’s letter and say what you think about the profession of a reporter.

Dear Sandra,

Sorry, I’ve taken so long to put pen to paper, but I know that you aren’t offended. Hope to contact you via Skype.

Anyway, I’ve finally got some free time, so I thought I’d drop you a line. In your last letter you wrote about your career plans. You said you wanted to become a reporter. To become a good reporter, you should be sociable and get along well with various people. You must also know foreign languages.

On the one hand this job will be very interesting for you if you want to work with people. It’s so great to interview interesting and famous people: politicians, actors and musicians. You’ll travel a lot across the world and see different countries and places.

On the other hand, it can be difficult not to have a permanent workplace. And sometimes the essays that you’ll write can be about something you aren’t interested in.

Looking forward to hearing from you!

Love,
Mariia



bullfighter



electrician



nutritionist



guide



reporter



dentist



dressmaker



disc jockey



mechanic



firefighter



10. Your teacher has asked you to write a short note about the necessity of English for your future career.

Use the plan below to help you:

- What are you going to be?
- Do you think English will be necessary for your future career, why?
- What do you do to learn the language better?



FOCUS ON GRAMMAR

Conditionals

Type 0 Conditionals

I. The zero conditionals are used to express something which is always true. We use the Present Simple in the main clause and in the if-clause.

1. If it snows, the roads get dangerous.
2. Flowers die if we do not water them.
3. Woollen clothes shrink if we wash them in hot water.
4. If we cook meat, it shrinks.

When the if-clause comes before the main clause, we use comma, when the main clause comes before the if-clause, then no comma is necessary.

Type 1 Conditionals

II. The first conditionals are used to express real or very probable situations in the present or future. We use the Present Tenses (the Present Simple, the Present Continuous, the Present Perfect, the Present Perfect Continuous) in the if-clause and the Future Simple, the Imperative Mood or *can, may, must, might, should, could* + the Present Bare Infinitive in the main clause.

1. If you are a rich man, what will you do?
2. If you want to have a good time, go to the Black Sea.
3. You'll pass External Independent Testing successfully if you work hard.
4. If I have time, I'll help you with your project.
5. If the weather is fine, we'll go for a walk.

We use *if* when we want to show that something might happen and we use *when* to show that something will definitely happen.

1. If he returns home, he will help you. (He might come.)
2. When he returns home, he will help you. (It is certain that he will return home.)

Type 2 Conditionals

III. The second conditionals are used to express imaginary situations which are unlikely to happen in the present or future. We use

the Past Simple or the Past Continuous in the if-clause and *would, could, might* + the Present Bare Infinitive in the main clause.

1. If I won money, I would go to London.
2. If you spoke English fluently, you could get a better job.
3. You would enter university if you passed External Independent Testing successfully.
4. If I were you, I wouldn't travel alone.
5. I wouldn't be so tired if you helped me about the house.

We can form conditionals by using not only *if* and *when* but also *till, until, after, before, suppose, provided that, even if*. We can also form the first conditional by using the word *unless*.

1. Unless you help me, I won't finish my project today. (If you don't help me, ...) **The first conditional.**
2. Suppose you were ill, what would you do? (If you were ill, ...) **The second conditional.**
3. She wouldn't help him even if he asked her for help. **The second conditional.**

We can use *were* instead of *was* for all persons in the if-clause of the second conditionals. We use *if I were you* when we want to give advice.

1. If I were you, I would get this job.
2. If I were you, I wouldn't go abroad.
3. If I were you, I would enter university after school.
4. If she was/were younger, she could be a model.
5. If he was/were at home, he would help you.
6. If she was/were more serious, she would never travel in the mountains alone.



receptionist



fitness instructor



fashion designer



bricklayer



seamstress



judge



11. Put the verbs in brackets into the correct tense.

1. Your parents will be happy to hear from you if you ... (*phone*) them.
2. If he ... (*pass*) External Independent Testing, he will enter university.
3. If you ... (*be*) well educated and well informed, you would get a better job.
4. If you determine correct goals, you ... (*achieve*) them.
5. If we mix yellow and blue, we ... (*get*) green.
6. If I go to her birthday party, I ... (*buy*) her a present.
7. If you don't water flowers, they ... die.
8. If the weather ... (*be*) fine, I'll go for a walk.
9. If the weather ... (*be*) fine, I would go hiking but the weather was rainy.
10. I ... (*not help*) him even if he asked me to.
11. If it rained tomorrow, it ... (*be*) good for my flowers.
12. If I ... (*know*) her address, I would give it to you.



salesman

Arguments

To start with...

First of all...

Firstly...

Secondly...

The main reason is...

On the one hand,...

On the other hand,...

Well, the thing is that...

And finally...

All in all...



miner



psychologist



stunt man

13. I could get this job if I ... (*have*) a degree.
14. If you ... (*not belong*) to a union, you wouldn't get a job.
15. If you were a president, what ... you ... (*do*) for your country?
16. If he worked hard, he ... (*not make*) so many mistakes.
17. If I ... (*buy*) tickets, we'll go to the Opera House.
18. If you throw something, it ... (*fall*) on the ground.
19. If he doesn't touch the iron, he ... (*not burn*) his hand.
20. If you want, we ... (*go*) for a walk.
21. If you want, I ... (*give*) you some recommendations how to get this job.
22. If you ... (*be*) a personality, you will be successful in life.



12. Work in groups. Choose 3—4 jobs (professions) for each definition given below. Discuss and give your reasons why you think so. Present your list of jobs to your classmates.

1. This job is very dangerous.
2. This job is very hard.
3. This job is prestigious.
4. This job needs communication skills.
5. This job is well paid.
6. This job is very necessary.



13. Play a game. Do you know what personality you are? Do you know much about your star signs? Take sheets of paper, write down 3 qualities you have, mix them up and put together. In turn, one of you takes any sheet of paper and reads aloud the qualities written on it, the rest try to guess who it is.



14. Do this test. Perhaps, taking into consideration your personal qualities according to your star sign and the result of the test, you will be able to choose the right profession or job you'll be successful in.

Extra exercises



15. Homework. Write a letter to your English-speaking friend about your future plans.

Use the plan below to help you:

- What career would you like to follow and why?
- If you haven't decided yet, what ideas have you had?
- Are there any jobs that you think are the most important? Why?





1. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. workstation ['wɜ:k,steɪn] *n* the desk and computer at which a person works
2. desktop computer [ˌdeskɪtɒp kəm'pjʊ:tə(r)] *n* (also desktop) a computer with a keyboard, screen and main processing unit that fits on a desk
3. laptop ['læptɒp] *n* a small computer that can work with a battery and be easily carried
4. notebook ['nəʊtbʊk] *n* (also notebook computer) a very small computer that we can carry with us and use anywhere
5. personal computer [ˌpɜ:sənəl kəm'pjʊ:tə(r)] *n* *abbr.* PC a small computer that is designed for one person to use at work or at home
6. mainframe ['meɪnfreɪm] *n* (also mainframe computer) a large powerful computer, usually the centre of a network and shared by many users
7. network ['netwɜ:k] *n* a number of computers and other devices that are connected together so that equipment and information can be shared
8. microcomputer ['maɪkrəʊkəm,pjʊ:tə(r)] *n* a small computer that contains a microprocessor
9. minicomputer ['mɪnɪkəm,pjʊ:tə(r)] *n* a computer that is smaller and slower than a mainframe but larger and faster than a microcomputer
10. to store [stɔ:(r)] *v* to keep information or facts in a computer or in your brain to use later
11. to retrieve [rɪ'tri:v] *v* to find and get back data or information that has been stored in the memory of a computer
12. to process ['prəʊses] *v* to perform a series of operations on data in a computer
13. high-tech [ˌhaɪ'tek] *adj* (also hi-tech) (informal) using the most modern technologies
14. wicked ['wɪkɪd] *adj* mischievous; dangerous, harmful or powerful; morally bad
15. to ... extent [ɪk'stɛnt] *n* used to show how far smth is true or how great effect it has

Words to learn:

workstation;
desktop computer;
laptop;
notebook;
personal computer;
mainframe;
network;
microcomputer;
minicomputer;
to store;
to retrieve;
to process;
high-tech;
wicked;
to ... extent.



Find the English meanings of these words:

робоча станція;
настільний комп'ютер;
невеликий портативний комп'ютер;
маленький портативний комп'ютер;
персональний комп'ютер;
електронна обчислювальна машина, ЕОМ;
сітка, мережа;
мікрокомп'ютер;
міні-комп'ютер;
зберігати, накопичувати;
відновлювати в пам'яті;
обробляти;
високотехнологічний;
неприємний;
негарний, злий;
ступінь, міра.

Read them.



2. Read the text and complete the sentences.

Our century is the century of the newest technologies. We can't imagine our fascinating and challenging world without information technologies. Computers, mobile phones and other electronic gadgets have become part of our daily life giving us fantastic means of communicating, exploring, helping in everything we do. We use them at home and at work.

The computer is the most important device for us because it is a source of education, communication and entertainment. It can perform many different functions in our daily life. It can store, retrieve and process data, type documents, send e-mails, play games, create presentations and videos and do lots more.

There are different types of computers. They are workstations, desktop computers (desktops), laptop computers (laptops), notebook computers (notebooks), mainframe computers (mainframes), gaming computers, netbooks, microcomputers, minicomputers, personal computers of two main styles (PC and Mac) and others. PC and Mac are fully functional computers but they have a different look, feel and include different operating systems. Tablet computers (tablets) are handheld computers and they use a touch-sensitive screen for typing and navigation, for example, the iPad. Smartphones can do a lot of things as computers, including browsing the Internet.

Using computers we can get all sorts of information from the Internet, debate urgent problems with other Internet users online if we enter the chat room. By the way, the Wikipedia website is the first place to look for many things, phenomena and well-known people. Many people around the world use the Internet not only for getting information but also for giving information about themselves to make friends. They can do it on websites like MySpace.

Today computers are used by bankers and scientists, telephone operators and police, doctors and engineers, teachers and weather forecasters, students, housewives and schoolchildren, the young and the old, millions and millions of people.

It goes without saying that computers are necessary and useful. They make our job and studies easier, communication more comfortable and rapid, our life more convenient. Modern technologies have changed our lifestyle and the way we live greatly. We can't imagine our life without mobile phones either.

Using mobile phones we make calls, send texts, take pictures, listen to music, play computer games and lots more. When we travel or are alone we feel safer with mobile phones.

Using modern technologies we can work longer, harder and even carry on working when we get home. We make our lives easier.

But modern technologies have not only advantages but disadvantages as well. Mobile phones and computers can have a bad influence on people's health, especially children. We often use mobile phones to



make calls while we are driving and roads become more dangerous for us.

People can waste their time when they are much addicted to playing different games on a computer or mobile phone. When children play wicked games they become aggressive and stupid.

The old and young forget about sports, theatres, libraries, friends. They become lazy and even can fall ill. In order to make our life longer, healthier and happier we have to do sports, go for walks, eat healthy food, go to the theatres, meet with friends. We mustn't get too dependent on all these gadgets.

But nevertheless taking into consideration that science is developing rapidly we must start learning today to be ready to live in our computerised, nuclear and supersonic age.

1. Our century
2. We can't imagine our
3. Modern gadgets have become
4. The computer is the most
5. It can
6. There are different types of computers:
7. Using computers we can
8. Computers are used
9. Using mobile phones we
10. Modern technologies have disadvantages, too. They are
11. But taking into consideration the development of science



3. Listen, read and choose the odd words that don't refer to computers in your opinion. Write down the words that refer to computers and add some more.

House, mouse, scanner, yard, speakers, printer, software, hardware, computer, motherboard, light, hard disc, hard drive, monitor, film, theatre, screen, run, CD-ROM, keyboard, CPU (microprocessor), memory (RAM), keyboard, machine, robot, key, mouse mat, floppy disc, concert, DVD-ROM, DVD, password, road, files, e-mail, data, storage (hard disc or SSD), complex, school, reporter, children, space, vegetables, fruit, the Internet, program, laptop, desktop, gadget, PC, Mac, icon, optical disc drive, display, trees, windows, external devices, microprocessor chip, microphone, system unit.





4. Read these statements about the Internet safety rules and say if they are true or false in your opinion. Discuss them with your classmates.

1. Users should think carefully when they create an e-mail address or a username.
2. Users should also never give out personal information online.
3. If you want to stay safe, use the Internet to keep friendships online. In this way you will be protected from inappropriate material.
4. Despite the fact that the Internet's a great invention of the 20th century, it's fraught with potential safety problems.
5. If you have any doubts about whether a comment or photo is appropriate for public viewing, don't post it.
6. Don't post pictures of your checks or credit cards on the Internet.
7. Don't post your address or phone number on the Internet.



5. Work in class. Discuss.

1. What are the most important new technologies for solving world problems in your opinion?
2. How is digital learning going to change schools and education?
3. To what extent is the development of new technologies having a negative effect?
4. How will new technologies change our lives in 25 years?
5. Do social media and the Internet make the world bigger or smaller? And how?
6. Do social media and the Internet make the world better or worse? And how?
7. Should there be regulation of sites such as Wikipedia which provide information that is not necessarily credible?
8. Are blogs better than books?
9. Is using technology for entertainment a bad thing? Why?
10. Is it a problem that computers will soon be able to think? Why?





6. Imagine that you are a member of a new club — “Stay safe when using the Internet”. Prepare an Internet page describing your club.

Include the following:

- why and when the club started;
- information which can be found on the club website;
- who can join the club.



7. Read the text with a pupil’s opinion about mass media. Discuss in class if you agree with it.

Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. Children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, the Internet is the most comfortable thing. Computers are also an important invention, but the Internet is better than any other type of information. Originally, the Internet was a military experiment in the USA of 60s. But soon it became clear that everyone in the world can use it.

Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It’s hard to imagine our lives without the Internet nowadays. It has become an important part of every person’s life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.

Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse, you can shop, download many interesting films, books, read news about a subject which is interesting for you, play computer games with other players, chat and send mails to your friends. The Internet has drastically changed everything. Since the Internet appeared, many other media sources have become unnecessary. You can find the information you’re looking for in 5 seconds. It is very convenient for students, professionals, experts and all the other people. On the one hand, it’s great to have everything right here online, on the other hand, it’s a shame that people have stopped reading paper books and newspapers. Nowadays, the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it whether they are at home or in Internet clubs or at work. With the

help of the Internet people from different parts of the planet can communicate with each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with them.



There are many different Internet competitions in different subjects which give students the opportunity to participate even in international competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, ideas, and personal feelings. People enter the world of virtual reality to avoid everyday problems. In spite of all the good sides that the Internet has, there are some drawbacks. First of all, they are viruses, which can be very dangerous for any computer. That's why it's good to have reliable anti-virus software installed. Another minus is violent content. There is a lot of violence and cruelty online. People are suffering from inappropriate information on the Internet, because it is very hard to control information from the Internet. Although the Internet offers us a large amount of information, its reliability is dubious because untrue news stories can be posted and cause confusion to many people. It is very difficult for us to find out what websites are reliable and what are not. Also you can get blackmail or spam. I think that the Internet becomes a way of a person's lifestyle and it is very harmful for our health. Many teenagers spend a lot of time sitting at computers and spoiling their eyes. I don't mean that I am against the Internet, but it should have reasonable limits.



8. Write a short paragraph about your attitude to mass media.

SPOT ON WRITING TIPS

Writing for-and-against essays

For-and-against essays present the advantages and disadvantages of a topic. They normally consist of:

- **an introduction** presenting the topic without giving an opinion;
- **a main body** presenting the points for and against the issue in separate paragraphs. Each argument is supported with justifications and examples. Each paragraph should start with a topic sentence that summarises the main idea of the paragraph;
- **a conclusion** presenting the writer's opinion or giving a balanced consideration of the topic.

For-and-against essays are written in a **formal**, impersonal style so short sentences, colloquial expressions and idioms are avoided.

Useful Hints

Making points: *Many people feel that..., First and foremost, It is widely believed that..., It would be ideal if..., Another argument in favour of ... is..., It is clear from the facts that..., The benefits of ... outweigh the disadvantages. On the whole, I think... .*

Contrasting points: *On the other hand..., Other people think..., An opposing argument is... .*

Giving opinions: *I personally feel that..., I find it hard to see why..., I certainly don't believe that..., It is difficult to believe that..., I object to the cloning of animals.*

Organising and linking your ideas: *First of all, Secondly, In addition, Moreover, Furthermore, So, As a result, Therefore, However, On the one hand, On the other hand, On the whole, While it is true to say, Finally, To summarise, In conclusion.*



9. Homework. Mr Brown, the Utah University Dean, has asked you to write about the role of science. Write a for-and-against essay and answer his questions.

1. How do technological advances affect our life?
2. What role do some of the greatest technological achievements play?

Suggested Answer

It is widely believed that the 21st century is the century of the newest technologies. Every day a new gadget is invented or an old one is improved. People in the modern world cannot imagine their lives without machines because they make our job and studies easier, communication more comfortable and rapid.

On the one hand, high-tech gadgets make our life easier and more pleasant. It means that we can use them in different areas such as education, communication and transport and, of course, we use them at home. A voice-activated remote control uses your voice to operate video, a DVD player or TV, which is perfect for families. Modern iPads and iPods enable you to write texts and take pictures of very high quality. Household gadgets save energy and time; they grate, mix, cut or warm up food, do all kinds of dirty and hard work which are needed by families.

Needless to say that most teens use a computer nowadays. With the help of a computer all children store songs and sing along, make and receive calls, film parties and interesting moments of their life, take and show photos to friends or read electronic books. Furthermore, the Internet allows them to chat with friends, find help with homework, do research and find out the latest news. The Internet helps do online shopping, surf the net and find all you need in just a few minutes and store the information on the hard drive of the computer.

On the other hand, sometimes children and grown-ups cannot do a simple work without the help of gadgets and rely on them too much. No doubt that children are getting a bit too dependent on computers. One should mention that modern gadgets are creating more stress for people. In addition, the Internet can be dangerous because of hackers who can get into our computer and steal personal information.

Summing it up, it would not be an exaggeration to mention that modern gadgets are really useful and necessary and make our lives easier and more interesting. At the same time they have their negative aspects as well. It is up to you.



Words to learn:

sheer;
 holidaymaker;
 sheer waste of time;
 forerunner;
 supernatural;
 surgical;
 deliberate;
 shrub;
 glider;
 the supernatural;
 the supernaturals;
 It was a sheer luck.



1. Work in class. Discuss. Do you agree with Albert Einstein?

Imagination is more important than knowledge, as imagination embraces the world.

Albert Einstein



2. Work in groups. Discuss.

1. Why have humans been obsessed with flight since their earliest history?
2. What aircraft can you name?
3. What were the stages of developing an aircraft?
4. Who are the people in the pictures?
5. What do you know about their lives?



Hero of Alexandria



the Wright brothers



Icarus



Leonardo da Vinci



the Montgolfier brothers



Sir George Cayley



3. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. workaholic [ˌwɜːkəˈhɒlɪk] *n* (informal) a person who works very hard and cannot stop working and do other things
2. holidaymaker
[ˈhɒlədeɪmeɪkə(r)] *n* a person who visits any place on holiday
3. surgical [ˈsɜːdʒɪkəl] *adj* relating to medical operations
4. forerunner [ˈfɔːrʌnə(r)] *n* a person or thing that came before and influenced smth or smb
5. deliberate [dɪˈlɪbərət] *adj* careful

- 6. supernatural involving magic or gods and cannot be explained
[ˌsuːpəˈnætʃrəl] *adj* by the laws of science
- 7. shrub [ʃrʌb] *n* bush
- 8. sheer [ʃiə(r)] *adj* utter
- 9. glider [ˈɡlaɪdə(r)] *n* a light aircraft that flies without an engine



4. Listen to the first part of the interview with Professor Flugtag of the science programme “Humans Try to Fly like Birds” and match the portraits of these famous people to the aircraft they constructed.



5. Work individually. Listen to the first part of the interview again and complete the chart.

Name	Time period	Innovation in aircraft building
Hero of Alexandria		
Leonardo da Vinci		
the Montgolfier brothers		
Sir George Cayley		
the Wright brothers		



6. Work in pairs. Before listening to the second part of the radio programme discuss if the suggested statements are true or false.

