

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Відокремлений структурний підрозділ  
«Дніпровський фаховий коледж інженерії та педагогіки  
державного вищого навчального закладу  
«Український державний хіміко-технологічний університет»

**Навчально-методичний посібник**  
з дисципліни  
**«Іноземна мова»**  
для здобувачів освіти  
першого бакалаврського рівня

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Кам'янське

2023

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Розглянуто і схвалено цикловою  
комісією педагогічних та  
соціально-гуманітарних  
дисциплін ВСП ДФКІП ДВНЗ  
УДХТУ  
Протокол № 8 від 1.03.2023р.

Розглянуто і схвалено  
науково-методичною радою ВСП  
ДФКІП ДВНЗ УДХТУ  
Протокол № 5 від 6.03.2023р.

Анотація: навчально-методичний посібник складається з п'ятнадцяти розділів, які містять тексти загальної тематики та завдання у вигляді діалогів, тренувальних та творчих вправ з дисципліни «Іноземна мова» (англійська) та призначений для здобувачів освіти першого бакалаврського рівня денної та заочної форми навчання спеціальностей:

- 011 «Освітні, педагогічні науки»
- 014 «Середня освіта. Українська мова та література»
- 015 «Професійна освіта. Охорона праці».
- 015 «Професійна освіта. Транспорт»
- 015 «Професійна освіта. Машинобудування»
- 275 «Транспортні технології» (на автомобільному транспорті)

## РЕЦЕНЗІЯ

Представлений до рецензування навчально-методичний посібник з іноземної мови призначений для здобувачів освіти першого бакалаврського рівня денної та заочної форми навчання спеціальностей:

011 «Освітні, педагогічні науки»

014 «Середня освіта. Українська мова та література»

015 «Професійна освіта. Охорона праці».

015 «Професійна освіта. Транспорт»

015 «Професійна освіта. Машинобудування»

275 «Транспортні технології» (на автомобільному транспорті)

В посібнику представлено навчальний матеріал для вивчення загальноосвітньої дисципліни «Іноземна мова» (англійська), який призначений здобувачам освіти, що вивчали англійську мову в загальноосвітніх навчальних закладах та мають відповідний рівень підготовки. Також посібник містить різноманітні завдання, спрямовані на формування та закріплення навичок розмовної мови, що були надбані раніше.

На меті посібника є розвиток та вдосконалення навичок усного та писемного мовлення, а саме: загального перекладу, читання, діалогічного і монологічного мовлення, аудіювання та письма.

Методичний посібник складається з п'ятнадцяти розділів за темами, передбаченими навчальною програмою. Кожний розділ являє собою окрему мовну тему і включає лексичні вправи та завдання на формування мовленнєвих навичок і вмінь використання лексичного матеріалу, що вивчається в ситуаціях реального спілкування.

Навчально-методичний посібник передбачає комплексне викладання мови: всі аспекти мови вивчаються паралельно з розвитком мовленнєвих навичок та вмінь і навчанням спілкуванню, приділяючи особливу увагу лексиці повсякденного спілкування в контексті відповідних автентичних матеріалів.

Посібник укладений відповідно до вимог навчальної програми з дисципліни «Іноземна мова» для здобувачів освіти першого бакалаврського рівня денної та заочної форми навчання ВСП ДФКІП ДВНЗ УДХТУ.

Рецензент:

викладач вищої категорії,  
викладач англійської мови  
ВСП ДФКІП ДВНЗ УДХТУ

Ольга КОСТРИЦЯ

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## 1. Вступ

Навчально-методичний посібник створений відповідно тематики, яка передбачена навчальною програмою з дисципліни «Іноземна мова» та призначений для здобувачів освіти першого бакалаврського рівня денної та заочної форми навчання спеціальностей:

011 «Освітні, педагогічні науки»

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015 «Професійна освіта. Транспорт»

015 «Професійна освіта. Машинобудування»

275 «Транспортні технології» (на автомобільному транспорті)

Мета навчально-методичного посібника — формування навичок усного та писемного мовлення у спілкуванні, розвиток граматичних та лексичних навичок та вмінь, збагачення словникового запасу новою лексикою та лексикою повсякденного спілкування, вдосконалення навичок читання, перекладу, діалогічного і монологічного мовлення, аудіювання та письма в межах тем, визначених навчальною програмою.