1. Little Petro took an interest in planes since an early age.
2. Petro Balabuiev had a long life.
3. It took him some time to make his career choice.
4. He met his future wife by sheer luck.
5. He fell in love with her.
6. He did not do a hand’s turn.
7. He used to pay a visit to his relatives during his summer holidays.
8. Borshch was his favourite dish.
9. The collapse of the Soviet Union affected all his team and him as well.
10. Petro Balabuiev was a healthy man who died peacefully in his bed.



7. Listen to the second part of the interview with Petro Balabuiev’s wife Raisa of the radio programme and check whether you were right or wrong.



8. Work in groups. Discuss.

1. What famous Ukrainian scientists do you know?
2. What are they famous for?
3. What do you know about their lives?

9. Play a game. Divide into two teams. One team says a word related to science, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



10. Homework. Choose one of the famous Ukrainian scientists and write a short paragraph about him or her.

Find the English meanings of these words:

екскурсант, турист,
відпускник,
курортник;
хірургічний;
попередник,
провісник,
передвісник;
обережний,
обачний,
обдуманий,
зважений;
щось надприродне;
надприродні
явища;
надприродна
істота;
надприродний,
божественний,
незвичайний,
екстраординарний;
кущ, чагарник;
справжній,
цілковитий,
абсолютний;
абсолютне
марнування часу;
Це був щасливий
випадок;
планер.

Read them.

EXTRA DIVE



Dive 34

Caring for Our Planet Together

Words to learn:

to damage;
ancestor;
to borrow;
creature comforts;
to interfere;
emission;
to inherit;
to protect;
habitat;
creature;
to interfere in (with)
smb's affairs;
good creature;
a son inherits from
his father.



1. Read the proverbs and say what you think about the gist of these proverbs.

Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realise we cannot eat money?

Cree Indian proverb

We do not inherit the Earth from our ancestors, we borrow it from our children.

Native American proverb



2. Look at the pictures. How do you think they relate to our today's lesson?





3. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. ancestor ['ænsɛstə(r)] *n* a person in our family who lived a long time ago
2. to borrow ['bɒrəʊ] *v* to take smth from smb and use it and then return it to them at a later time
3. to interfere [ˌɪntə'fɪə(r)] *v* in smth to try to influence smb or smth (a situation) that does not concern you, in a way that annoys other people
4. interference [ˌɪntə'fɪərəns] *n* an act of influencing or changing smth that causes annoyance
5. creature ['kri:tʃə(r)] *n* a living thing, a person
6. pest [pest] *n* an animal or insect that destroys plants or food, etc.
7. emission [ɪ'mɪʃn] *n* gas, heat, etc. that is sent out into the air
8. to inherit [ɪn'herɪt] smth from smb *v* to receive property, etc. from smb when they die
9. to damage ['dæmɪdʒ] *v* to harm or spoil smth
10. to protect [prə'tekt] smb/smth from/against smth *v* to make sure that smth or smb is not harmed, damaged, etc.
11. habitat ['hæbɪtæt] *n* the place where particular types of animals and plants are normally found



4. Read the text and say what it is about.

Ecological Problems

Since ancient times nature has served man being the source of life. For thousands of years people lived in harmony with the environment. But with the development of civilisation man's interference in nature began to increase.

The development of industry has had a bad influence on the nature of the whole world. Coal industries, metallurgical and chemical plants, power plants are major sources of uncontrolled emissions of different harmful substances. More and more industrial enterprises appear all over the world polluting the air we breathe, the water we drink, the land we live on. When chemicals called sulphates mix with clouds, acid rains fall and harm lakes, rivers, plants and creatures.

Chemicals which are called pesticides are sprayed on crops to protect them from pests. These pesticides can be found in our food and it can cause health problems — especially for kids.

By the way today the biggest polluter is the car. Every year the number of cars is increasing filling the air with exhaust fumes. And it is very dangerous as it damages people's health, too.

Because of air pollution the weather has been changing. It becomes hotter. There are a lot of other ecological problems and in order to solve them it is necessary to combine people's efforts. We must take care of nature for ourselves and future generations.



Find the English meanings of these words:

предок, прабатько, прародитель; позичати (у когось — of, from); брати на певний час; втручатися, вторгтися (у чийсь справи — in, with); шкодити, завдавати шкоди, збитків; пошкоджувати; псувати; творіння; створіння, жива істота; людина; добра душа; земні блага; виділення (тепла тощо); випромінювання, випускання; успадковувати; одержувати, (діставати) у спадщину; бути спадкоємцем; син є спадкоємцем батька; захищати (від — from, проти — against); охороняти; запобігати, відвертати; біол. природне середовище; місце поширення (тварин, рослин).

Read them.



Agreement

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



5. Read the text again and complete the sentences.

1. For thousands of years people lived
2. But with the development of civilisation
3. Major sources of uncontrolled emissions of different harmful substances are
4. They pollute the air we
5. The biggest polluter is ... because
6. In order to solve ecological problems we



6. Work in groups. Discuss which ecological problem/problems is/are the most serious in your opinion.



7. Work in pairs. Find out a way of improving the ecological situation. Then discuss in class.



8. Read the text and decide if the suggested statements are true or false.

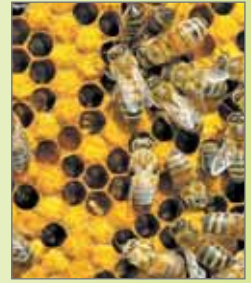
It Is Interesting to Know

Do you know that bees are one of the most important species of insects on our planet? Do you know that there are three kinds of bees in a hive — the queen, the workers and the drones?

It goes without saying that there are a lot of different species of insects in the world and they are important but bees are the most important ones. Can you imagine our life without vegetables, fruit, honey, flowers and lots more? It's really difficult to imagine our modern life without these things. When we speak about it we mean bees.

Bees first appeared on Earth millions of years ago. And now there are thousands of bee species around the world. They gather nectar and pollinate thousands of species of plants. These plants are important not only for agriculture, medicine but for many birds and animals.





Nowadays these tiny workers are in danger. Modern farming has changed their habitat. It means that particular types of animals and plants which are important for bees aren't found there as many of them have disappeared. Then farmers spray pesticides on crops and flowers to protect them from pests and bees are killed by diseases because of poisonous pollen.

They say "No bees, no pollination, no plants, no animals, no humans". So not only bees are in danger but we are as well.

1. There are a lot of different species of insects in the world.
2. Bees aren't so important as other insects.
3. Bees first appeared on Earth thousands years ago.
4. They pollinate plants which are important for our life.
5. Though modern farming has changed their habitat and pollen is poisonous, bees aren't in danger.
6. If bees disappear, our life will be in danger.



9. Work in pairs. Ask and answer questions about insects and animals which are important for our life.

This example can help you:
 What animals are important for us?
 Frogs.
 Why?
 Because they eat mosquitoes.



10. Homework. Find interesting information about animals, insects, plants or birds, do a project and present it in class.



Words to learn:

to cheat;
 cheat;
 to treat;
 biodiversity;
 destruction;
 to affect;
 pollutant;
 to treat smb like
 (as) a dog;
 degradation;
 to alter;
 to alter one's mind.

Disagreement

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



1. Read the proverbs and discuss in class.

Cheat the Earth and the Earth will cheat you.

Chinese proverb

Treat the Earth well. It was not given to you by your parents, it was loaned to you by your children.

Kenyan proverb



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|--|---|
| 1. to cheat [tʃi:t] <i>v</i> | to make smb believe smth which is not true |
| 2. to treat [tri:t] <i>v</i> | to behave in a particular way towards smb/ smth |
| 3. degradation [ˌdegrə'deɪʃn] <i>n</i> | the process of smth being damaged or made worse |
| 4. biodiversity [ˌbaɪəʊdaɪ'vɜ:səti] <i>n</i> | a large number of different kinds of plants and animals which make a balanced environment |
| 5. to affect [ə'fekt] <i>v</i> | to produce a change in smb or smth |
| 6. to alter ['ɔ:lte(r)] <i>v</i> | to make smb or smth different |
| 7. pollutant [pə'lu:tənt] <i>n</i> | a substance that pollutes smth, especially air and water |
| 8. destruction [dɪ'strʌkʃn] <i>n</i> | the process of destroying smth |

3. Work in pairs. Think of three most important environmental problems in your opinion. Write them down. Present them to your classmates. Discuss.



4. Read the statements and decide if they are true or false.

- Pollution is the degradation of natural environment.
- Pollution can have terrible consequences for biodiversity, people and the planet where they live.
- Pollutants from industries and transport negatively affect the air.
- The Earth is getting hotter. The weather is altering because of the greenhouse effect.
- The ozone layer doesn't protect us from dangerous ultraviolet radiation from the sun.





5. Work in groups. Look at the table, discuss and write down the solutions to these problems.

Problems	Solutions
destruction of habitat	<ul style="list-style-type: none"> • to take care of nature • to plant trees, bushes and flowers • to protect jungles and forests • not to cut down trees • to give financial support in order to preserve nature • to clean the territories near our houses
air pollution	
water pollution	
ground pollution	



6. Read and guess what it is to know if you are an admirer of the beauty of nature.

These words can help you:

a daffodil, a fir tree, a lilac, a birch, a sunflower, a water-lily, a chrysanthemum.

1. This plant is one of the group of trees in North America, Europe and Northern Asia. Its bark is usually white and black. This tree takes an important place in the culture of Slavs and these trees are rather numerous in Ukraine.
2. This plant is famous in agriculture. It's rather big. It has black seeds. People usually make oil of its seeds. These plants are famous for their yellow flowers which turn in the direction of the sun. They also look like the sun.
3. This is a bush. Every spring its branches are covered with small white, pink, violet or purple flowers. These bushes form amazing, sweet-smelling spring wonders.
4. This plant is green all year round. It grows in forests and has a special smell. It is useful to breathe in the forests where these trees grow. This tree is a symbol of happiness and can be found on Christmas and New Year in many, many houses.
5. This plant is a spring flower. It is white or yellow. It has thin long leaves. It is very beautiful and smells sweet. It is grown in gardens.
6. This plant is a flower. It is very unusual and wonderful. Its leaves are large and round. Its flowers are big and white. You won't find this flower in a forest, field or garden. These flowers grow in the water of quiet rivers or lakes and frogs like to sit on their leaves.
7. This plant is a flower. Gardens are bright with these coloured flowers every autumn. They are different in size and colour. They have a very strong and pleasant smell. This flower is a symbol of Japan.



7. Homework. Write a short paragraph "The beauty of nature is in danger".

Find the English meanings of these words:

обманювати;
шахраювати;
обдурювати;
збивати
з пантелику;
шахрайство,
обман; шахрай,
пройдисвіт;
обманщик;
самозванець;
поводитися,
ставитися;
погано поводитись
із кимсь;
виродження,
погіршення,
занепад;
ослаблення;
деградація;
біорізноманіття,
біорізноманітність;
біорізновидність;
впливати, діяти (на щось), шкодити,
завдавати шкоди;
уражати (про хворобу);
змінювати(ся);
міняти;
видозмінювати;
передумати,
прийняти інше рішення;
забрудник;
руйнування,
знищення,
розорення;
крах, загибель.

Read them.

Words to learn:

disaster;
 earthquake;
 cyclone;
 hurricane;
 typhoon;
 flood;
 tsunami;
 mudslide;
 avalanche;
 blast;
 path;
 susceptible;
 anxiety;
 disorder;
 migraine;
 drought;
 tornado.



1. Listen, read the words and their definitions, translate them and make some sentences with these words.

- | | |
|---|---|
| 1. disaster [dɪ'zɑːstə(r)] <i>n</i> | a very bad accident |
| 2. earthquake ['ɜːθkweɪk] <i>n</i> | a sudden, violent shaking of the earth's surface |
| 3. cyclone ['saɪkləʊn] <i>n</i> | a terrible tropical storm with strong winds moving in a circle |
| 4. hurricane ['hʌrɪkən] <i>n</i> | a terrible storm with very strong winds |
| 5. typhoon [taɪ'fuːn] <i>n</i> | a violent tropical storm with very strong winds |
| 6. flood [flʌd] <i>n</i> | a large amount of water covering an area |
| 7. tsunami [tsu:'nɑːmi] <i>n</i> | an extremely large wave in the sea caused by an earthquake or smth else |
| 8. mudslide ['mʌdslaɪd] <i>n</i> | a large amount of mud sliding down a mountain |
| 9. avalanche ['ævələːntʃ] <i>n</i> | a large amount of snow, ice and rock falling down the side of a mountain |
| 10. blast [blɑːst] <i>n</i> | an explosion |
| 11. path [pɑːθ] <i>n</i> | the space in front of smth as it moves |
| 12. susceptible [sə'septəbl] <i>adj</i> | to be influenced or affected by smb or smth |
| 13. anxiety [æŋ'zaiəti] <i>n</i> | the state of feeling nervous |
| 14. disorder [dɪs'ɔːdə(r)] <i>n</i> | a mental or physical illness that prevents the body from working properly |
| 15. migraine | a very severe type of headache |
| ['mi:greɪn; 'maɪgreɪn] <i>n</i> | |
| 16. drought [draʊt] <i>n</i> | a long period of time with no rain |
| 17. tornado [tɔː'neɪdəʊ] <i>n</i> | a violent storm with very strong winds which move in a circle |



2. Read the text below. For each of the empty spaces (1—9) choose the correct answers (A, B, C or D).

Natural Disasters

Natural disasters are very dangerous for the Earth and the lives of people. There are different types of natural disasters that can happen. They are earthquakes, hurricanes, typhoons, cyclones, tsunamis, floods, avalanches, mudslides, volcanic eruptions, droughts, fires. These disasters can ...⁽¹⁾ everything in their path.

Earthquakes are caused by tectonic plates when they rub against each other or mine blasts or nuclear tests carried out by people.

Hurricanes, typhoons, cyclones are the weather phenomena where large storms ...⁽²⁾ in circles and reach a wind speed of over 74 miles per hour. The storm which ...⁽³⁾ in the Atlantic and northern Pacific is called a hurricane. The storm which happens ...⁽⁴⁾ the northwestern part of the Pacific is called a typhoon. The storm which happens in the southwestern part of the Pacific and the Indian Ocean is called a cyclone.





A tsunami is caused by either an underwater earthquake or volcanic eruption. Its huge waves as high as 100 feet destroy everything in its path, too.

A flood is an overflow of water that ...⁽⁶⁾ the earth. A severe flood can ruin everything. People also can ...⁽⁶⁾ away with the flood and be drowned.

A mudslide is a liquid mass of dirt and ground sliding down a mountain. It is caused by cutting down trees. It is very difficult to get out if you get caught ...⁽⁷⁾ in it.

An avalanche is a large amount of snow, ice or rock falling rapidly down the side of a mountain. Avalanches can bury everything met in their path.

Fires and volcanic eruptions are very dangerous, too. They destroy the natural habitat of animals, the homes of people ...⁽⁸⁾ families homeless. People can be washed away, left under destroyed buildings or burnt in the fire.

Natural disasters influence greatly economy, the physical and mental health of people, can bring infectious diseases and lots more. After natural disasters people who are ...⁽⁹⁾ get a lot of stress and psychological trauma. They become depressed and an anxiety disorder can be developed. They are often in a very bad mood. They sometimes cannot even work.

The government have to spend a great deal of money to reconstruct areas that were effected by natural disasters in order to help people.

By the way, the weather and the climate influence human lives in many aspects: economical, social, physical, and ecological spheres. Changes in weather and climate influence infectious diseases spreading among people. They lead to malnutrition, diarrhoea and respiratory diseases. These changes threaten our health through the food we eat, the air we breathe, the water we drink. Such pollution can have terrible consequences for people.

It means headaches, migraines, low energy, muscle weakness, sleepiness, breathing problems, colds, great pain sensitivity, dry skin and more serious diseases: cancer, pneumonia and others.

What to do to be healthy?

To protect nature.

To eat healthy food: fresh fruit, vegetables, berries, fish, brown rice or grain, poultry, diary products, etc.

To do sports.

To go for walks.

To sleep about 8—9 hours each night.

Find the English meanings of these words:

катастрофа;

землетрус;

циклон;

ураган;

тайфун;

повінь;

цунамі;

обвал, зсув;

сніговий обвал,

лавина;

вибух;

шлях, курс;

вразливий;

неспокій, тривога;

непорядок, безлад;

мігрень;

засуха, посуха;

смерч, торнадо.

Read them.





To air the flat.

To avoid stimulants such as chocolate, coffee, especially in the evening.

Not to smoke.

Not to eat junk and fat food.

Not to play computer games day and night.

	A	B	C	D
1	destroyed	destroy	destroying	destroys
2	swirling	have swirl	swirl	swirls
3	happens	is happening	have happened	happened
4	at	under	on	in
5	had covered	covers	covering	cover
6	is washed	be washed	are washed	washing
7	out	on	in	up
8	leaving	left	leave	has left
9	susceptivity	susception	susceptibility	susceptible



3. Read the text again and complete the sentences.

1. There are different types of natural
2. Earthquakes are caused
3. Hurricanes, typhoons, cyclones are
4. A tsunami is
5. A flood is
6. A mudslide is
7. An avalanche is
8. Fires and volcanic eruptions
9. Natural disasters influence
10. Changes in weather and climate
11. These changes threaten



4. Read the names of these disasters. Say which of these disasters are natural and which ones are caused by human errors.

Avalanche, cyclone, hurricane, typhoon, mudslide, flood, drought, tsunami, tornado, plane crash, earthquake, flood, volcanic eruption, shipwreck, fire, nuclear explosion.



5. Work in class. Discuss.

1. Do you study the problems of nature protection at any of your school lessons?
2. What should be done to attract more public attention to environmental problems?
3. What should be done to stop the danger of environmental disasters?
4. What do you know about the disasters which have happened this year in our country?



6. Work in groups. Discuss the pessimistic and optimistic points of view on ecological problems of the planet.



7. Homework. Write a paragraph expressing your point of view (optimistic or pessimistic) on the ecological problems in the place where you live.



Words to learn:

uncrowded;
 heaven (Heaven);
 to reduce;
 fertiliser;
 surroundings;
 automobile;
 concerned;
 to endanger;
 to uproot;
 livestock;
 devastating;
 the will of Heaven;
 justice of Heaven;
 Heaven forbid!
 uncrowded district;
 an animal
 in its proper
 surroundings;
 concerned (about/
 with smth);
 to uproot smb from
 his or her home;
 He was brought
 up in cultured
 surroundings.



1. Work in pairs. Read the proverbs, discuss them and say if the Earth is really dearer than gold.

The Earth is dearer than gold.

Estonian proverb

Regard Heaven as your father, Earth as your mother and all the things as your brothers and sisters.

Native American proverb



2. Listen, read the words and their definitions, translate them and make some sentences with these words.

1. uncrowded [ʌn'kraʊdɪd] *adj* not full of people
2. heaven (Heaven) ['hevɪn(z)] *n* (is used without the) the home of God in some religions and the place where good people go after their death
3. to reduce [rɪ'dju:s] *v* to make smth less or smaller
4. fertiliser ['fɜ:təlaɪzə(r)] *n* a substance which is added to soil to make plants grow well
5. surroundings [sə'raʊndɪŋz] *n* environment
6. automobile ['ɔ:təməbi:l] *n* a car
7. concerned [kən'sɜ:nd] (about/for smth) *adj* worried about smth
8. to endanger [ɪn'deɪndʒə(r)] *v* to put into a situation in which smb or smth could be harmed or damaged
9. to uproot [ʌp'ru:t] *v* to pull a tree, bush, plant, etc. out of the ground
10. livestock ['laɪvstɒk] *n* cows, horses, sheep, etc., the animals kept on a farm
11. devastating ['devəsteɪtɪŋ] *adj* causing damage, destruction, problems, etc.



3. Read the article about pollution of our planet. Match the passages (1—4) to the statements (A—E). There is one statement you do not need to use. Then say what environmental problems people are concerned about.

1.

People have always polluted their surroundings, but until now pollution was not such a serious problem. People lived in uncrowded rural areas and did not use different machines. With the development of crowded industrial cities the problem has become more serious. Automobiles and other new inventions make pollution worse.

2.

Air, water, and ground are necessary for existence of all living creatures. Polluted air can cause diseases and even death, polluted water kills fish and other marine creatures and on polluted soil food cannot be grown. In addition, environmental pollution damages the natural beauty of our planet.

3.

Pollution is a complicated and serious problem. Automobiles are polluting the air day and night but they provide transportation for people. Factories and plants pollute the air and the water but they provide jobs for people and produce necessary goods. Fertilisers and pesticides are important for growing crops but they can ruin soil.

4.

Thus people would have to stop using many useful things if they wanted to end pollution immediately.

Most people do not want that of course. But pollution can be reduced gradually. Scientists and engineers can find ways to reduce pollution from automobiles and factories. The government can pass the laws that will make enterprises take measures to reduce pollution. Individuals and groups of people can work together to stop polluting activities. By the way, we might be concerned about litter, noise, lack of trees in the area we live in.

- A. Pollution is not only a serious problem but also a complicated one.
- B. I am not an ecologist but I am sure it is necessary to stop polluting our planet immediately.
- C. Nowadays the problem of polluting the Earth has become more serious and important.
- D. Environmental pollution not only causes different diseases and even death but also damages the natural beauty of the planet.
- E. We can do a lot to reduce the pollution of our Earth.

4. Work in pairs. Complete the sentences and present them to your classmates.

- 1. If we don't reduce pollution of the air, we will
- 2. If we use clean energy, we
- 3. If people don't stop cutting down trees,
- 4. If farmers use more fertilisers and pesticides,
- 5. If we plant trees, bushes and flowers,
- 6. If we use recycled paper and glass,
- 7. If we keep polluting our planet,
- 8. If we say no to the use of fur,
- 9. If we don't waste so much paper,
- 10. If the government doesn't pass the laws that
- 11. If the climate gets hotter,
- 12. If people don't stop killing animals,
- 13. If we take care of animals and plants,
- 14. If we take care of biosphere reserves,



Find the English meanings of these words:

провидіння, Бог;
воля Божа;
суд Божий;
Борони боже!
непереповнений
(публікою);
малозаселений
район;
знижувати;
зменшувати;
(мінеральне)
добриво;
околиці;
середовище;
оточення;
тварина
в природних
умовах;
він виховувався
в культурному
середовищі;
автомобіль;
який має
відношення,
причетний (до
чогось);
зацікавлений;
зайнятий (чимсь),
занепокоєний;
піддавати
небезпеці;
погрожувати;
викорінювати;
силоміць
виселяти з місця
проживання;
вигнати когось із
дому;
домашня худоба;
спустошений,
розорений.

Read them.



5. Read the article about the Askania-Nova Nature Reserve and complete the sentences.

Askania-Nova

Askania-Nova is a Ukrainian National Nature Reserve, one of the most famous reserves in our country. The Askania-Nova Nature Reserve occupies an area of about 34,000 hectares and is situated in the steppes in Kherson oblast. It consists of the virgin steppe, the dendrological park and the local zoo. This reserve is also a research centre.

Hundreds of species of plants, animals, birds, insects and even some species of snakes can be found there. In spring the reserve looks like a coloured carpet: feather grass, tulips, camomiles, carnations, peonies, violets, and a lot of other flowers can be seen everywhere. Zebras, roe deer, foxes, ground squirrels, hares, ostriches, emus, cranes and many other animals live there. Some species of animals are rare kept in a zoo. Many species of plants, animals and birds are considered to be rare or have entered the Red Book of endangered species. All these species of plants, animals and birds are under the protection of the state.

The Askania-Nova Reserve is really one of the wonders of Ukraine and of course it needs the government's support and people's care in order to preserve its flora and fauna. And it goes without saying it is worth visiting if you want to watch wildlife and admire the beauty of nature.

1. Askania-Nova is
2. It occupies
3. It is situated
4. Hundreds of species of
5. Many species of plants, animals and birds are
6. All these species are
7. The Askania-Nova Reserve needs
8. It is worth



6. Work in groups. Ask and answer questions about the reserves you have visited and reserves you'd like to visit.



7. Work in groups. First read these pieces of advice. Then discuss the problem of preserving nature, especially when you go to the country. And think of your own rules of behaviour in the countryside. Present your ideas to the classmates. Choose the best ones.

1. Respect people who live and work in the countryside.
2. Protect wildlife. Don't contaminate natural places. Never uproot plants, be careful with wild birds and animals to protect them.
3. Keep all water sources clean.

4. Don't throw litter. Put your litter in a bag and take it home as it is dangerous for people, livestock and wildlife. Leave the countryside clean.
5. Be careful with fire. Fires can ruin nature. Never throw used matches and cigarettes out of a car window. Put out your fire before leaving natural places.
6. Don't make unnecessary noise. The countryside needs peace and quiet. Your noise may annoy people and frighten wild animals and birds.
7. Think of your personal safety. Never go to the countryside alone. Think of the suitable clothing and footwear.



8. Do the environmental protection quiz and you'll know if you are a nature lover.

Extra exercise



9. Listen to Mila Yovovich and say what she is worried about.



10. Work in groups. Read the pupils' projects about environmental problems, discuss and choose the best one in your opinion. Present your choice to your classmates. Give your reasons why you have chosen this project.

Dear friends!

It's not a secret that nowadays ecology plays an important role in our life. But its importance has been understood quite recently, that's why our relationship with nature is on the blink.

Due to this, measures that should be taken have to be quick and radical. And one of the best steps to be made is to change people's minds and thoughts about this problem.

We had been thinking a lot about the project to participate in at school before we chose "Celebrities protect the environment". We believe that one of the ways to attract people's attention to the ecological problems is to look at the celebrities who protect nature as an example for others because they are a big part of the country's and world's social life. Finally, a person seeing celebrities showing their respect to nature will have a reason to follow them (their example).



Unfortunately, a lot of people on our planet think that solving of the environmental problems doesn't depend on them and, therefore, do nothing. But, as we can see from our project, everybody should start with himself/herself. Everybody can bring some solution to the problem. And that's why the project was started to bring this idea to ordinary people through the activities and ideas of celebrities.

It's high time to understand that we are not passengers on the spaceship Earth, we are all crew.

*Roman Matios, Anna Korniiichenko
Form 9C, IRL 51*



Asking for someone's opinion

What do you think of...?

What do you think about...?

What's your opinion...?

What's your view...?



Some years ago the ASP net UNESCO Centre of IRL № 51 joined the “Green Pack” project within the framework of the programme of ecological education for sustainable development.

At the moment the pupils of IRL № 51 are taking an active part in the project that embraces a lot of aspects, which belong to ecology and education. The ideas of the individual and group projects within the framework of the “Green Pack” project are countless.

Our group is working on the topic “Celebrities protect the environment”.

We have found out that there are a lot of organisations that do their best to save life on the Earth. The aim of Greenpeace, for example, is to protect wildlife from toxic waste, nuclear tests.

The general aim of “Friends of the Earth” is to conserve the planet’s resources and reduce pollution. The main campaigning issues of the FoE are:

- the protection of all animals and plants in danger of extinction;
- to stop the destruction of wildlife and habitats;
- a programme of energy conservation measures, etc.

The “Green Pack”, as the coordinators of the project say, “emphasises the teaching of new values and new models of behaviour at school, at home and in society, and also encourages students to take a proactive approach to the environmental and development challenges facing societies today”.



In the course of our researches under the supervision of our teacher Nataliia Zaichenko we have learnt that there are numerous actively involved actors, actresses, singers and politicians worldwide. They are known for their dedication to environmentally sustainable living. Unlike the usual stereotype of famous people, they plant trees, use

offsets for carbon-neutral travel, are mindful of choosing beneficial products, like those that contain recycled materials.

We have interviewed several Ukrainian celebrities and understood that they do set a good example for us. To conclude, we'd like to say that we live on a very beautiful planet and it is very rich in resources. The bright blue colour of the sky, fresh, crystal clear mountain lake water, rich greenery of mountain slopes, wild flowers, picturesque views — all this scenery fills us with admiration.

But millions of chimneys, cars, buses, trucks all over the world, exhaust fumes and harmful substances in the atmosphere poison our Earth. These poisonous substances pollute everything: air, land, water, birds and animals, people. So, it is usually hard to breathe in large cities, where there are lots of plants and factories. Everything there is covered with soot and dirt. Millions of trees are cut down every year. Billions of animals lose their habitats.

We must stop these devastating processes! We don't have any right to ignore them. We can grow plants and trees, purify water, recycle waste, use alternative sources of energy and encourage the use of public transport.

We should start urgent environmental campaigns in order to preserve the environment! Join us and try to do everything possible to reduce environmental pollution if not to stop it.

*Yuliia Ivanchova, Mariia Ivchenko, Bohdana Maistruk
Form 9C, IRL № 51*



11. Work in pairs. Discuss.

1. The main threats to the environment today.
2. What you do to protect the environment.
3. The problems your city (village) is facing.
4. What you do to stop polluting of your city (village).



12. Work in class. Discuss.

1. Do you agree that we live on a contaminated planet? Do we live healthier lives than ever before in human history? What do you think?
2. Do you think it is possible to live in a world that is both green and industrialised?
3. Do you agree that environmental problems are connected only with the economy?
4. Which is more important in your opinion — the standard of living or protecting of our Earth?
5. What do you think of the system of fines when you throw litter in the streets, in the yards, in parks and squares, in the countryside, near rivers and lakes? Do you agree to pay fines?
6. Is it possible to combine modern technologies and the clear sky, pure water and air?



Asking for clarification

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



SPOT ON WRITING TIPS

Opinion essay

Introduction

State the topic/problem; you may ask a question or start with a quotation; state your opinion.

Main body

Each paragraph should present a separate viewpoint supported by your reason, another paragraph should present the opposing viewpoint.

Conclusion

You restate your opinion using different words.

Useful Hints

Introduction

Is too much emphasis placed on...? Nowadays, we are often told..., Every day..., There is no doubt that..., Over the past few years, ..., Are you among those who...?, Why has ... become ...?, The British poet ... once said that "...", There are various facts that support this opinion.

• **To express opinion:** *In my opinion..., I believe..., It seems to me..., The way I see it...*

Main Body

• **To list points:** *In the first place..., First of all..., To start with..., To begin with..., Secondly..., Thirdly..., Finally..., Last but not least...*

• **To add more points to the same topic:** *What is more..., Moreover..., Furthermore..., In addition to this..., Besides..., Apart from this...*

• **To introduce contrasting viewpoints:** *It is argued that..., People argue that..., Opponents of this view say..., There are people who oppose..., Contrary to what most believe...*

• **To introduce examples:** *for example..., for instance..., such as..., in particular...*

Conclusion

To sum up, All in all, All things considered, On the whole, In conclusion, Taking everything into account/as was previously stated..., All in all, I still feel that the benefits of ... outweigh the disadvantages...



13. Comment on the following statement: "Our Earth is in danger. Unless we do something to help, things only get worse. What can we do to start being part of a solution?"

Suggested Answer

What I Am Going to Do to Protect the Environment

There is no doubt that the Earth is our home and there is a great number of different rare animals on the planet. Moreover, nature gives people a lot of things they need in their life, shelter and food, farmland to grow vegetables and fruit, earth full of coal, iron ore and mineral resources, rivers, lakes, seas and oceans full of fish, oil and gas to make machines move, and of course beauty to admire.

To begin with, many years ago people lived in harmony with their environment, but now the situation is quite different. Many parts of our world are crowded, especially wastes from factories, electric power stations and heavy industry, are very dangerous. So, our planet is in danger.

In addition to this the climate is changing, getting hotter and hotter, creatures are dying out, and animals are losing their natural habitats, the sea and the air are filthy. People cut down too many trees; they poison water, air and land.

In my opinion, people can do a lot to start being part of a solution. We can separate our rubbish and take it to a recycling centre. We all know that humans can live without the air only a few minutes, however, people continue polluting the air. Everyone knows that people cannot live without water. We need water to cook, wash up, and enjoy swimming because water means life, but we waste millions of litres of water watering plants, taking baths, washing cars. In my opinion, people should ban cars from city centres and use public transport to make the air cleaner. We should take showers instead of baths to use less water.

For instance, governments should pass a law to stop factories from dumping waste into the sea, make factories responsible for air and water pollution. We can also help our environment when we are at home. For example, I try to print documents on recycled paper, copy and print on both sides of a sheet of paper. I switch the lights off when I leave a room, use low-energy bulbs, because saving a little energy every day can really protect the environment.

As it is stated, our planet is full of beauty and if we continue polluting, it can turn into a dirty world without any fresh air, clean water, full of terrible diseases. So, we should do all what we can to help our environment.





14. Work in groups. Think of ways of improving the ecological situation in your country and complete the table.

Suggestions	Results
1. If we plant more trees, bushes and flowers, ...	we'll...
2. ...	
3. ...	
4. ...	
5. ...	



15. Project work. Work in groups and suggest ways of improving the ecological situation in your city (village). Give your reasons.

These words and expressions can help you:
 (not) to cut down trees, (not) to pollute the Dnipro and other rivers with chemicals from factories, (not) to pour industrial and domestic waste into a river or lake, to improve public transport, to reduce traffic pollution, to walk or cycle more, to waste less water, to reduce plastic pollution, to put filters on chimneys, to recycle paper and glass, to stop the destruction of habitats, not to cut down trees to make space for more buildings, not to drop litter everywhere, to use much less paper, to save electricity, to turn off your TV or computer at night, to plant trees, bushes and flowers, to make our world healthier and more beautiful, to take care of wildlife, to pay fines, to face serious problems, to suffer from breathing problems and stomach diseases, to use clean energy, to reduce the use of salt for cleaning streets in winter, to stop polluting yards, streets, parks and squares, to turn off electrical appliances when you aren't using them, to put bins on every street corner, to create more parks, to save our planet, a problem of traffic jams.

16. Work in groups. Imagine that you are designers at an ecological company which produces different things: clothes, toys, crockery. Think of words you can write on these things in order to remind people about ecological problems.

17. Play a game. Divide into two teams. One team says a word related to ecology, the other team makes a sentence using this word. Each correct sentence gets a point. The team with the most points is the winner.



18. Project work "Our planet is our home".

- Include the following:
- the most serious ecological problems nowadays;
 - what should be done to stop polluting and to save our planet.

Apologising

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



19. Homework. Read the poem which was written by Ruslana Tepliakova, a teacher of English. Think of your own poem and write. Present it to your classmates.

IF ONLY WE COULD UNDERSTAND

If only we could understand,
If only we could feel,
That is in danger our land,
That people's actions kill.

The flowers fade away and trees
Are cut down to the roots.
I beg you, people, listen, please,
Save our nature's woods.

The insects, animals and birds
Are hunted, poached and killed.
"Who is to blame?" is often heard
That can be spread by wind.

If only we could understand,
If only we could hear
That is in danger our land
Though we are standing near.

Love nature, animals and birds,
Take care of all species.
You must remember all these words
And will come true your wishes.

It's up to you, it's up to me
To live in peaceful beauty.
I want you feel, I want you see,
Remember, it's your duty!

We form reported commands and requests with verb + person + to-infinitive.

Dr Monday told the listeners to avoid chocolate and coffee.

We often use *tell* to report commands.

“Go to bed on time”, said Dr Monday.

Dr Monday told the teenagers to go to bed on time.

We usually use *ask* to report requests.

“Please, sleep in a cool room.”

He asked us to sleep in a cool room.

For negative requests and commands, we use *not* before the to-infinitive.

“Don’t eat too much before going to bed.”

He asked us not to eat much before going to bed.

! We do not use *that* to report a command or request.

! We do not use *say* to report a command.

Words frequently used with *advice*.

Adjectives: *medical, practical, professional, expert.*

Verbs: *ask for, follow, give, get, ignore, need, offer, want, take, accept, receive.*

Ways of giving *advice*.

If you want to give *friendly advice* use: you should; why don’t you; if I were you; you ought to.

If you want to give *stronger advice* use: you’d better.

If you want to give *advice based on your own experience* use: take it from me.

The Past Simple

We use the Past Simple for actions which happened at a definite time in the past.

The American Civil War began in 1861.

An English archaeologist Howard Carter went to Egypt in 1891.

Carter got his first glimpse of the sarcophagus of Tutankhamun on the 16th of February, 1923.

We use the Past Simple for actions which began and finished in the past.

He worked for a firm two years ago.

When did you graduate from the university?

I bought this book a week ago.

We use the Past Simple for actions which happened immediately one after another in the past.

He entered the room, took off his coat, washed his hands and had dinner.

We packed our things, took the suitcases and went to the airport.

We use the Past Simple for actions which happened in the past and cannot be repeated.

The Eleven Southern slave states declared their secession from the US and formed the Confederate States of America (the Confederacy).

Yana Klochkova won a lot of medals when she went swimming.

We use the Past Simple to talk about actions which were performed by people who aren't alive.

O. Henry wrote a lot of short stories.

M. Twain wrote this book.

We use the Past Simple with the following time expressions: *two days ago, etc., in 2001, etc., yesterday, some days ago, then, last week/night/month/ year, on Monday, etc.*

The Past Continuous

We use the Past Continuous for past actions which were in progress when other actions interrupted them.

When I saw him he was playing football.

When I came home they were listening to music.

We use the Past Continuous for actions which were in progress at a definite time in the past.

They were doing their homework at 4 o'clock yesterday.

— What were you doing two hours ago? — I was playing computer games.

We use the Past Continuous with the following time expressions: *while, all morning, all day, etc.*

The Past Perfect

We use the Past Perfect for actions which happened before other past actions or by a definite time in the past.

When my parents came home I had already cooked dinner.

I had finished my article by 2 o'clock yesterday.

We use the Past Perfect with reported speech in the past.

My sister said she had lost her wallet.

My brother knew he had behaved badly.

We also use the Past Perfect after a mistaken assumption in the past.

I was sure she had done her homework, but she had not.

They were sure he had learned English but they were mistaken.

We use the Past Perfect with the following time expressions: *already, before, for, since, till/until, by the time, never, etc.*

The Past Perfect Continuous

We use the Past Perfect Continuous to emphasise the duration of a continuous activity which happened in the past before another action began.

The ground was covered with snow because it had been snowing all night.

He had been playing computer games for two hours when his friends came to see him.

We use the Past Perfect Continuous to express expectations and wishes in the past.

She had been waiting for their coming the whole day yesterday.

The old man had been expecting his son to arrive yesterday but everything was in vain.

We use the Past Perfect Continuous with the following time expressions: *how long, before, for, since, until, etc.*

The Future Simple

We use the Future Simple for actions, situations or events which will definitely happen in the future and we cannot control them.

I don't know when my dress will be ready.

The temperature will be 35 °C tomorrow.

My brother will be 16 next month.

We use the Future Simple for predictions about the future.

I'm afraid he'll be late for the meeting.

— *Have you finished your project? — Not yet. But I'm sure I'll finish it tomorrow.*

— *What are you going to do after classes? — I don't know. Perhaps I'll go shopping.*

We use the Future Simple for promises, offers, requests, warnings, threats and hopes.

I'll help you about the house.

Will you help me with my homework?

I hope you'll be on time at school.

We use the Future Simple with the following time expressions: *tomorrow, the day after tomorrow, next week, next month, next year, etc., soon, in a week, in a month, in a year, in three days, tonight, etc.*

The Future Continuous

We use the Future Continuous for actions which will be in progress at a stated future time.

At 3 o'clock tomorrow we'll be taking photos in a park.

Don't phone me in the morning tomorrow, I'll be doing my homework.

We use the Future Continuous for actions which will happen in the future as the result of an arrangement.

I'll be meeting with my friends later and we'll go for a walk.

We use the Future Continuous when we want to ask about someone's plans for the near future.

What will you be doing after classes?

Will you be writing an article tomorrow? I'd like to invite you to the museum.

We use the Future Continuous with the following time expressions: *at 2 o'clock, etc., next week, etc., this time next week, all day tomorrow, from two till four, from now, soon, tomorrow at this time.*

The Future Perfect

We use the Future Perfect for actions which will be finished before a stated future time.

We'll have done our homework by 8 o'clock in order to watch a new film on TV.

She won't have finished her project till 6 o'clock.

We use the Future Perfect with the following time expressions: *before, by, till, until, by ... o'clock, by then.*

The time expressions *until* and *till* are only used in negative sentences.