Навчально-методичний посібник складається з п'ятнадцяти розділів, що включають матеріал з тієї чи іншої теми у вигляді текстів, діалогів, тренувальних та творчих вправ для закріплення лексичного мінімуму та забезпечення практики усного мовлення.

Посібник містить вправи різних ступенів складності, завдання на закріплення нового лексичного матеріалу, які дозволяють не тільки засвоїти значення нових слів та розширити словниковий запас здобувачів освіти, але й навчать складати невеликі твори за темами або обговорювати запропоновані ситуації з використанням вивченої лексики.

Зміст посібника має допомогти здобувачам освіти першого бакалаврського рівня оволодіти англійською мовою на рівні B2, що необхідно для освітнього ступеню бакалавр.

Навчально-методичний посібник дозволить здобувачам освіти першого бакалаврського рівня в повній мірі закріпити засвоєний лексичний матеріал, перевірити свої знання та успішно скласти іспит з іноземної мови.

## 2. Family Relations

**Task 1. Fill in the table with the italicized words.**

*Father, cousin, brother-in-law, son, grandfather, step-daughter, mother-in-law, half-sister, grandmother, wife, uncle, sister-in-law, brother, aunt, great grandmother, mother, sister, ex-husband, husband, daughter, father-in-law, grandson, nephew, granddaughter, niece, great grandfather, ex-wife, half-brother, step-father, step-son, step-mother.*

MY RELATIVES		RELATIONSHIP TO ME
<i>male</i>	<i>female</i>	
<b>parent</b>		relative of whom I am the child
<b>sibling</b>		we have the same father and mother
		sibling of my parent
<b>grandparent</b>		parent of my parent
		parent of my grandparent
		child of my uncle or aunt
<b>spouse</b>		relative to whom I am married
<b>child</b>		relative of whom I am the parent
		child of my sibling
<b>grandchild</b>		child of my child
<b>in-laws</b>		parent of my spouse
		sibling of my spouse; spouse of my sibling
<b>after divorce</b>		my previous spouse (we divorced)
		my sibling born to my father or mother but not both
<b>step-parent</b>		new spouse of one of my parents
<b>step-child</b>		child of my spouse but not of me

## Task 2. Fill in the text with the terms from the table (task 1):

### Your Family Tree

Your closest relatives are your parents: your (1) \_\_\_\_\_ and (2) \_\_\_\_\_; and your (3) \_\_\_\_\_ (brothers or sisters). If your mother or father is not an only child, you also have a(n) (4) \_\_\_\_\_ and/or a(n) (5) \_\_\_\_\_. If your aunts or uncles have children, they are your (6) \_\_\_\_\_.

When you marry, your husband's (or wife's) family become your (7) \_\_\_\_\_. The mother of your spouse (husband or wife) is your (8) \_\_\_\_\_ and his or her father becomes your (9) \_\_\_\_\_. The term in-law is also used to describe your relationship with the spouses of your siblings. So the husband of your sister becomes your (10) \_\_\_\_\_, while the sister of your husband becomes your (11) \_\_\_\_\_. If you are a woman, you become the daughter-in-law of your husband's parents, and if you are a man, you become the son-in-law of your wife's parents. The same term in-law is used for all generations.

The parents of your parents are your (12) \_\_\_\_\_ — grandmother and grandfather. If your grandparent has a sister or a brother, they are your great-aunt and great-uncle. (And you are either his or her great-niece or great-nephew.)