The Future Perfect Continuous

We use the Future Perfect Continuous to emphasise the duration of actions by a certain time in the future.

He will have been working for 30 years at school by 2020.

She will have been cleaning the house for 3 hours by the time you come back home.

We use the Future Perfect Continuous with the following time expressions: *by ..., for.*

The Future-in-the-Past

The Future-in-the-Past is used in stories about the past at the moment of speaking concerning future times. Instead of *shall* and *will* we use *should* or *would* but *should* is used rarely.

He said he would learn Spanish.

They were sure they would finish their work.

Will you ...? Shall we/I ...?

We use *will you ...?* to make a request or give an order.

Will you give an order?

Will you stop crying?

We use *shall I/we ...?* to make a suggestion, an offer or ask for instructions or suggestions.

Shall we go for a walk tonight? (a suggestion)

Shall I help you with your homework? (an offer)

Shall I read this text? (asking for instructions)

Shall we translate? (asking for instructions)

Grammar

Be Going to

We use *be going to* for ambitions, plans or intentions in the future.

I'm going to be an interpreter after graduating from the university.

I'm going to enter the institute after school.

We use *be going to* for actions we have already arranged to do in the near future.

We are going to go to London next summer.

She is going to have a party on Sunday.

We use *be going to* for predictions when we are sure that something will happen in the near future.

Look! It is going to snow.

Look at her! She is going to climb the rock.

Grammar

The Gerund or the -ing Form

The Gerund is the *-ing* form of an English verb.

It is used as a noun in various syntactic functions.

As a subject:

Cycling is her favourite hobby.

As an object:

She avoided answering these questions.

As an attribute:

What is the use of writing this letter?

As a predicative:

Our aim is learning foreign languages.

The *-ing* form is used after *like, dislike, enjoy, love, prefer, hate* to express general preferences.

I hate climbing rocks.

He likes doing sports.

She likes reading.

It is also used after such verbs: *appreciate, admit, avoid, anticipate, continue, consider, discuss, delay, deny, excuse, escape, forgive, finish, fancy, imagine, involve, practise, keep, lose, mind, miss, mention, prevent, waste, postpone, recollect, report, resist, risk, recall, save, stand, spend, suggest, understand, etc.* and expressions such as *it's no use, what's the use of, it's no good, it's good, it's worth, it's not worth, can't stand, can't help, have trouble, have difficulty in, there's no point in.*

Would you mind opening the window?

It is worth going to the theatre.

The *-ing* form is used after the preposition "to" with such verbs and expressions as: *look forward to, get round to, be used to, in addition to* and after prepositions such as: *without, before, after, on, upon, in, by, of.*

I'm looking forward to seeing you soon.

He was used to going for walks in the evenings.

After finishing school she is going to enter a university.

Think before doing something.

It goes without saying that we'll do this work.

We don't use the *-ing* form after such verbs as: *see, watch, hear, listen to, notice, feel, let, make, help, had better, would like, would prefer, would rather, agree, appear, expect, hope, promise, plan, refuse, wonder, modal verbs* and the verbs *ask, learn, find out, explain, decide, want to know* when they are followed by question words.

She helped me (to) write a letter.

I saw them talk to the teacher.

I would like to go to the Black Sea.

Grammar Phrasal and Prepositional Verbs

There are phrasal and prepositional verbs. Phrasal verbs consist of verbs and adverbs (*to put on, to take off, to carry on, to leave out*).

There are two kinds of phrasal verbs. One group of verbs has no object, the other group of verbs has an object.

Phrasal verbs without an object:

It's high time to get up.

Come in! I'm waiting for you.

Go away! I'm angry with you.

Phrasal verbs with an object:

Fill in this form, please.

Turn on the light.

I think you have to give up smoking cigarettes.

If the object is a noun, adverbs do not usually come between the verb and a noun.

Put on your coat. It is cold today.

But if the object is a pronoun, it must come before the adverb.

Put it on. It is cold today.

We can often replace phrasal verbs with one word.

She has given up smoking.

She has stopped smoking.

We usually can form phrasal verbs using these verbs and adverbs of place.

Verbs: *to ask, to be, to blow, to break, to bring, to come, to carry, to fall, to find, to get, to give, to go, to grow, to keep, to let, to look, to make, to put, to run, to set, to take, to turn.*

Adverbs: *about, across, along, around, away, back, by, down, forward, in, off, on, out, over, through, under, up.*

Mind! These adverbs can also be prepositions and can be used to form prepositional verbs.

Prepositional verbs are used as the terms for idioms. Prepositional verbs are formed of verbs and prepositions: *to add to, to agree with, to apply for, to ask for, to belong to, to care for, to deal with, to insist on, to listen to, to look after, to look for, to refer to, to rely on, to take after.*

He takes after his father.

They are listening to her carefully.

I agree with you.

This article deals with economic problems.

We can also use prepositional verbs at the end of sentences.

Who are you listening to?

She doesn't know who the bag belongs to.

What job are you looking for?

Have these books been paid for?

Таблиця неправильних дієслів

Infinitive	Past Simple	Past Participle
be (бути)	was, were	been
become (ставати)	became	become
begin (починати)	began	begun
blow (дути)	blew	blown
break (ламати)	broke	broken
bring (приносити)	brought	brought
build (будувати)	built	built
buy (купувати)	bought	bought
catch (ловити)	caught	caught
choose (вибирати)	chose	chosen
come (приходити)	came	come
cost (коштувати)	cost	cost
cut (різати)	cut	cut
do (робити)	did	done
draw (малювати; тягнути)	drew	drawn
drink (пити)	drank	drunk
drive (водити авто)	drove	driven
eat (їсти)	ate	eaten
fall (падати)	fell	fallen
feel (почуватися)	felt	felt
fight (боротися)	fought	fought
find (знаходити)	found	found
fly (літати)	flew	flown
forget (забувати)	forgot	forgotten
get (досягати)	got	got
give (давати)	gave	given
go (ходити)	went	gone
grow (рости)	grew	grown
have (мати)	had	had
hear (чути)	heard	heard
hold (тримати)	held	held
hurt (ранити)	hurt	hurt
keep (тримати)	kept	kept
know (знати)	knew	known
lay (класти)	laid	laid
leave (залишати)	left	left
let (дозволяти)	let	let

Infinitive	Past Simple	Past Participle
lie (лежати)	lay	lain
light (запалювати)	lit, lighted	lit, lighted
lose (губити)	lost	lost
make (робити)	made	made
mean (значити)	meant	meant
meet (зустрічати)	met	met
pay (платити)	paid	paid
put (класти)	put	put
read (читати)	read	read
ride (їхати верхи)	rode	ridden
ring (дзвонити)	rang	rung
rise (підніматися)	rose	risen
run (бігти)	ran	run
say (говорити)	said	said
see (бачити)	saw	seen
sell (продавати)	sold	sold
send (посилати)	sent	sent
show (показувати)	showed	shown
shut (зачиняти)	shut	shut
sing (співати)	sang	sung
sit (сидіти)	sat	sat
sleep (спати)	slept	slept
speak (говорити)	spoke	spoken
spend (витрачати)	spent	spent
stand (стояти)	stood	stood
stick (втикати, встромляти)	stuck	stuck
strike (ударяти)	struck	struck, stricken
swim (плавати)	swam	swum
take (брати)	took	taken
teach (навчати)	taught	taught
tell (розповідати)	told	told
think (думати)	thought	thought
throw (кидати)	threw	thrown
understand (розуміти)	understood	understood
wake (прокидатися)	woke, waked	woken, waked
wear (носити)	wore	worn
win (вигравати)	won	won
write (писати)	wrote	written

A

accompany [ə'kʌmpəni] *v* супроводжувати

accomplishment [ə'kʌmplɪʃmənt] *n* досягнення, виконання, завершення; **accomplishments** — достоїнства, досконалість, освіченість, вихованість, гарні манери, зовнішній лоск

accurate ['ækjərət] *adj* точний, правильний

acknowledged [ək'nɒlɪdʒd] *adj* визнаний

acquisition [ækwi'zɪʃn] *n* здобуття; придбання

admission [əd'mɪʃn] *n* доступ; вхід; **admission free** — вхід безплатний (безкоштовний)

admit [əd'mɪt] *v* визнавати; допускати; припускати; поступатися; погоджуватися; дозволяти

adolescence [ədələ'snɪs] *n* юність, юнацтво, юнь

adopt [əd'ɒpt] *v* приймати

advance [əd'vɑ:ns] *n* просування вперед; успіх, прогрес

afford [ə'fɔ:d] *v* мати змогу, бути спроможним

albeit [ɔ:l'bi:t] *conj* *poet.* хоч, проте, однак, але

alienate [eɪliəneɪt] *v* віддаляти, робити чужим; відвертати, примушувати відвернутися

alienation [eɪliə'neɪʃn] *n* відчужування, збайдуження, охолодження (почуттів), віддалення

allround [ɔ:l'raʊnd] *adj* багатобічний, багатосторонній; різнобічний; всебічний, всесторонній

almshouse ['ɑ:mənri] *n* *icm.* місце роздачі милостині

alter [ɔ:l'tɛ(r)] *v* змінювати; переробляти; міняти; видозмінювати; змінюватися; вносити зміни

appeal [ə'pi:l] *n* звернення, прохання; привабливість, чарівність

appliance [ə'plaiəns] *n* пристосування, прилад, пристрій; електричний побутовий прилад

applicable ['æprɪkəbl] *adj* застосований, придатний; відповідний, підхожий (до — **to**)

apply [ə'plai] *v* звертатися з проханням, просити (про щось); подавати заяву

appoint [ə'pɔɪnt] *v* призначати; затверджувати (на посаді); вирішувати; зважувати

appointment [ə'pɔɪntmənt] *n* зустріч, побачення; призначення (на посаду); посада, місце

apprentice [ə'prentɪs] *v* віддавати в науку (до майстра); *n* учень; новачок, початківець

approaches [ə'prəʊtʃɪz] *n* підходи, спроби; підступи

approximately [ə'prɒksɪmətli] *adv* приблизно, майже

arouse [ə'raʊz] *v* викликати, збуджувати (почуття, енергію тощо); розбуджувати

assemble [ə'sembəl] *v* збирати; *tex.* монтувати, складати

assessment [ə'sesmənt] *n* оцінювання

associate [ə'səʊʃieɪt] *v* асоціювати; пов'язувати

attach [ə'tætʃ] *v* прикріпляти, приєднувати, зв'язувати; призначати, приписувати; надавати

available [ə'veɪləbl] *adj* доступний; наявний

avid ['ævɪd] *adj* жадібний, пожадливіший; який жадає, прагне (до — **of, for**)

avoid [ə'vɔɪd] *v* уникати; триматися осторонь

B

background ['bækgraʊnd] *n* фон; музичний супровід; освіта; задній план; тло; підсонова

balanced ['bælənst] *adj* урівноважений; спокійний; обміркований; гармонійний, збалансований

band [bænd] *n* пояс; смуга; пасок; *v* об'єднувати; організовуватися; збиратися

bare [beə(r)] *adj* голий, оголений; розкритий; порожній; неприкрашений; **bare feet** — босі ноги

bark [bɑ:k] *n* кора; луб

basin ['beɪsɪn] *n* басейн (ріки, моря); резервуар; водойма; ставок

bear [beə(r)] *v* терпіти, зносити, витримувати

betray [bi'treɪ] *v* зраджувати; ставати зрадником; учинити зраду; обманювати; спокушати

biodiversity [baɪəʊdaɪ'vɜ:səti] *n* біорізноманіття; біорізноманітність; біорізновидність

birch [bɜ:tʃ] *n* *bot.* береза; різка; човник з березової кори; *v* бити різкою

blacksmith ['blæksmɪθ] (також **smith**) *n* коваль;

blame [bleɪm] *v* звинувачувати; обвинувачувати

blast [blɑ:st] *n* вибух; *v* висаджувати в повітря; знищувати, руйнувати (плани, надії)

blossom ['blɒsəm] *n* цвіт, цвітіння; квітка

boast (of, about) [bəʊst] *v* пишатися, гордитися; вихвалятися; чванитися; хвастати

boastful ['bəʊstfl] *adj* хвастовитий; хвалькуватий

border ['bɔ:də(r)] *n* кордон, межа

borrow ['bɒrəʊ] *v* позичати (у когось — **of, from**); брати на певний час

bounty ['baʊnti] *n* щедрість; щедрий подарунок

brave [breɪv] *adj* хоробрий, сміливий; чудовий

breeding ['bri:dɪŋ] *n* розмноження; розведення (тварин, птиці); виховання, освіта

brief [brɪ:f] *adj* недовгий, короткий; стислий

brush [brʌʃ] *n* пензель; майстерність, стиль художника; легкий дотик
bully ['buli] *n* хуліган; задирака, причепа
bunch [bʌntʃ] *n* в'язка, пучок, жмуток; **a bunch of flowers** — букетик квітів

C

calm [kɑ:m] *adj* тихий, мирний; незворушний; спокійний
capture ['kæptʃə(r)] *v* захопити; привернути (увагу); привабити
carbon ['kɑ:bən] *n* *хим.* вуглець
careful ['keəfl] *adj* дбайливий, турботливий; старанний; акуратний; обережний; ретельний
careless ['keələs] *adj* недбалий, неухажливий
carry on ['kæri] *v* займатися (чимсь); продовжувати
census ['sensəs] *n* перепис (населення тощо)
chantry ['tʃɑ:ntri] *n* каплиця
charitable ['tʃærətəbl] *adj* добродійний; філантропічний; милосердний; щедрий
charity ['tʃærəti] *n* милосердя; чутність, співчуття; благодійність
charm [tʃɑ:m] *n* чари; чарівність, привабливість
charming ['tʃɑ:mɪŋ] *adj* чарівний; чудовий
cheat [tʃi:t] *v* обманювати; шахраювати; дурити; *n* шахрайство, обман; шахрай
civilisation [ˌsɪvəlaɪ'zeɪʃn] *n* цивілізація; цивілізованість; культура; цивілізований світ
claim [kleɪm] *v* вимагати; претендувати (на щось); *амер.* твердити, заявляти
collage ['kɒlə:ʒ] *n* колаж
commemorate [kə'meməreɪt] *v* святкувати; ознаменувати
complicated ['kɒmplɪkeɪtɪd] *adj* складний, важкий для розуміння; ускладнений (чимсь)
comply [kəm'plaɪ] *v* виконувати (щось — **with**); підкорятися чомусь (**with**)
comprehend [ˌkɒmpri'hend] *v* зрозуміти, збагнути; охоплювати, містити в собі
comprehensibility [ˌkɒmpri'hensə'bɪləti] *n* зрозумілість
concentrated ['kɒnsntreɪtɪd] *adj* зосереджений, сконцентрований
concept ['kɒnsɛpt] *n* ідея, загальне уявлення; концепція; поняття
concern [kən'sɜ:n] *n* занепокоєння, турбота, тривога; *v* стосуватися, мати відношення

concerned [kən'sɜ:nd] (**about/for smth**) *adj* який має відношення, причетний (до чогось); **concerned (about/with smth)** — зацікавлений, зайнятий (чимсь), занепокоєний
confine [kən'faɪn] *v* обмежувати
congenial [kən'dʒi:niəl] *adj* (**with, to**) близький, підхожий; сприятливий; споріднений
consent [kən'sent] *n* згода; дозвіл; *v* погоджуватися, давати згоду; дозволяти, давати дозвіл
consequence ['kɒnsɪkwəns] *n* наслідок; результат; висновок; значення; важливість
conserve [kən'sɜ:v] *v* зберігати; консервувати
consideration [kən,sɪdə'reɪʃn] *n* міркування; увага, запобігливість, важливість, значність
contaminate [kən'tæmɪneɪt] *v* забруднювати, псувати, заражати, спотворювати; погано впливати
contaminated [kən'tæmɪneɪtɪd] *adj* забруднений, заражений; **contaminated zone** — заражена зона
contemplate ['kɒntəmpleɪt] *v* споглядати; міркувати; мати намір, збиратися; очікувати, розраховувати; пильно розглядати
contemplative [kɒn'templətɪv] *adj* задумливий, замислений; споглядальний
contemporary [kən'tempərəri] *n* сучасник; ровесник, одноліток; *adj* сучасний; одного віку
contribution [ˌkɒntrɪ'bju:ʃn] *n* пожертвування; внесок; співпраця (в газеті тощо); сприяння
conveyance [kən'veɪəns] *n* перевезення, доставка; транспортування
cooperative (co-operative) [kəʊ'ɒpəreɪtɪv] *adj* (usually before a noun) спільний, об'єднаний
courageous [kə'reɪdʒəs] *adj* сміливий, відважний, хоробрий, мужній, безстрашний
court [kɔ:t] *n* двір; подвір'я; *спорт.* корт, майданчик для гри в теніс; суд
cover ['kʌvə(r)] *v* охоплювати, містити в собі; *амер. розм.* давати в пресу матеріал (репортаж)
cowardly ['kaʊədli] *adj* боягузливий; легкодухий
craft [krɑ:ft] *n* ремесло; умілість; майстерність
creature ['kri:tʃə(r)] *n* творіння, жива істота; людина, тварина
crop [krɒp] *n* урожай; сільськогосподарська культура
cruel [kruəl] *adj* жорстокий, безжалісний
current ['kʌrənt] *adj* сучасний; поточний
curriculum [kə'ɪkʃjələm] *n* курс навчання; навчальний план, програма; розклад

D

damage [ˈdæmɪdʒ] *v* завдати шкоди (збитків); пошкоджувати; псувати

daring [ˈdeərɪŋ] *adj* сміливий, відважний, безстрашний; завзятий

deaf [def] *adj* глухий, глухуватий, який не бажає (відмовляється) слухати (прислухатися)

debate [dɪˈbeɪt] *n* дискусія, дебати; полеміка

debt [det] *n* борг; зобов'язання

decay [dɪˈkeɪ] *n* занепад, розлад, розпад; руйнування, псування

decaying [dɪˈkeɪɪŋ] *adj* який загниває, гние

defend [dɪˈfend] *v* захищати, обороняти; охороняти; відстоювати, підтримувати (думку тощо)

defender [dɪˈfendə(r)] *n* захисник; борець (за — *of*)

degradation [ˌdegrəˈdeɪʃn] *n* виродження, погіршення, занепад; ослаблення; деградація

delay [dɪˈleɪ] *n* затримка, зволікання, відкладання; *v* затримувати; відкладати, переносити

deliberate [dɪˈlɪbəreɪt] *v* обмірковувати; зважувати; *adj* обережний; обдуманий, зважений

delight [dɪˈlaɪt] *v* захоплювати, тішити, приносити насолоду

delightful [dɪˈlaɪtfl] *adj* чудовий, чарівний

deny [dɪˈnaɪ] *v* заперечувати; відмовляти

descent [dɪˈsent] *n* походження, джерело, родовід

destroy [dɪˈstrɔɪ] *v* руйнувати, ламати

destruction [dɪˈstrʌkʃn] *n* руйнування, знищення

detention [dɪˈtenʃn] *n* вимушена затримка; арешт

determine [dɪˈtɜːmɪn] *v* визначати; спонукати; зважуватися, вирішувати

determined [dɪˈtɜːmɪnd] *adj* рішучий; непохитний

devastated [ˈdevəsteɪtɪd] *adj* спустошений

device [dɪˈvaɪs] *n* пристрій, механізм, прилад, апарат; винахід, вигадка; план, проект

devoted [dɪˈvəʊtɪd] *adj* відданий, вірний

disaster [dɪˈzɑːstə(r)] *n* лихо, біда, нещастя; катастрофа

disgusting [dɪsˈgɑːstɪŋ] *adj* огидний, відразливий

dishonest [dɪsˈɒnɪst] *adj* нечесний; непорядний

display [dɪˈspleɪ] *n* показ, демонстрація

distract [dɪˈstrækt] *v* відволікати, відвертати

disturb [dɪˈstɜːb] *v* виводити зі стану спокою; хвилювати, тривожити; завдавати клопоту

disturbed [dɪˈstɜːbd] *adj* схвилюваний, збентежений, стурбований

DIY [ˌdiːaɪˈwaɪ] *n* (*abbr. for do-it-yourself*) самостійне виконання якої-небудь дії

dough [dəʊ] *n* тісто, паста, густа маса

drone [drəʊn] *n* *ent.* трутень; *перен.* дармоїд; *v* байдикувати; жити за чужий рахунок

drought [draʊt] *n* посуха, засуха; посушливість

dumb [dʌm] *adj* німий; мовчазний; неговіркий

dumbbell [ˈdʌmbel] *n* *спорт.* гантель; гиря

E

eagerly [ˈiːɡəli] *adv* палко; нетерпляче; жадібно

earthquake [ˈzːθkweɪk] *n* землетрус; потрясіння

easy-going [ˌiːziˈgəʊɪŋ] *adj* добродушно-веселий

effect [ɪˈfekt] *n* дія, вплив, наслідок, результат

efficient [ɪˈfɪʃnt] *adj* ефективний; умілий; обізнаний (у своїй справі), продуктивний

elective [ɪˈlektɪv] *n* *амер.* факультативна дисципліна (у школі, коледжі); *adj* *амер.* факультативний, необов'язковий

embody [ɪmˈbɒdi] *v* втілювати в життя; здійснювати; реалізовувати

embrace [ɪmˈbreɪs] *v* охоплювати; містити в собі, включати; використовувати; скористатися

emission [ɪˈmɪʃn] *n* виділення тепла тощо; випромінювання, випускання

emphasis [ˈemfəsɪs] *n* наголос

empire [ˈempraɪə(r)] *n* імперія

employee [ɪmˈplɔɪ:] *n* працівник; робітник

employer [ɪmˈplɔɪə(r)] *n* наймач, роботодавець

encourage [ɪnˈkʌrɪdʒ] *v* підбадьорювати; надихати; підтримувати; заохочувати

endanger [ɪnˈdeɪndʒə(r)] *v* піддавати небезпеці; ставити під загрозу; погрожувати; ризикувати

endure [ɪnˈdjʊə(r)] *v* витримати; терпіти; ставитися терпляче; виживати; стійко триматися

enjoyable [ɪnˈdʒɔɪəbl] *adj* прийнятний; який дає насолоду (задоволення)

enslave [ɪnˈsleɪv] *v* поневолювати; підкоряти

ensure (insure) [ɪnˈʃʊə(r); ɪnˈʃʊə(r)] *v* забезпечувати; гарантувати

enterprise [ˈentəpraɪz] *n* діловитість; ініціативність; підприємливість; підприємство; завод

entice [ɪnˈtaɪs] *v* спокушати, зваблювати; захоплювати; заманювати

entire [ɪnˈtaɪə(r)] *adj* цілий, повний, весь

envy [ˈenvi] *n* заздрість (до — *of, at*); *out of envy* — через заздрість; *v* заздрити

equipment [ɪˈkwɪpmənt] *n* устаткування, обладнання, оснащення; приладдя, апаратура

eruption [ɪˈrʌpʃn] *n* виверження (вулкана тощо); спалах (епідемії); *перен.* вибух (сміху тощо)

essential [ɪˈsenʃl] *adj* невідмінний; необхідний; основний, суттєвий, повний; цілковитий

establishment [ɪˈstæblɪʃmənt] *n* створення; заклад; науково-дослідна організація; **the Establishment** — правлячі кола, панівна верхівка

eternal [ɪˈtɜːnl] *adj* вічний; непорушний

eternity [ɪˈtɜːnəti] *n* вічність, вічне життя

etiquette [ˈetɪket; ˈetɪkət] *n* етикет, правила поведінки на людях; гарні манери

exact [ɪɡˈzækt] *adj* точний, суворий

exchange [ɪksˈtʃeɪndʒ] *v* обмінювати(ся), міняти(ся); *n* обмін; **to make an exchange** — обміняти(ся)

exciting [ɪkˈsaɪtɪŋ] *adj* захопливий; зворушливий

execute [ˈeksɪkjʊːt] *v* виконувати; страчувати

exhaust fumes [ɪɡˈzɔːst ˈfjuːmz] *n* вихлопні гази

expense [ɪkˈspens] *n* витрата, витрати; кошт

experience [ɪkˈspɪəriəns] *n* досвід; стаж

experienced [ɪkˈspɪəriənst] *adj* досвідчений

expert [ˈeksɜːpt] *n* спеціаліст, фахівець; знавець, експерт; *adj* досвідчений, обізнаний

explode [ɪkˈspləʊd] *v* вибухати; руйнувати; висаджувати в повітря; розпускатися (про квіти)

explosion [ɪkˈspləʊʒn] *n* вибух; **volcanic explosion** — виверження вулкана

expressive [ɪkˈspresɪv] *adj* виразний; експресивний

external [ɪkˈstɜːnl] *adj* зовнішній; сторонній

extinction [ɪkˈstɪŋkʃn] *n* вимирання

extort [ɪkˈstɔːt] *v* виривати (силою); видирати; вимагати; здирати (гроші)

extraordinary [ɪkˈstrɔːdnri] *adj* незвичайний; видатний; екстраординарний; дивовижний

extremely [ɪkˈstriːmlɪ] *adv* конче, надто; у край; надзвичайно

F

fabric [ˈfæbrɪk] *n* тканина, крам, матеріал; виріб, фабрикат; споруда; будова

fabulous [ˈfæbjələs] *adj* казковий; неймовірний, приголомшливий; вигаданий

fail [feɪl] *v* підводити; не справити надій

fair [feə(r)] *adj* білявий; чесний, справедливий

fairly [ˈfeəli] *adv* досить, абсолютно; відповідним чином; певною мірою; цілком; явно

fame [feɪm] *n* слава, популярність

familiar [fəˈmɪliə(r)] *adj* добре знайомий; звичний, звичайний

fanciful [ˈfænsɪfl] *adj* примхливий; вередливий; фантастичний, нереальний; дивний

fascinating [ˈfæsɪneɪtɪŋ] *adj* чарівний; принадний

fate [feɪt] *n* доля, фатум; жереб; талан; загибель

feature [ˈfiːtʃə(r)] *v* характеризуватися; відрізнятися; бути представленим

ferry [ˈferi] *n* пором; переправа (перевіз) через річку

fertile [ˈfɜːtaɪl] *adj* родючий; багатий

fertiliser [ˈfɜːtəlaɪzə(r)] *n* (мінеральне) добриво; удобрювач

field [fiːld] *n* галузь, поле (сфера) діяльності

filling [ˈfɪlɪŋ] *n* начинка, фарш, наповнення

finance [ˈfaɪnæns; faɪˈnæns; fɪˈnæns] *v* фінансувати; продавати в кредит; *n* **finances** — фінанси; прибутки; гроші

financial [faɪˈnænsɪ; fɪˈnænsɪ] *adj* фінансовий; *розм.* матеріально забезпечений

fine [faɪn] *n* штраф; пеня

fit [fɪt] *adj* підхожий, відповідний; належний, здоровий, бадьорий; пристосований; *v* пристосовувати; прилагоджувати; приміряти

fix [fɪks] *v* лагодити, ремонтувати; укріплювати

flame [fleɪm] *n* полум'я; яскраве світло, сяйво

flash [flæʃ] *n* спалах, вибух (почуттів); мить

flavour [ˈfleɪvə(r)] *n* аромат; приємний запах

flea [fliː] *n* *ент.* блоха; **a flea market** — барахолка (базар)

fledgling (fledgeling) [ˈfledʒlɪŋ] *n* оперене пташеня, *перен.* недосвідчений (зелений) юнак

flesh [fleʃ] *n* м'ясо; тіло; плоть; м'якоть

fluent [fluːənt] *adj* швидкий, невимушений; **to speak fluent English** — вільно розмовляти англійською

fluently [fluːəntli] *adv* плавно, гладко; вільно, швидко; невимушено (говорити, читати)

forbid [fəˈbɪd] (past **forbade, forbade**; p.p. **forbidden**) *v* забороняти; перешкоджати

forerunner [ˈfɔːrʌnə(r)] *n* попередник; провісник

foundation [faʊnˈdeɪʃn] *n* основа; організація, фонд

franc [fræŋk] *n* франк

free [friː] *adj* вільний; незалежний; відкритий

freelance [ˈfriːləns] *v* працювати не за наймом; бути вільним художником

freewheeling [ˈfriːwiːlɪŋ] *adj* вільний; нескутий

fresco ['freskəu] (*pl.* **frescoes**) *n* фреска; фресковий живопис

fume [fju:m] (**fumes**) *n* дим; кіптява; пара

function ['fʌŋkʃn] *v* працювати; діяти, функціонувати; *n* функція, призначення

G

gadget ['gædʒɪt] *n* *розм.* нове пристосування; пристрій; технічна новинка

gain [geɪn] *n* користь; нажива; **gains** — доходи, прибуток; *v* досягати; набирати ваги; вигравати; здобувати; добитися; діставати

gem [dʒem] *n* коштовний камінь, перлина

gene [dʒi:n] *n* *біол.* ген

generosity [dʒənə'ropəti] *n* великодушність; благородство; шляхетність; щедрість

generous ['dʒenərəs] *adj* великодушний; благородний, шляхетний; щедрий

glide [glɑɪd] *n* *ав.* планерування, плавний спуск

glider ['glɑɪdə(r)] *n* *ав.* планер

govern ['gʌvən] *v* керувати, правити, управляти; спрямовувати; визначати

grace [greɪs] *n* грація, витонченість; привабливість; принадна риса; доброчесність

gradually ['grædʒuəli; 'grædʒuəli] *adv* поступово; по-спідовно; помалу; потроху

granite ['grænit] *n* *мін.* граніт

greedy ['gri:di] *adj* жадібний; ненажерливий; який прагне, жадає, жадний

greenhouse effect ['gri:nhaʊs ɪfekt] *n* теплична дія, тепличний наслідок

guilty ['gɪlti] *adj* винний, винуватий (у чомусь — of); злочинний

H

habitat ['hæbɪtæt] *n* *біол.* природне середовище; місце поширення (тварин, рослин)

happen ['hæpən] *v* відбуватися; траплятися

hardships ['hɑ:dʃɪps] *n* труднощі; неприємності

hardware ['hɑ:dweə(r)] *n* залізні (металеві) вироби; *комп.* апаратні засоби

harm [hɑ:m] *v* завдавати шкоди, шкодити

heartless ['hɑ:tləs] *adj* безсердечний, бездушний; безжалісний; жорстокий; легкодухий

height [haɪt] *n* вершина; висота; височина; найвищий ступінь

heritage ['herɪtɪdʒ] *n* спадщина, спадок; наслідок, результат; традиція

hidden ['hɪdn] *adj* прихований; таємний

hide [haɪd] (**hid**, **hidden**) *v* ховати; приховувати

high-quality [ˌhaɪ'kwɒlɪti] *adj* високоякісний

hire ['haɪə(r)] *v* наймати; брати в найми

hired ['haɪəd] *adj* найманий

hoax [həʊks] *n* містифікація; трюк; розіграш; обман, обдурювання

holidaymaker ['hɒlədeɪmeɪkə(r)] *n* екскурсант; турист; відпускник; курортник

honest ['ɒnɪst] *adj* чесний; правдивий; відвертий

honourable ['ɒnərəbl] *adj* чесний, благородний; шанований; достойний; **Honourable** — вельмишановний; високоповажний

horizon [hə'reɪzn] *n* горизонт; обрій; кругозір

horrendous [hɒ'rendəs] *adj* страхітливий, жахливий; який вселяє жах

household ['haʊshəʊld] *adj* домашній; господарський

housewife ['haʊswaɪf] *n* домашня господарка; господиня; хазяйка; хазяйка дому

housewifery ['haʊswaɪfəri] *n* домашнє (хатнє) господарство, доведення

however [haʊ'evə(r)] *conj* проте, однак; незважаючи на це

hugely ['hju:dʒli] *adv* дуже, страшенно, надзвичайно

human ['hju:mən] *n* людина; людська істота; **the human** — людство; **human being** — людина;

human rights — права людини

hurricane ['hʌrɪkən] *n* ураган; тропічний циклон

I

identifiable [aɪ'dentɪ'faɪəbl] *adj* який піддається розпізнанню; який ототожнюється

idle ['aɪdl] *adj* ледачий; бездіяльний

ignorance ['ɪgnərəns] *n* неучтво, неосвіченість; незнання, необізнаність, непоінформованість

ignorant ['ɪgnərənt] *adj* неосвічений; необізнаний; нетямущий; який не знає

illegal [ɪ'li:gl] *adj* незаконний; заборонений

imbibe [ɪm'baɪb] *v* убирати, усмоктувати; поглинати; вдихати

immerse [ɪ'mɜ:s] *v* занурювати; поглинати

implement ['ɪmplɪmənt] *v* виконувати, здійснювати; забезпечувати виконання, втілення в життя

impressionist [ɪmˈpreʃənɪst] *n* *мист.* імпресіоніст

include [ɪnˈkluːd] *v* містити в собі; мати в своєму складі; включати до складу

incompatible [ˌɪnkəmˈpætəbl] *adj* несумісний; несполучний (**with**)

incredible [ɪnˈkredəbl] *adj* неправдоподібний; *розм.* дивовижний, неймовірний; приголомшливий

independent [ˌɪndɪˈpendənt] *adj* незалежний

indignant [ɪnˈdɪɡnənt] *adj* обурений (на когось — **with**, на щось — **at, about**)

inherit [ɪnˈherɪt] *v* устаткувати; одержати, діставати у спадщину; бути спадкоємцем

innovation [ˌɪnəˈveɪʃn] *n* нововведення

insect [ˈɪnsekt] *n* комаха

inseparably [ɪnˈseprəbli] *adv* невіддільно; нероздільно; нерозривно; нерозлучно

inspiration [ˌɪnspəˈreɪʃn] *n* натхнення; духовне піднесення; надихання

inspiring [ɪnˈspaɪərɪŋ] *adj* який надихає, запалює

installation [ˌɪnstəˈleɪʃn] *n* встановлення; розміщення; монтаж; складення

intelligent [ɪnˈtelɪdʒənt] *adj* розумний, тямущий; досвідчений, обізнаний

interfere [ˌɪntəˈfɪə(r)] *v* втручатися, вторгтися (у чийсь справи — **in, with**); заважати, бути перешкодою (комусь — **with**); шкодити; набридати, надокучати

interference [ˌɪntəˈfɪərəns] *n* втручання (**in, with**); перешкода, завада

interlace [ˌɪntəˈleɪs] *v* переплітати(ся), сплітати(ся), з'єднувати(ся); чергувати(ся)

interpersonal [ˌɪntəˈpɜːsənl] *adj* (only before a noun) міжособистий; **interpersonal skills** — міжособисті навички

interpreter [ɪnˈtɜːprɪtə(r)] *n* перекладач (усний), тлумач

interview [ˈɪntəvjuː] *n* інтерв'ю; **to obtain an interview** — одержати інтерв'ю

interviewer [ˈɪntəvjuːə(r)] *n* інтерв'юер; журналіст, який бере інтерв'ю

introduce [ˌɪntrəˈdjuːs] *v* вводити; впроваджувати; представляти (когось); знайомити

involve [ɪnˈvɒlv] *v* містити в собі; мати на увазі; спричинювати, викликати, призводити, мати наслідком; припускати (наявність чогось)

irrational [ɪˈræʃənl] *adj* нерозумний; нелогічний; який суперечить здоровому глузду

J

jet [dʒet] *n* струмінь (води, пари тощо); потік; **steam jet** — струмінь пари; інжектор

job [dʒɒb] *n* праця, робота; заняття, служба, місце служби; завдання

jogging [ˈdʒɒɡɪŋ] *n* *спорт.* біг підтюпцем

joy [dʒɔɪ] *n* радість; утіха; задоволення

joyful [ˈdʒɔɪfl] *adj* радісний; щасливий; задоволений, веселий; **to be joyful** — радіти

judge [dʒʌdʒ] *n* суддя; арбітр; експерт

judgement [ˈdʒʌdʒmənt] *n* критика, засудження; оцінка, судження, погляд

juicy [ˈdʒuːsi] *adj* соковитий; *розм.* колоритний; принадний; чудовий, першокласний

jungle [ˈdʒʌŋɡl] *n* джунглі; густий ліс, хащі

junk [dʒʌŋk] *n* погані некорисні речі, їжа; мотлох; кусок; шматок

justify [ˈdʒʌstɪfaɪ] *v* виправдовувати; підтверджувати

K

keen [kiːn] *adj* гострий; пристрасний; енергійний; **to be keen on smth** — палко захоплюватися чимсь; дуже любити щось

knight [naɪt] *n* лицар, рицар; витязь

knowledgeable [ˈnɒlɪdʒəbl] *adj* *розм.* добре обізнаний; розумний

kung fu [ˌkʌŋ ˈfuː] *n* кунгфу

L

labour [ˈleɪbə(r)] *n* праця, робота; робітничий клас; *v* докладати зусиль; працювати, трудитися; добиватися

lame [leɪm] *adj* кульгавий, покалічений; слабкий

landscape [ˈlændskeɪp] *n* ландшафт; пейзаж

laptop [ˈlæptɒp] *n* маленький комп'ютер

lawyer [ˈlɔːjə(r)] *n* юрист, адвокат

layer [ˈleɪə(r); ˈleə(r)] *n* шар, пласт, нашарування

lead (led, led) [liːd] *v* призводити (до чогось); спричинювати (щось)

leak [liːk] *n* теча; витік (рідини, газу)

liberate [ˈlɪbəreɪt] *v* визволяти, звільняти; відпускати (на волю)

lid [lɪd] *n* кришка; ковпак; повіка

lilac [ˈlaɪlək] *n* *бот.* бузок; *adj* бузковий

literally [ˈlɪtərəli] *adv* буквально, дослівно; без перебільшення

livestock ['laɪvstɒk] *n* домашня худоба
living ['lɪvɪŋ] *n* засоби для існування; харчі, харчування; **to make a living** — заробляти на життя
loan [ləʊn] *v* давати у позичку, позичати (комусь)
location [ləʊ'keɪʃn] *n* розташування; розміщення
lounge ['laʊndʒ] *n* затишна кімната; вітальня
loveliness ['lʌvlinəs] *n* краса, чарівність
loyal ['lɔɪəl] *adj* вірний, відданий
lush [lʌʃ] *adj* буйний, пишний (про рослинність); квітчастий

M

maggot ['mæɡət] *n ent.* личинка; примха, дивачтво; примхлива людина; дивак
maintenance ['meɪntənəns] *n* підтримання; збереження; *tex.* догляд; ремонт; матеріально-технічне забезпечення; експлуатація
major ['meɪdʒə(r)] *adj* головний; важливий
make-up ['meɪkʌp] *n* грим, косметика; аксесуари; **a make-up artist** — гример
manage ['mænɪdʒ] *v* керувати, управляти, завідувати; очолювати, справитися
management ['mænɪdʒmənt] *n* управління, керування; уміння поводитися, справлятися
manager ['mænɪdʒə(r)] *n* менеджер; керівник; завідувач, директор; хазяїн
marine [mə'ri:n] *n* морський флот; солдат морської піхоти; *adj* морський
mascara [mæ'skɑ:rə] *n* фарба, туш для вій і брів
mascot ['mæskət; 'mæskɒt] *n* талісман; людина (річ), яка приносить щастя
masterpiece ['mɑ:stəpi:s] *n* шедевр
matter ['mætə(r)] *n* речовина, матеріал; зміст (книги); суть, предмет (обговорення тощо)
mean [mi:n] *adj* жалюгідний; нечесний, огидний; *v* (**meant, meant**) мати намір; означати
meaningful ['mi:nɪŋfl] *adj* виразний; багатозначний; значущий; змістовний
measure ['meʒə(r)] *v* міряти, вимірювати; знімати мірку; *n* міра; одиниця виміру; захід; **to take measures** — вживати заходів
meditative ['medɪtətɪv] *adj* замислений
medium ['mi:diəm] (*pl.* **media, mediums**) *n* засіб; спосіб, матеріал
merchant ['mɜ:tʃənt] *n* купець, (оптовий) торговець; *adj* — торговий, торговельний; комерційний

merit ['merɪt] *v* заслуговувати (щось), бути гідним (чогось)
mesmerising ['mezməraɪzɪŋ] *adj* який зачаровує; який гіпнотизує
metallurgical [ˌmetə'lɜ:dʒɪkl] *adj* металургійний
mission ['mɪʃn] *n* місія, покликання; мета життя
modest ['mɒdɪst] *adj* скромний; стриманий
moisture ['mɔɪstʃə(r)] *n* вологість, вогкість; волога
monk [mɒŋk] *n* чернець, монах
moral ['mɒrəl] *n* мораль, повчання; **morals** — звичаї, норми моральної поведінки; моральність
motto ['mɒtəʊ] *n* (*pl.* **mottoes**) девіз, гасло; епіграф
mount [maʊnt] *v* підніматися, сходити, залізати; установлювати, монтувати
mow [məʊ] (**mowed, mown**) *v* косити, жати
mud [mʌd] *n* бруд, грязь; мул
mural ['njuərəl] *n* фреска; *adj* стінний; **mural painting** — фресковий живопис
myth [mɪθ] *n* міф; вигадана особа; нереальна річ

N

nail [neɪl] *n* ніготь; кіготь; цвях; *v* забивати цвяхи; прибивати (цвяхами)
naked ['neɪkɪd] *adj* оголений; явний; неприхований, очевидний
nationwide [ˌneɪʃn'waɪd] *adj* загальнонаціональний; всенародний
nearly ['nɪəli] *adv* майже, мало не; близько
neoclassical [ˌni:əʊ'klæsɪkl] *adj* неокласичний
newcomer ['nju:kʌmə(r)] *n* новоприбулий; приїжджий; нова людина (у даній місцевості)
newsroom ['nju:zrʊm] *n* читальний зал (з періодикою); *амер.* відділ новин
nicety ['naɪsəti] *n* точність, чіткість, пунктуальність; старанність; обережність; вишуканість
noble ['nəʊbl] *adj* благородний, шляхетний; славний, чудовий; знатний; величний, величавий
notion ['nəʊʃn] *n* поняття, уявлення; думка; погляд; ідея
nuclear ['nju:kliə(r)] *adj* *фіз.* ядерний; **nuclear explosion** — ядерний вибух
nude [nju:d] *n* оголена постать (в скульптурі тощо); **the nude** — оголене тіло; оголеність
nun [nʌn] *n* черниця, монахиня
nutritionist [nju'trɪʃənɪst] *n* дієтолог, дієтлікар

О

obese [əu'bi:s] *adj* товстий, огрядний; гладкий, ожирілий

obsess [əb'ses] *v* заволодівати розумом; не давати спокою; гнітити (про ідею, страх тощо)

obtain [əb'tein] *v* одержувати, діставати, здобувати

occupational [ˌɒkjʊ'reɪʃənl] *adj* професійний

offend [ə'fend] *v* ображати, кривдити

offender [ə'fendə(r)] *n* кривдник; *юр.* правопорушник, злочинець

on the blink *амер.* у поганому стані

once [wʌns] *adv* колись, одного разу

open [əʊpən] *adj* відкритий, відчинений; доступний; необмежений; щедрий, відвертий

open-minded [ˌəʊpən'maɪndɪd] *adj* з широким кругозором (світоглядом); неупереджений

option ['ɒpʃn] *n* вибір; предмет вибору

original [ə'rɪdʒənl] *adj* справжній; незвичайний

originally [ə'rɪdʒənəli] *adv* спочатку; за походженням

outbid [ˌaʊt'bid] (**outbid**; **outbid**) *v* перебивати ціну; запропонувати вищу ціну

outcome ['aʊtkʌm] *n* результат; наслідок; вихід

outset ['aʊtset] *n* початок, початковий етап; **from the (very) outset** — з самого початку

overcome [ˌəʊvə'kʌm] (**overcame**, **overcome**) *v* подолати, побороти; перемогти; пересилити

overweight [ˌəʊvəweɪt] *n* надлишкова вага; **to overweight** — перевантажувати, обтяжувати

Р

pagan ['peɪgən] *n* язичник; темна (неосвічена) людина; *перен.* атеїст; *adj* язичницький

parachute ['pærəʃu:t] *n* парашут

partial ['pɑ:ʃl] *adj* частковий, неповний

partially ['pɑ:ʃəli] *adv* частково, упереджено

part-time [ˌpɑ:t'taɪm] *n* неповний робочий день

pass [pɑ:s] *v* проходити; проїздити; затверджувати, ухвалювати (закон тощо)

passionate ['pæʃənət] *adj* пристрасний, палкий; несамовитий; невгамовний; запальний

patient ['peɪʃnt] *adj* терплячий; наполегливий; *n* пацієнт, хворий

pattern ['pætn] *n* зразок, взірєць, приклад; модель, форма, шаблон; викрійка; малюнок, візерунок; спосіб (життя); манера (поведінки)

pause [pɔ:z] *n* пауза

peace [pi:s] *n* мир; спокій; порядок

peel [pi:l] *v* знімати шкірку; чистити

per [pə(r)] *prep* за, на; **per week** — за тиждень; **per day** — за день

perform [pə'fɔ:m] *v* виконувати; здійснювати

performance [pə'fɔ:məns] *n* *тех.* робота (машини); експлуатаційні властивості

permanent ['pɜ:mənənt] *adj* постійний, незмінний; довгочасний

permanently ['pɜ:mənəntli] *adv* постійно, безперервно, перманентно

persist [pə'sɪst] *v* наполягати; наполегливо продовжувати; вистояти; уперто наполягати

persistence [pə'sɪstəns] *n* наполегливість, упертість; стійкість; витривалість; постійність

persistent [pə'sɪstənt] *adj* наполегливий, упертий

persuade [pə'sweɪd] *v* умовляти; переконувати; відмовляти (від чогось — **from**, **out of**)

persuasive [pə'sweɪsɪv] *adj* переконливий

pest [pest] *n* сільськогосподарський шкідник, шкідлива комаха, паразит

pesticide ['pestɪsaɪd] *n* *с.г.* пестицид; засіб боротьби зі шкідниками

piece [pi:s] *n* окремий предмет, річ; картина; твір мистецтва

pinch [pɪntʃ] *n* щипок; щипка; пучка (солі тощо)

plaster ['plɑ:stə(r)] *n* штукатурка

plated ['pleɪtɪd] *adj* гальванізований

poison ['pɔɪzn] *n* отрута; *перен.* згубний вплив; *v* отруювати; заражати, нівечити

polar ['pɔlə(r)] *adj* полярний

polite [pə'laɪt] *adj* ввічливий, чемний; люб'язний; добре вихований; вишуканий

pollen ['pɒlən] *n* квітковий пилок

pollinate ['pɒləneɪt] *v* *бот.* запилювати

pollutant [pə'lu:tənt] *n* забрудник

pollute [pə'lu:t] *v* забруднювати; поганити

pollution [pə'lu:ʃn] *n* забруднення; опоганення

polystyrene [ˌpɒlɪ'staɪrɪ:n] *n* *хим.* полістирол

pour [pɔ:(r)] *v* лити; наливати

power plant ['pəʊə(r) plɑ:nt] *n* *AmE* електростанція, силова установка

praise [preɪz] *v* хвалити; прославляти; звеличувати

precipitation [ˌpreɪsɪ'peɪʃn] *n* опади; повалення; скинення; стрімке падіння; прискорення

precise [preɪ'saɪs] *adj* точний; певний; виразний

preserve [preɪ'zɜ:v] *v* берегти, оберігати; охороняти

pressure ['preʃə(r)] *n* вплив; натиск; утруднення; скрутні обставини; *тех.* пресування

prevent [pri'vent] *v* відвертати; перешкоджати; заважати; не допускати

priest [pri:st] *n* священик, священнослужитель

profession [prə'feʃn] *n* фах, професія; рід занять; ремесло; **by profession** — за фахом

prohibition [ˌprəʊhɪ'bɪʃn] *n* заборона

prosperous [ˈprɒspərəs] *adj* квітучий, успішний; багатий, заможний

protect [prə'tekt] *v* захищати (від — **from**, проти — **against**); охороняти; запобігати, відвертати

protection [prə'tekʃn] *n* захист, охорона

provide [prə'vaɪd] *v* забезпечувати (чимось — **with**); надавати; подавати; передбачати (щось — **for**)

psychologist [saɪ'kɒlədʒɪst] *n* психолог

purchase ['pɜ:tʃəs] *v* купувати; закупувати

pure [pjʊə(r)] *adj* чистий; правдивий, чесний

Q

qualification [ˌkwɒlɪfɪ'keɪʃn] *n* кваліфікація; підготовленість, придатність; особлива властивість

quality ['kwɒləti] *n* якість; висока якість; позитивна риса; сорт, гатунок; **of good quality** — високосортний

quotation [kwəʊ'teɪʃn] *n* цитата; цитування

quote [kwəʊt] *n* розм. цитата; *v* цитувати

R

radiation [ˌreɪdɪ'eɪʃn] *n* радіація, випромінювання

radioactive [ˌreɪdɪəʊ'æktɪv] *adj* радіоактивний

raise [reɪz] *v* збирати; добувати (гроші)

range [reɪndʒ] *n* сфера, зона; коло; арена; **a wide range of interests** — широке коло інтересів

rank [ræŋk] *v* ставити в ряд, класифікувати; відносити до певної категорії; давати оцінку

realm [relm] *n* сфера, галузь; королівство; держава

reasonable [ˈri:znəbl] *adj* розумний; обґрунтований; поміркований, прийнятний, допустимий

rebellion [rɪ'belɪən] *n* відверта непокора; опір; протидія; протест

reconstruct [ˌri:kən'strʌkt] *v* перебудувати; реконструювати

recruit [rɪ'kru:t] *v* поповнювати (ряди); вербувати; набирати (молодих спеціалістів)

recycle [ˌri:'saɪkl] *v* перероблювати

reduce [rɪ'dju:s] *v* знижувати; зменшувати; скорочувати; примушувати; відновлювати

reduced [rɪ'dju:st] *adj* зменшений; скорочений; знижений; скудний, ослаблений

refer (to) [rɪ'fɜ:(r)] *v* мати на увазі; адресувати; посилати(ся); довідуватися

reference ['refrəns] *n* посилання (на когось, щось — **to**); зв'язок, натяк

reflection [rɪ'flekʃn] *n* міркування, роздуми

regard [rɪ'gɑ:d] *n* увага, піклування, турбота; повага; **in regard to** — щодо, відносно, стосовно; *v* розглядати; поважати

relative ['relatɪv] *adj* відносний, умовний; **a relative pronoun** — відносний займенник

relevant ['reləvənt] *adj* доречний; *юр.* який має відношення до справи (**to**)

rely (on, upon) [rɪ'laɪ] *v* покладатися (на когось, на щось)

remind [rɪ'maɪnd] *v* нагадувати; **to remind smb of smth (smth)** — нагадувати комусь про когось (про щось), нагадувати комусь когось (щось)

remove [rɪ'mu:v] *v* забирати, виносити; знімати

renovation [ˌrenə'veɪʃn] *n* відбудова; реконструкція; оновлення; освіження; лагодження

replace [rɪ'pleɪs] *v* ставити (класти) назад (на місце); замінити, заміщати; відновлювати

require [rɪ'kwaɪə(r)] *v* вимагати; потребувати

requirement [rɪ'kwaɪəmənt] *n* вимога; необхідна умова; потреба

rescue ['reskju:] *v* рятувати; визволяти, звільняти

resignation [ˌrezɪg'neɪʃn] *n* відставка

responsibility [rɪ'spɒnsə'bɪləti] *n* відповідальність; обов'язок, зобов'язання; надійність; **to take (to assume, to accept) a responsibility** — взяти на себе відповідальність

responsible [rɪ'spɒnsəbl] *adj* відповідальний; надійний, гідний довіри; **to be responsible for smth** — бути відповідальним за щось

restore [rɪ'stɔ:(r)] *v* повертати; відновлювати; реставрувати, відбудовувати; відроджувати

restriction [rɪ'strɪkʃn] *n* обмеження, застереження

retirement [rɪ'taɪəmənt] *n* відставка; вихід у відставку (на пенсію)

review [rɪ'vju:] *v* розглядати; перевіряти

revival [rɪ'vaɪv] *v* відродження

reward [rɪ'wɔ:d] *n* нагорода, винагорода

rewarding [rɪ'wɔ:dɪŋ] *adj* який винагороджує

ridiculous [rɪ'dɪkjələs] *adj* сміховинний, смішний; безглуздий; обурливий; образливий
rigid [rɪdʒɪd] *adj* жорсткий; твердий
rigidity [rɪ'dʒɪdətɪ] *n* жорсткість; твердість; стійкість; міцність; непохитність; суворість
ritual [rɪ'tʃuəl] *n* ритуал; *adj* обрядовий
root [ru:t] *v* впроваджувати; приковувати
rude [ru:d] *adj* грубий; неввічливий, невихований; некультурний; дикий; лютий; бурхливий (про море); сильний, різкий (про вітер)

S

sacrifice ['sækrɪfaɪs] *v* жертвувати
safety ['seɪftɪ] *n* безпека; **public safety** — громадська безпека; **with safety** — без ризику
salary ['sæləri] *n* платня, плата, оклад; **monthly salary** — щомісячна платня
salon ['sælɒn] *n* *фр.* салон; виставковий зал; виставка творів мистецтва
satisfying ['sætɪsfaɪɪŋ] *adj* який дає задоволення
scatter ['skætə(r)] *v* розсипати, розкидати; розсіювати; розвіювати; насипати; обсіпати
scene [si:n] *n* вид, краєвид, пейзаж; видовище; сцена; пригода; місце дії; середовище
scholar ['skɒlə(r)] *n* учений, учень, дуже освічена людина, *розм.* грамотій
scope [skəʊp] *n* рамки, межі; масштаб, сфера, поле (діяльності); можливість, простір
script [skrɪpt] *n* почерк; сценарій; кіносценарій; *v* писати сценарій (для кіно, радіо, телебачення)
scuba ['sku:bə] *n* підводне плавання з дихальним апаратом
sedentary ['sedntri] *adj* сидячий, малорухомий; **to lead a sedentary life** — вести сидячий спосіб життя
self-appraisal [ˌselfə'preɪzəl] *n* самооцінка
self-centred [ˌself'sentəd] *adj* егоцентричний; зайнятий самим собою
self-confident [ˌself'kɒnfɪdənt] *adj* самовпевнений
self-denying [ˌselfdɪ'naɪɪŋ] *adj* який жертвує своїми інтересами
self-reliant [ˌselfrɪ'laɪənt] *adj* упевнений у собі
selfish ['selfɪʃ] *adj* егоїстичний, себелюбний;
selfless ['selfləs] *adj* самовідданий, безкорисливий
senior ['si:niə(r)] *n* старий; літня людина; *adj* старший (за віком)

sense [sens] *n* чуття; відчуття; здоровий глузд; сенс, значення, смисл
sequin ['si:kwɪn] *n* блискітка на сукні
series ['sɪəri:z] *n* (*pl.* без змін) серія, випуск, комплект; ряд, низка
service ['sɜ:vɪs] *n* послуга; обслуговування
set [set] *n* комплект; колекція; система; ряд, серія
setting ['setɪŋ] *n* декорація; навколишня обстановка; фон, тло; художнє оформлення
settle ['setl] *v* вирішувати; улагоджувати
sew [səʊ] (**sewed, sewn**) *v* шити; зашивати
sewing ['səʊɪŋ] *n* шиття; **sewings** — нитки
shape [ʃeɪp] *n* форма, обрис; певна форма, порядок
share [ʃeə(r)] *v* ділити; поділяти; ділитися
sheer [ʃɪə(r)] *adj* справжній; істинний; цілковитий, абсолютний; прозорий, легкий (про тканини)
shelter ['ʃeltə(r)] *n* притулок; захисток; приют; *v* дати притулок
shipwreck ['ʃɪprek] *n* корабельна аварія
shoot (shot, shot) [ʃu:t] *v* *кін.* знімати
shooting ['ʃu:tɪŋ] *n* *кін.* знімання; зйомка
shopaholic [ˌʃɒpə'hɒlɪk] *n* шопоголік
shout [ʃaʊt] *v* кричати; **to shout at smb** — кричати на когось
showcase ['ʃəʊkeɪs] *n* вітрина
shrink [rɪŋk] (**shrank, shrunk; shrunk, shrunk**) *v* зсідатися, збігатися (про тканину); стискатися, давати усадку, морщитися
shrub [ʃrʌb] *n* кущ; чагарник
similar ['sɪmələ(r)] *adj* схожий; відповідний
single ['sɪŋɡl] *adj* одиночний; самотній; неodrужений; незаміжня
sketch [sketʃ] *n* ескіз; замальовка; абрис
skill [skɪl] *n* уміння; досвід; майстерність
skinny ['skɪni] *adj* худючий; шкіряний; скупоий
smart [smɑ:t] *adj* кмітливий; здібний; розумний; винахідливий; охайний; елегантний
social ['səʊʃl] *adj* суспільний; громадський; соціальний; дружній; товариський; світський
soil [sɔɪl] *n* земля; ґрунт; **poor soil** — неродючий ґрунт; **rich soil** — родючий ґрунт
solid ['sɒlɪd] *adj* постійний; солідний; серйозний
solstice ['sɒlstɪs] *n* *астр.* сонцестояння
solution [sə'lu:ʃn] *n* вирішення; розв'язання (проблеми)

soot [sut] *n* сажа, кіптява
soothing ['su:ðɪŋ] *adj* заспокійливий, утішний
sound [saʊnd] *v* звучати, здаватися; стосуватися
source [sɔ:s] *n* джерело; основа, початок; першопричина
sparkle ['spɑ:kl] *n* іскорка; проблиск; блиск, виблискування; *v* іскритися, виблискувати
species ['spi:ʃi:z] *n* (*pl.* без змін) рід, порода; вид
spicy ['speɪsi] *adj* змішаний зі спеціями; пряний
spill [spɪl] *n* розлиття; пролиття; розсипання
spilled ['spɪld] *adj* розсипаний; розлитий
spirit ['spɪrɪt] *n* дух; душа; особистість; моральна сила, енергія, рішучість; хоробрість
spiritual ['spɪrɪtʃuəl] *adj* духовний; розумовий; піднесений; святий, релігійний
spirituality [ˌspɪrɪtʃu'æləti] *n* духовність, духовне начало, одухотвореність
spiteful ['spɑɪtfl] *adj* зловбий, злісний
split (**split**, **split**) [splɪt] *v* розподіляти (звич. — **up**), ділити на частини
spoil [spɔɪl] (**spoiled**, **spoiled**; **spoilt**, **spoilt**) *v* псувати, зіпсувати
square [skweə(r)] *n* квадрат; квартал (у місті); площа; *adj* квадратний
squash [skwɒʃ] *n* гра в м'яч; м'який гумовий м'яч
squeeze [skwi:z] *v* робити відбиток; видавлювати; вижимати
stability [stə'bɪləti] *n* стійкість; стан рівноваги
statistics [stə'tɪstɪks] *n pl.* (вживати як *sing.*) статистика; статистичні дані
steadfast ['stedfɑ:st] *adj* міцний, твердий, стійкий; непохитний
steal [sti:l] (**stole**, **stolen**) *v* красти; *n* крадіжка; крадене майно
steam [sti:m] *n* (водяна) пара
steel [sti:l] *adj* сталевий, сталевий; *n* сталь
store [stɔ:(r)] *v* постачати; наповнювати; запасати; накопичувати; уміщувати
stream [stri:m] *v* литися; текти; *n* струмок
strength [streŋθ] *n* сила
striking ['straɪkɪŋ] *adj* дивовижний, разючий
stroke [strəʊk] *n* змах, помах; окремий рух; прийом; штрих, мазок
subconscious [ˌsʌb'kɒnʃəs] *adj* підсвідомий
subculture [ˌsʌbkʌltʃə(r)] *n* субкультура
submarine [ˌsʌbməri:n; ˌsʌbməri:n] *n* підводний човен; *adj* підводний
substance ['sʌbstəns] *n* речовина, матеріал

suffer ['sʌfə(r)] *v* страждати (від чогось)
suggest [sə'dʒest] *v* пропонувати
suit [sju:t; su:t] *v* влаштовувати; задовольняти; відповідати вимогам; підходити, годиться
supernatural [ˌsju:pə'nætʃrəl; ˌsu:pə'nætʃrəl] *n* щось надприродне; *adj* надприродний; незвичайний, екстраординарний
surpass [sə'pɑ:s] *v* перевершувати; переважати; випереджати, брати гору; **to surpass all expectations** — перевершити всі сподівання
surrealistic [sə'ri:ə'lɪstɪk] *adj* *мист.* сюрреалістичний
surroundings [sə'raʊndɪŋz] *n* околиці, середовище, оточення
sustainable [sə'steɪnəbl] *adj* який підтримує, підкріплює
swallow ['swɒləʊ] *v* ковтати; проковтувати; стерпіти, проковтнути (образу тощо)
swift [swɪft] *adj* швидкий

Т

tackle ['tækəl] *n* рибальські снасті
take on [teɪk] *v* приймати, брати (на роботу); набувати; брати додатково
tame [teɪm] *adj* приручений; покірний
tangibility [ˌtændʒə'bɪləti] *n* відчутність; реальність
taxidermy ['tæksɪdʒ:mi] *n* набивання опудал
temple ['tempəl] *n* храм; церква
temporary ['tempərəri] *adj* тимчасовий
texture ['tekstʃə(r)] *n* текстура; структура
thief [θi:f] *n* (*pl.* **thieves**) злодій; *розм.* негідник
threat [θret] *n* загроза, погроза; небезпека
threaten ['θretn] *v* загрозувати; грозити; погрожувати; бути загрозою
tiny ['taɪni] *adj* дуже маленький; крихітний
tip [tɪp] *n* натяк, порада
tolerant ['tɒlərənt] *adj* терпимий; толерантний
total ['təʊtl] *adj* повний, абсолютний, цілковитий
transparent [træns'pærənt] *adj* прозорий; який просвічується; ясний
treasure ['treʒə(r)] *v* високо цінувати
treat [tri:t] *v* поводитися, ставитися; пригощати
trial ['traɪəl] *n* випробування; переживання; судовий розгляд
trick [trɪk] *n* хитрість; фокус, трюк; спритність
trunk [trʌŋk] *n* стовбур (дерева, нерва); тулуб; магістраль; хобот (слона)
twig [twɪɡ] *n* гілочка, галузка, лозинка

U

- ultraviolet** [ˌʌltrəˈvaɪələt] *adj* ультрафіолетовий (про опромінення); (*abbr.* UV)
- uncrowded** [ʌnˈkraʊdɪd] *adj* непереповнений (публікою)
- undoubtedly** [ʌnˈdaʊtɪdli] *adv* безумовно, безпечно
- unique** [juˈni:k] *adj* унікальний, єдиний у своєму роді; особливий; винятковий
- uniqueness** [juˈni:knəs] *n* незвичайність; особливість; унікальність
- universe** [ˈju:nɪvɜ:s] *n* світ, всесвіт; земля; космос
- unlikely** [ʌnˈlaɪkli] *adj* неправдоподібний, малоймовірний; *adv* навряд чи, навряд щоб
- unpredictable** [ˌʌnpriˈdɪktəbl] *adj* непередбачуваний
- uproot** [ˌʌpˈru:t] *v* виривати з коренем, викорінювати; силоміць виселяти з місця проживання
- upset** [ʌpˈset] *adj* стривожений, засмучений
- up-to-date** [ˌʌptəˈdeɪt] *adj* сучасний, який відповідає сучасним вимогам, розуміється у справі
- urgent** [ˈɜ:dʒənt] *adj* терміновий, невідкладний; негайний; вкрай необхідний

V

- valuable** [ˈvæljuəbl] *adj* цінний; корисний
- vantage** [ˈvɑ:ntɪdʒ] *n* перевага; вигода
- vary** [ˈveəri] *v* міняти(ся), змінювати(ся), відрізнятися; різнитися; різноманітити
- vast** [vɑ:st] *adj* широкий; безкрай, безмежний; величезний; **vast space** — безмежний простір
- vibrate** [vaɪˈbreɪt] *v* вібрувати; тремтіти (від — **to, at, with**); *poet.* звучати; бриніти
- victim** [ˈvɪktɪm] *n* жертва; **victim of an accident** — жертва нещасного випадку
- view** [vjʊ:] *n* погляд; думка; судження
- vintage** [ˈvɪntɪdʒ] *adj* старовинний; застарілий
- violence** [ˈvaɪələns] *n* лють, жорстокість, сила; несамовитість; скривдження; ображення

- violent** [ˈvaɪələnt] *adj* несамовитий; шалений; нестямний; лютий; відчайдушний; різкий
- vital** [ˈvaɪtl] *adj* життєвий; вкрай необхідний
- vitality** [vaɪˈtæləti] *n* життєвість, життєздатність; життєва сила; енергія, енергійність
- vivid** [ˈvɪvɪd] *adj* яскравий; чіткий, ясний
- vocation** [vəʊˈkeɪʃn] *n* покликання, схильність (до чогось — **for, to**); професія

W

- waste** [weɪst] *n* відходи
- weakness** [ˈwi:kneɪs] *n* слабкість, кволість; тенденція; схильність (до чогось — **for**)
- well-to-do** [ˌwel.təˈdu:] *n* **the well-to-do** — багаті (заможні, забезпечені) верстви суспільства; *adj* багатий, заможний; квітучий
- whimsy** [ˈwɪmzɪ] *n* примха; чудацтво; каприз; фантазія; уява; *adj* примхливий
- whip** [wɪp] *n* батіг; хлист, прут; хворостина; *v* лупцювати; батожити; гостро критикувати
- wildlife** [ˈwaɪldlaɪf] *n* жива природа; тварини (птахи, риби) у природному середовищі
- will** [wɪl] *n* воля, сила волі; бажання; хотіння; енергія, ентузіазм; **with a will** — енергійно
- wise** [waɪz] *adj* мудрий; хитрий; розсудливий
- worth** [wɜ:θ] *n* цінність, значення; важливість; гідність; *adj* вартий; який має вартість (ціну)
- worthless** [ˈwɜ:θləs] *adj* нічого не вартий; який не має ніякої вартості; нікудишній

Y

- youngster** [ˈjʌŋstə(r)] *n* хлопець, хлопчик, хлопчак; юнак; **the youngsters** — молодь, підлітки
- youth** [ju:θ] *n* юнак; молода істота; молодь

DIVE 1

10. Listen to three people telling you how creative they are. Tick (✓) the activities they have done in their lives.

Olia (age 15)

A lot of my friends find me a very creative person. In fact I've done different things during my life: dancing, singing in a choir, floristic design, learning French and Italian.

When I was just in the nursery school I was fond of painting. Of course, many children enjoy painting at this age and I wasn't an exception.

But my mum decided to develop this side of my personality and I started to visit different art schools. The teachers, of course, were different and it helped me to create my works in different styles. Now I'm studying at Olena Krasnyukova's art school. An absolutely unique method is used here and you can't find anything like this in any other schools.

Being very interested in music I asked my mum to take me to the music school when I was nine. Since then I've been playing two musical instruments — the piano and the saxophone. To tell the truth, it's hard work but I like it. I've also been shot in several ads. And once I've made pottery at the Sorochynska Fair in Myrhorod, it was great fun. In fact, all my life is great fun and full of enjoyment.

Miranda (age 38)

Look around. What can you see? You'll say paints, glue, paper cuttings, well, all this is true of course. But look at the walls — flowers, butterflies, caterpillars and other insects. You'd like to ask who's made all these things. I'll answer my kids and me. In fact, I've got five charming, loving and smart kids. Ha, the life isn't a piece of cake, but we're a very, very friendly family. Each of my five kids has his or her own hobby, but there are things that all like doing. For example, to decorate rooms, we've already decorated the twins' room and the youngest girl's room. Next week it's time for the elder children.

And our favourite pastime is home concerts. Our children adore them. I play the piano, my husband plays the guitar, some children sing, the others dance. It's a fantastic show and entertainment. We love it.

Serhii (age 25)

Well, I've always been keen on different constructions. Since I've remembered myself I've always been interested in different kinds of hardware, bolts, screws, keys, etc. When I was seven I found an old phone and disassembled it. I tried to assemble it but unfortunately, while I was untwisting it I lost some details. My parents noticed my interest in that and I was brought to a club called "Junior Technician". There were mainly boys but two girls also visited it. We were taught to construct models of ships, planes, submarines, rockets. And just imagine, everything worked!

DIVE 2

3. Work in groups. Listen to the first part of the talk between Agony Aunt and Jenefier. Answer the questions.

Agony Aunt: Good evening. The topic of our today's programme is "Shopaholic — Myth or Reality?" And our first visitor is Jenefier. Hi, Jenefier. So, tell us why you are here?

Jenefier: Good evening. I have to admit I am obsessed with spending money and shopping.

Agony Aunt: How long have you been this way?

Jenefier: Well, everything started when I was about 17. I am 31 years old now. I don't know how to stop.

Agony Aunt: Are you married?

Jenefier: Yes, I am married for the third time, and I have four children. I work, and I have child support, but every month I don't have any money.

Agony Aunt: What does your husband do in this case?

Jenefier: My husband pays all of our bills and all other expenses.

Agony Aunt: Have you tried to administrate your expenses?

Jenefier: To tell the truth, no. Because every credit card I have is maxed out. And yesterday I wrote three checks that I knew the bank would not clear.

Agony Aunt: You've told us you work. Doesn't it help to distract your attention to something more important than shopping?

Jenefier: Well, when I am at work, I think of going to buy things. When I am at home, I think of things we need and I must go and get them. I have 147 pairs of pants. That is only a tiny amount compared to what I buy for others. Please, if you have any advice for me, or anyone has, I really need help. I don't want to live like this any more and I just need some advice. It all sounds silly but I have a real problem. Please help. Thank you.

4. Listen to the second part of the talk. Compare Agony Aunt's advice and yours.

Agony Aunt: Dear Jenefier! Thank you for your visit. No, it doesn't sound silly at all. It sounds awful, and I have great sympathy for you. What you describe is called shopaholism. It's a recognised addiction, and like other addictions, it's hard to break. Hard, but not impossible. You have two choices.

I invite you to take time to sit down with a pen and paper and make two lists. One of them is headed "Continuing as a shopaholic" and the other is "Life where I shop only for basic physical needs". For each of your lists you have 3 columns, headed "Good points", "Bad points" and "Consequences". Think thoroughly about them, including the scary consequences because most shopaholics are impulsive and haven't stopped to think about the reality of the outcome. The only clue I offer is that the consequences of continuing as a shopaholic include debt, lying to friends and family, a possible bad relationship in the

family, and what your kids might feel about it. Do you want them to grow up as shopaholics, too? And to you, dear listener, I'd like to remind that we offer online meetings as well as face-to-face ones. A debt consulting agency could be useful, too. I hope this gives you a good starting point. I wish you courage on your journey towards a satisfying, enjoyable and balanced life. You can overcome this bad habit and if you promise yourself, you will.

DIVE 3

4. Listen to the first part of the interview and check your answers.

Mr Heraclitus: Hello, class. As you know in 2016 the whole world was eagerly waiting for the greatest sport event — the Summer Olympic Games in Rio de Janeiro, Brazil. But when and where did the first Olympic Games start?

Misha: At the History lessons we were told that according to legend, the ancient Olympic Games were founded by Heracles, the son of Zeus. Yet the first Olympic Games were held in 776 BC.

Mr Heraclitus: Absolutely right, though it is generally believed that the Games had been going on for many years already. And at these Olympic Games, a naked runner, Coroebus (a cook from Elis), won the sole event at the Olympiad, a run of approximately 192 metres. This made Coroebus the very first Olympic champion in history. But what happened to the Games in 393 AD?

Tim: The ancient Olympic Games continued to be played every four years for nearly 1200 years. But in 393 AD, the Roman emperor Theodosius I, a Christian, abolished the Games because of their pagan influences.

Mr Heraclitus: But approximately 1500 years later, a young Frenchman began their revival. What was his name?

Sophiia: His name was Pierre de Coubertin. He is now known as a renovator. He was a French aristocrat.

Mr Heraclitus: He was. But, unfortunately, Coubertin's attempt to get France interested in sports was not met with enthusiasm. But he didn't give up and in 1890, he organised and founded a sports organisation, the Union des Sociétés Francaises de Sports Athlétiques (USFSA).

Olha: Two years later, Coubertin organised a meeting with 79 delegates who represented nine countries. He gathered these delegates in an auditorium that was decorated with neoclassical murals and similar additional points of ambiance. At this meeting, Coubertin eloquently spoke of the revival of the Olympic Games. This time, Coubertin aroused interest.

(www.slideplayer.com/slide/10131458/)

5. Listen to the second part of the interview. Compare your answers. Say what new information you have got.

Mr Heraclitus: But what Olympic symbols do you know? And which of them were introduced by Pierre de Coubertin?

Sophiia: I've read that the Olympic rings are one of the most easily identifiable signs in the world, and everyone immediately associates them with the Olympic Games.

Mr Heraclitus: That's true. What exactly he said about it was: "The Olympic flag has a white background, with five interlaced rings in the centre: blue, yellow, black, green

and red. This design is symbolic; it represents the five continents of the world, united by the Olympiad, while the six colours are those that appear on all the national flags of the world at the present time". That was in 1912. **Olha:** Another one is a motto. The motto is a phrase which sums up a life philosophy or a code of conduct to follow. The Olympic motto is made up of three Latin words:

CITIUS — ALTIUS — FORTIUS

Which means:

FASTER — HIGHER — STRONGER

Mykhailo: And don't forget about the Olympic torch, which is one of the best-known features of the Games.

Mr Heraclitus: A very precise ritual is followed in regard to the lighting of the flame, the relay route it follows and the arrival of the flame at the stadium. An honour to carry the Olympic flame at the Olympic Games is given to the best people. We must be proud of our torchbearers. But what gives the most excitement to the game? What cheers the sportsmen and entertains fans?

Sophiia: I know, it's a mascot.

Mr Heraclitus: Yes, it is. But we'll come back to mascots later. And now, my next question is — what were sportsmen awarded with in the past and what are they rewarded with now?

Tim: At the first modern Games in Athens in 1896, winners were rewarded with an olive wreath and a silver medal. Gold, silver and bronze medals were not awarded until 1904. From 1928 the medals were standardised.

Mr Heraclitus: Today we've learnt a lot about the Olympic Games and their symbols.

DIVE 11

6. Listen to the text and answer the questions.

At the Art Dealer's

The little bell on the front door jingled. A stranger walked in. "That picture you have in the window," he said. "That still life. Who is it by?"

"Paul Cezanne."

"Cezanne? I have never heard of him. Is it for sale?"

"Ah, no, alas, it is already..."

Madame Tanguy saw her chance. She quickly rose from the chair, threw off her apron, pushed Tanguy out of the way and ran up to the man eagerly.

"But of course it is for sale. It is a beautiful still life, isn't it, Monsieur? Have you ever seen such apples before? We'll sell it to you cheap if you admire it."

"How much?"

"How much, Tanguy?" asked Madame Tanguy raising her voice. Tanguy swallowed hard.

"Three hundred..."

"Tanguy!"

"Two hundred..."

"Tanguy!"

"Well, one hundred francs!"

"A hundred francs? I wonder..." said the stranger. "For an unknown painter... I'm afraid that's too expensive. I don't think I can afford it. I was only prepared to spend about twenty-five."

The canvas was immediately taken out of the window and put before the customer.

“See, Monsieur, it is a big picture. There are four apples. Four apples are a hundred francs. You only want to spend twenty-five. Then why not to take one apple? The price is only twenty-five francs.”

When the price was mentioned the man began to study the canvas with new interest. “Yes, that’s all right. Just cut this apple from the canvas and I’ll take it.”

Madam Tanguy hurried to her apartment and returned with a pair of scissors. The end apple was cut off, wrapped in a piece of paper and handed to the man. He paid the money and walked out with the canvas under his arm. The spoiled masterpiece lay on the counter. “My favourite Cezanne,” cried Tanguy unhappy. “I’ll miss it so! I put it in the window. I wanted people to see it for a moment and go away happy.”

Madam Tanguy interrupted him. “Next time someone wants a Cezanne and hasn’t much money, sell him an apple. Take anything you can get for it. They are worthless anyway; he has painted so many of them.”

(after “Lust for Life” by Irving Stone)

10. Work in groups. Listen to the employee of the art gallery, Olesia Paradi, who is making a presentation to the director of the art gallery and his colleagues. Olesia thinks that artist Olena Krasnylykova would be a good choice for an exhibition. Listen to Part 1 and answer the questions.

Part 1

Good afternoon, ladies and gentlemen, I hope you enjoyed your coffee break. I’m going to talk to you now about Olena Krasnylykova, as I think she could be the artist we’re looking for for one of our exhibitions. First, I’ll give you a few basic facts about her. Then, I’ll talk about her style of painting. After that, I’ll mention some reviews she’s received. Finally, I’ll describe what a person she is. I’ve got some photos of her work. You can look at them. And, please, feel free to ask me any questions you wish.

You surely have heard of Olena Krasnylykova. Well, she isn’t a newcomer in our world but it doesn’t make her less exciting and her works less impressive. Let me give some basic information about her. She’s Ukrainian, she’s about 50. She has lived and worked here, in Kyiv. She’s married to a Ukrainian businessman. She’s devoted all her life to painting and the most amazing is she shares her knowledge with her students in her personal art school.

12. Now listen to Part 2 of the presentation and answer the questions.

Part 2

So, I’ve told you a bit about her, I’ve given a few basic facts. As for her style of painting, she paints mainly still lifes using watercolours, with the method of light and shade to create her paintings. Her paintings are really beautiful, full of colours and life. Some of her works remind me of French impressionist painters.

Right, that’s all I’d like to say about her style. What do her students and students’ parents say about her? Well, her students adore her as a teacher, she helps them to realise their boldest and most incredible desires. Students’ parents say that she opens a new, fantastic and mysterious world of beauty and harmony to their children.

Speaking about her personality and reputation, well, I’ve met her several times. I have to say that she’s impressed me greatly with her tolerance and charm. She’s extremely knowledgeable, and not just about art. Now you know a bit about what kind of person she is.

To sum up, I’d like to say that she’s just the right person for our exhibition we are looking for.

DIVE 17

4. Listen to the dialogues. Find the sentences with verbs in the Present Perfect Continuous and the Past Perfect Continuous and translate them. Say if there are some problems in these teenagers’ families.

I

Daughter: (over the telephone) Oh! Yes! It was great! The party was very nice. I enjoyed every minute of it! No, he came later, but I didn’t like his haircut. Yes... hm... yes, I don’t know... Do you think it’s OK? Mm...

Father: My darling, I’m waiting for a phone call from my office.

Daughter: Yes, I’ll go to the concert by all means.

Father: Don’t you hear what I say? Stop talking, please!

Mother: Have you heard? You have been talking on the phone for an hour. Dad has already told you four times to hang up!

Daughter: Why are you shouting at me? I need to talk and you...

II

Mother: Where is Irene?

Father: She’s still watching TV.

Mother: Is she? How long has she been watching TV?

Father: God knows. When I came home she was watching TV.

III

Mother: Why are you so late? What have you been doing?

Son: I’m sorry. I have been playing football.

Daughter: And I have been preparing for a test with my friends. But we’ll help you, Mummy, to lay the table.

Mother: OK.

IV

Jane: Are you still busy?

Tracy: Yes. I have been reading this article for an hour and I still haven’t finished yet.

V

Oksana: I didn’t see you yesterday. Where were you?

Olha: Oh, I had been cleaning the house all day. I’m so tired.

Oksana: It’s a pity.

VI

Son: What time do I have to be at home?

Father: Not too late, darling.

Son: What do you mean saying not too late?

Father: I’d like you to be back at 11 o’clock. It’s late enough.

Son: Oh, Dad. There’ll be no time for anything if I leave so early.

Father: Last time you had been walking with your friends all the night. So, you have to be at home at 11.

Son: But, Dad, I...

Father: Stop talking. At 11 o'clock.

DIVE 25

6. Listen to the interview of pupils from Kyiv schools with journalist Mark Darcy from England about the UK education system. Say if the education system of the UK differs greatly from that of Ukraine.

Pupil 1: What does the UK education system include?

Mark: It includes preschool education, primary education, secondary education (including GCSEs and equivalents), post-16 education (including A-Levels exams and equivalents), post-18 education and general education.

Pupil 2: What do GCSE and A-Levels exams mean?

Mark: The General Certificate of Secondary Education (GCSE) is an official exam after which a pupil can leave school and after A-Levels exams a pupil can try to get into university.

Pupil 3: Is the UK education system supported in the country?

Mark: Oh, yes. The UK education system is supported by a number of government departments, sponsored agencies and other organisations, for example, the Department for Children, Schools and Families, the Department for Innovation, Universities and Skills, the Department for Business, Innovation and Skills.

Pupil 4: What age do children start their preschool education at?

Mark: Many children start their education at the age of three or four at a nursery school or in the nursery class at a primary school.

Pupil 5: And when do children go to primary school?

Mark: They go to primary school at the age of five and at the age of 11 they move to secondary school or college.

Pupil 6: What do pupils do after completing compulsory education?

Mark: All UK secondary schools teach pupils at least until the age of 16 and prepare them for GCSEs or equivalent qualifications and after completing compulsory education at the age of 16, pupils may legally leave school and start work or go on to study at A-Levels or equivalent qualifications as sixth-form students in a school, college or college of further education.

Sixth-formers usually finish their secondary education at the age of 18 with A-Levels or equivalent qualifications, then go on to study at higher education level. I mean universities, colleges and institutes offering studies at degree level and higher.

Pupil 7: Are there many universities in the UK?

Mark: Oh, of course. There are 168 universities and more than 700 higher education colleges and other institutions in the UK. They offer a wide range of courses, most of which lead to degrees or equivalent qualifications, or postgraduate qualifications.

Pupil 8: And what about private schools? Are there any in the UK?

Mark: Yes, there are. Private or independent schools also exist in primary and secondary education but they must register with the relevant education authority in the UK

and comply with certain minimum standards. There are also independent further education colleges which offer a wide range of programmes, including English language courses, some GCSEs, A-Levels and other equivalents, work-based courses, access courses and some degree courses.

Pupil 9: Thank you. Now we know much about the UK education system.

Mark: You are welcome. Your English has impressed me greatly. Bye-bye.

DIVE 26

5. Listen to the interview with Kyiv teachers and pupils and answer the questions. Journalist Mary Smith from London wants to know as much as possible about the system of education in Ukraine and about the learning of English at schools.

Mary: Thank you for your agreeing to help me.

Teachers and pupils: You are welcome.

Mary: What can you say about the system of education in Ukraine?

Teacher 1: The system of education in Ukraine is considered to be one of the best in the world.

Mary: What does the system of education include?

Teacher 1: It includes preschool education, primary education, secondary education, extra-school education, vocational technical education, higher education, self-education and in-service teacher training.

Mary: Is preschool education compulsory in Ukraine?

Teacher 2: No, it isn't. And we have to pay fees for it. Most parents take their children to nursery schools or kindergartens at the age of three or to private schools even at the age of one and a half, where children eat, sleep and play up to the age of four or five and are taught arithmetic, reading, writing and foreign languages.

Mary: And what about secondary education? Is it compulsory?

Teacher 2: Yes, secondary education is compulsory and is free in state schools and fee-paying in private ones.

Mary: What types of schools are there in Ukraine?

Teacher 1: There are different types of schools in Ukraine: gymnasiums, lyceums, colleges, language schools, secondary schools, primary schools, schools with a technical, mathematical, computer, law, sport, arts and pedagogical slant. There are also private gymnasiums, lyceums, colleges and international schools.

Mary: Where can pupils get higher education?

Teacher 2: After finishing the 9th form pupils can go on to a vocational school which offers programmes of academic subjects and a programme of training in the technical field or continue studying at school, gymnasiums, lyceums or colleges.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium pupils can enter institutes or universities to get higher education.

Mary: And what about foreign languages? When do you start learning foreign languages?

Pupil 1: We start learning foreign languages from the 1st form. The main languages are English, German, French and Spanish. But there are schools where Italian, Polish, Chinese and other languages are learned.

Pupil 2: I'd like to say some more words. There are schools where three foreign languages are learned in the 1st form: English, German and French. It's great in my opinion.

Pupil 3: By the way, languages are a great additional source to be more intelligent, open-minded and wise.

Pupil 4: But in my school English is taught in a way that provides us with the ability to function in any environment — educational, business or economical. My school helps me achieve my dreams and aims in life.

DIVE 29

4. Listen to the interview with five people talking about their jobs. Match the speakers to the jobs from Ex. 1.

Martha, 24

I make my living through sewing. Before being accepted as a full member of a fashion design company I was apprenticed to a more experienced seamstress for several years. Sewing is one of the oldest human arts.

In order to become an experienced seamstress, maths and textile science are two useful skills. A fashion design company may also require a degree in arts, textile design, or fashion. We bring their patterns to life, with an eye to using fabric efficiently and creating a pattern which can be replicated.

The important role of the seamstress in clothing design means that many people wear the work of a seamstress and I'm proud of being privy to it, albeit indirectly.

Jill and Josh, 35, twins

Jill: We always loved animals.

Josh: Yes, our parents were always sure that we'd become vets.

Jill: I remember one story when Josh brought home five absolutely helpless puppies. Where their mother had gone we didn't know and we started taking care of them.

Josh: Our parents were desperate, the puppies put the house upside down and they chewed everything they managed to reach: shoes, books, furniture, just everything.

Jill: We didn't know what the end of this would have been if my father hadn't laid down his conditions that we had to do something with it. And since then Josh had a calling for training dogs.

Josh: Yes, I started reading a lot of books on this topic. We even visited charity pet care organisations several times and worked there during our summer holidays. Now I have a company of my own. We have been expertly breeding and training guide dogs for more than 15 years, providing many thousands for blind and partially blind people of all ages and from all walks of life.

Jill: And as you can guess I went to the vet academy. Well, our jobs demand a lot of intellectual, emotional and physical energy. We both work very hard for long hours, and we must constantly deal not only with difficult animals but also with difficult people. It is definitely rewarding work, though. We get a great deal of satisfaction from helping people and their pets.

Shone, 42

If you have chosen your career on TV, the main thing that should be remembered is that you are the final link between a programme's subject or message and viewers. The jobs vary wildly but there are certain characteristics and abilities they share.

When I'm asked what qualities you need to be able to do the job, I always recommend to be a natural communicator. You certainly don't have to look like a supermodel, but how you present yourself is important — TV is a visual medium and you will be on display. An ability to memorise and recall facts, figures and storylines is invaluable — this can be cultivated and developed quite easily. I started my career path as a TV news reporter on local radio more than 20 years ago. Of course, I studied journalism at university and sent my essays to local newspapers from time to time. Lately I have become a presenter of programmes with specific subjects and had an expertise in that subject — from health issues to interior design. Financial rewards vary hugely, too. From nothing to a hundred pounds a day for a fledgling presenter reporting into a satellite programme, to many thousands a day for "big names". I love it.

(www.startintv.com/jobs/tv-presenter.php)

Thomas, 55

Many people often confuse the jobs of a sheriff and police officer. Though many of the duties of a police officer also fall on a sheriff, sheriffs have additional responsibilities, especially in areas of leadership. Also, police officers are usually confined to the city they work in, while a sheriff can enforce law throughout the county and many throughout their entire state. A sheriff is also an elected official, while police officers and deputies are hired or chosen by the city or a sheriff.

As a sheriff, much of the workday is spent on regular duties. These duties can include preserving the peace, assisting during emergencies and disasters, traffic control, investigating traffic accidents, crowd control, arresting law offenders and investigating criminal activity.

Sheriffs may also spend much of their workday reviewing documents and reports. Any law enforcement official's workday usually begins and ends with paperwork. This is no different for a sheriff. Sheriffs are responsible for filling out paperwork for just about every duty they perform during the day. Whether they are serving a warrant or performing an investigation, sheriffs must keep detailed reports to insure that everything was done correctly and that there is always a paper trail.

A sheriff's day may also occasionally involve public education. This duty may vary but can include public speaking, public service announcements or working closely with local schools to teach students about law enforcement and violence prevention.

DIVE 30

3. Listen to school-leavers' reflections about choosing a profession and a career. Discuss in class if it is really a great problem to choose a way how to be successful in your life.

Olha

Choosing a Profession

One of the most difficult problems a young person faces is choosing a profession or a job.

There are individuals, of course, who from the time they are six "know" that they want to be doctors or pilots or firefighters but the majority of us have difficulties in making up our minds as for choosing jobs or professions.

Choosing a profession takes much time as there are a lot of things we have to think about while we try to decide what we'd like to do.

Of course we can talk over our ideas with family members, school teachers or friends who are always ready to listen to us and give some advice. But even if we get other people involved in helping us make a decision, self-appraisal is an important part of the decision-making process.

There are many interesting and useful professions and it isn't an easy task to choose the right one.

I'd like to work in the field of economics or business. To become a good specialist in economics and business we must know many sciences such as business economics, finances and credits, statistics, history of economic theory and philosophy, mathematics, as well as economic management, trade business and, of course, marketing, which is a modern philosophy of business.

It is necessary to be a skilful user of computers and to speak at least one foreign language, I think English, as it is the most popular language of international business communication.

If you speak English, you'll be able to follow business development in the world listening to the radio and watching TV news, reading newspapers and magazines or associating with business partners abroad.

If I pass my entrance exams successfully and enter university, I'll try to do my best to be successful in life and to justify my parents' hopes. There's a surprisingly wide range of jobs and professions in the financial world. After graduating from university I can work for a big international company, run my own company, write about economics as a financial journalist, run my own international business research agency, raise money for charities and lots more.

Viktor

Choosing a Career

Many people start looking for a job before thinking over their occupational aims. But at first you have to define what your requirements for the career are.

This involves taking into consideration a realistic view of your strengths and weaknesses. You have to know whether you can do things which you do not like but they are necessary to achieve your aims and you must answer some important questions.

- What sort of life do you want to live?
- Do you want to live in the country or in the town?
- Is leisure time of great importance for you?
- Is a salary the most important for you?
- Do you like working alone or with other persons?
- Do you want to be an organiser of other people's activities?
- Do you want to develop new ideas and initiate changes?

As for me I have made up my mind to be an engineer. I know this profession isn't popular. But as my parents are engineers they have influenced my choice greatly. My choice of this profession has not come as a sudden flash. I think that nowadays this profession will be of great need and importance for our country. To be a good specialist it is necessary to be persistent, to have good knowledge of science and foreign languages, not to mistake vocation. I hope my abilities combined with knowledge will help me succeed in my work.

4. Listen to the first part of the interview with Professor Flugtag of the science programme "Humans Try to Fly like Birds" and match the portraits of these famous people to the aircraft they constructed.

Presenter: For many centuries, humans have tried to fly just like birds and have studied the flight of birds. And today there is a special guest in our studio, professor Flugtag. So, professor, where did the history of flight start?

Professor Flugtag: The discovery of the kite that could fly in the air by Chinese started humans thinking about flying. Kites have been important for the invention of flight as they were the forerunners to balloons and gliders. As you have mentioned being like a bird attracted people.

Presenter: But who was that first — who made an attempt to take wings?

Professor Flugtag: The ancient Greek engineer, Hero of Alexandria, worked with air pressure and steam to create sources of power. He is often described as Icarus but he didn't use wings made of feathers or light weight wood that were attached to arms to test their ability to fly. In his work he used jets of steam to create rotary motion. Hero mounted a sphere on top of a water kettle. A fire below the kettle turned the water into steam, and the gas travelled through pipes to the sphere. Two L-shaped tubes on opposite sides of the sphere allowed the gas to escape, which gave a thrust to the sphere that caused it to rotate.

Presenter: The person who made the first real studies of flight was Leonardo da Vinci in the 1480s.

Professor Flugtag: It's absolutely true. He had over 100 drawings that illustrated his theories on birds and mechanical flight. But the ornithopter flying machine was never actually created. It was a design that Leonardo da Vinci created to show how man could fly.

Presenter: And the modern helicopter is based on this concept. Leonardo da Vinci's notebooks on flight were reexamined in the 19th century by aviation pioneers. But we'll come to them in a while.

As you know, not only individual people worked on creating an aircraft but even whole families. Such as brothers Joseph-Michel and Jacques-Etienne Montgolfier, who were the inventors of the first hot-air balloon. They used smoke from a fire to blow hot air into a silk bag. The silk bag was attached to a basket. The hot air then rose and allowed the balloon to be lighter than air.

In 1783, the first passengers in the colourful balloon were a sheep, rooster and duck. It climbed to a height of about 6,000 feet and travelled more than one mile.

Professor Flugtag: And after this first success, the brothers began to send men up in hot-air balloons. The first manned flight was on November 21, 1783, the passengers were Jean-Francois Pilatre de Rozier and Francois Laurent.

Presenter: And two more names should be mentioned — Sir George Cayley who is considered the father of aerodynamics. He changed the shape of wings and designed a tail for gliders to help with stability. And the Wright brothers.

Professor Flugtag: Speaking about Orville Wright and Wilbur Wright we have to mention that they were very deliberate in their quest of flight. First, they spent many

years learning about all the early developments of flight. They completed detailed research of what other early inventors had done. They read all the literature that had been published up to that time.

Presenter: And then, they began to test the early theories with balloons and kites.

Professor Flugtag: Yes, they began to test different shapes that would fly. The Wright brothers designed and used a wind tunnel to test the shapes of wings and the tails of gliders. In 1899 the Wright brothers designed their first aircraft: a small biplane. Over the next three years the brothers flew numerous test glides.

Presenter: And on December 17, 1903 it was the first successful powered piloted flight in history.

And we'll come back to the studio in a few minutes after a short advertisement...

(<https://www.thoughtco.com/history-of-flight-gliders-jet-engines-4074326>)

7. Listen to the second part of the interview with Petro Balabuiev's wife Raisa of the radio programme and check whether you were right or wrong.

Presenter: How did everything start for him?

Raisa Balabuieva: One day after the war, not far from the village where Petro Balabuiev lived an aircraft landed. The teenager took the vehicle as something supernatural. At that time he knew nothing about aircraft.

At first, Petro wanted to be a geologist, and then he was going to enter the shipbuilding university. But thinking that not the gods make pots, he brought his documents to Kharkiv Aviation Institute. There he met his future wife. It was me.

Presenter: Where did your husband want to rest after his retirement?

Raisa Balabuieva: In our summer cottage in Poltava region in Shyshaky. Petro Vasyliovych liked everything to be beautiful. When he came to the cottage, he got on a mini-tractor and mowed the lawn. He loved to plant trees in our small garden, there were only six apple, cherry and pear trees. The rest of the area was planted with chestnuts, oaks and shrubs by my husband. He wanted to create a fountain in this mini-park to rest there after retirement.

Presenter: Could the chief designer fix a roof or hammer a nail?

Raisa Balabuieva: Yes, he could do a lot. But he had lack of free time — his work was always in the first place. Petro was a true workaholic and a very good organiser. Our company ("Antonov" Aeronautical Scientific-Technical Complex) always helped the hospitals named after Amosov and Shalimov, Institute of Orthopaedics to buy surgical instruments, medical equipment and so on.

Presenter: How did your family use to spend holidays?

Raisa Balabuieva: When the children, Iryna and Maxym, were small we used to go to the sea every summer. Six or seven times we went to the Caucasus as freewheeling holidaymakers. My husband loved to travel by car.

Presenter: What dish did you cook for your husband most often?

Raisa Balabuieva: Borshch. He could have some drink with friends eating it. Most of all — with work colleagues. My husband called them "my team".

We didn't go to restaurants. Petro never celebrated his birthday and even his 70th birthday in 2001 was not an exception.

Presenter: In his interview to the newspaper "Facts" Petro Vasyliovych remembered that literally liberated you from a Spanish guy.

Raisa Balabuieva: I met Petro when we both were students. But it was just friendship. He could call me, "Raia, let's go for a walk. The street is so beautiful, it's the first snow!" I put aside the drawings, and we went for a walk. No kisses, no hugs: I had my love, he had his one.

In 1954, Oleh Konstantynovych Antonov recruited young specialists for his constructing bureau in Kyiv. Part of our graduates were sent to Kyiv. And it was here that Petro fought my admirers. And we got married in 1956. Petro was a very good husband and father. Of course, he came home late and left early and our children didn't get enough of his attention but he tried to give them every free minute.

Presenter: The disintegration of the Soviet Union was a painful blow to the Ukrainian aircraft construction, wasn't it?

Raisa Balabuieva: Petro Vasyliovych couldn't believe that the Soviet Union would ever collapse. When Oleh Antonov was the leader of the constructing bureau money for new aircraft wasn't spared. We only designed planes and according to our drawings people worked in the aircraft factory. And then suddenly, there was no money, planes weren't wanted. Many professionals left the corporation for "Boeing".

Presenter: After resignation Petro Balabuiev had lived only two years. Maybe the genes should be blamed?

Raisa Balabuieva: Genes had nothing to do with it. Petro's mother was from the family of long-livers, she lived up to 91. And his grandmother on his mother's side died at the age of 96. My husband used to say: "I will also live a long life".

Presenter: Did your husband know about his cancer?

Raisa Balabuieva: No, but I think he guessed. My husband was always healthy. He never went to work without doing his morning exercises. There are still his dumbbells in the house. And you can see how it happened... After surgical treatment we went to the country. My husband had put on eight kilos! He was feeling very good! I tried to keep my spirits up with all my strength. Once we were sitting on a bench and staring at the stars. Petro said: "One day we will become old and move to the country and in the evenings Volopas will shine for us". He wanted to live peacefully...

DIVE 37

9. Listen to Mila Yovovich and say what she is worried about.

Hi, I am Mila Yovovich. I am worried about the planet we live on very much.

I personally believe that if we all say no to the use of fur and animal skin we'll protect the species of animals which are in danger of extinction.

And one more thing I always do and teach my friends and family to do is to recycle the old magazines, newspapers and catalogues, because doing it, we can help save the forests.

Відомості про користування підручником

№ з/п	Прізвище та ім'я учня/учениці	Навчальний рік	Стан підручника	
			на початку року	наприкінці року
1				
2				
3				
4				
5				

Навчальне видання

БУРЕНКО Валентина Миколаївна

**«АНГЛІЙСЬКА МОВА (10-й рік навчання, рівень стандарту)»
підручник для 10 класу закладів загальної середньої освіти**

Рекомендовано Міністерством освіти і науки України

Видано за рахунок державних коштів. Продаж заборонено

Редактор *С. А. Зіміна.*

Технічний редактор *С. Я. Захарченко.*

Комп'ютерна верстка *С. О. Петрачков.*

Художнє оформлення *М. А. Назаренко, В. І. Труфен.*

Коректор *Н. В. Красна.*

В оформленні підручника використані зображення,
розміщені в мережі Інтернет для вільного використання.

Підписано до друку 17.07.2018. Формат 84×108/16. Папір офсетний.
Гарнітура Шкільна. Друк офсетний. Ум. друк. арк. 21,84. Обл.-вид. арк. 21.
Тираж 26655 прим. Зам. № 0608-2018

ТОВ Видавництво «Ранок»,

вул. Кібальчича, 27, к. 135, м. Харків, 61071.

Свідоцтво суб'єкта видавничої справи ДК № 5215 від 22.09.2016.

Адреса редакції: вул. Космічна, 21а, м. Харків, 61145.

E-mail: office@ranok.com.ua. Тел. (057) 701-11-22, 719-48-65, тел./факс (057) 719-58-67.

Надруковано у друкарні ТОВ «ТРИАДА-ПАК»,

пров. Сімферопольський, 6, Харків, 61052.

Свідоцтво суб'єкта видавничої справи ДК № 5340 від 15.05.2017.

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10

РІВЕНЬ
СТАНДАРТУ

АНГЛІЙСЬКА МОВА

English

«Англійська мова (10-й рік навчання, рівень стандарту)»
підручник для 10 класу закладів загальної
середньої освіти

Підручник відповідає положенням Державного стандарту базової і повної загальної середньої освіти та чинній програмі з іноземних мов. Видання враховує Загальноєвропейські рекомендації з мовної освіти, новітні тенденції методичної науки у світі. Розділи побудовано з урахуванням основних критеріїв навчання іноземної мови: комунікативної спрямованості, крос-культурного компонента, міжпредметного інтегрування.

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