If your mother or father remarries, you can acquire a new family and set of relatives. For example, if your father marries a second wife, she becomes your (13) \_\_\_\_\_. Any children she already has become your stepbrother or stepsister. If your mother or father remarries and has children, they become your (14) \_\_\_\_\_ or (15) \_\_\_\_\_.

You might also hear people talking about their **biological brother / sister** etc., to mean a brother who is related by blood, rather than by marriage.

The main family types are **nuclear family** (only mother, father and children), today nuclear families are often **single-parent/one-parent families**. The bigger unit is **immediate family** — your closest relatives — grandparents, aunts, uncles, cousins. The entire family (all relatives you have) makes an **extended family**.

Families may be close-knit, where the members have close relationships with each other or dysfunctional (where the members have serious problems with each other).

When members of the family look similar, we speak of family resemblance, when there exists a characteristic that is common among family members, we say that it runs in the family. Also, characteristic for the family are family gatherings, family values and family-sized (big) packages of food.

## Task 3. Write /Tell about the advantages and disadvantages of growing in a large, extended family and in a small family using the table and the 'Key Language'.

	Advantages	Disadvantages
<b>Small Family</b>	The attention of the parents is focused on the only child; the child can enjoy expensive after-school activities, travelling, etc.; they can have newest technologies and more money can be invested in education.	The only child often feels lonely, especially if parents spend a lot of time at work; there are no close relatives after parents pass away; the child can develop egoistical features of character.
<b>Extended Family</b>	When people grow together, they develop close ties to the end of their lives; there is always somebody to play with and talk to; people learn to help and cooperate.	There are fewer possibilities for expensive development; there is often sibling rivalry; less money is invested into education.

### **Key Language: Compare and Contrast**

They both have...

Both of them are...

One of these ... while the other...

On one hand (the extended family) is ... but on the other hand...

On one hand.../ On the other hand.../ At the same time...

In comparison to the small family, the large one...

It's quite difficult to compare them but...

However.../ Though.../ While.../ Whereas...

### **Task 4. Read the text. Complete the sentences after the text.**

#### **Family Problems**

Every family has family problems. Whenever you have a group of people who spend hours with each other there are going to be problems. **Personalities clash** and **power struggles** happen as parents and children learn how **to cope with each other**.

A family can be compared to **a tapestry made of people of different ages**, different personalities, different likes and dislikes. This diversity produces major family problems.

**The generation gap** occurs when family members do not understand each other well because of the interests typical for different ages (e.g. favourite music styles, clothes, etc.). Generation gap is a cause of many **quarrels**, **arguments** and **misunderstandings**, very often family members are **annoyed** and **ill-treated**.

**Verbal infections** cause conversations to **escalate into an argument**. Arguments in their turn cause **miscommunication** and may be **the root of the family problems**.

**Overprotection** or **overparenting** is a typical feature of responsible parents. They pay extremely close attention to their child's experiences and problems. This phenomenon is also known as '**helicopter parents**', who are connected with their children with the 'longest umbilical cord' — the cell phone. Such parents **interfere into their children's problems** and attempt **to move out all the obstacles** from the ways of their children. Very often, instead **of establishing a close bond between parents and children**, overparenting can **break the relationship down** because of growing **mutual misunderstanding**.

Dysfunctional families are the families where family members have serious problems with each other. Parents **neglect their children**, give no support and the children **feel lonely at home**. That may cause children's loneliness and **psychological problems**.

In general, no family member is immune to family problems. If you want to have a happy family, it's necessary **to take a responsibility** for your family rather than **blaming others for it**. As we all know, it takes at least two people to cause a problem and at least two **to resolve the problem**. It's OK to feel angry in certain situations, but **learn to vent your anger** in a constructive way. No matter what the cause of the problem is or **who is to blame**, you need to learn to forgive and to move forward in your life.



- 1 The families have problems because\_\_\_\_\_.
- 2 A family may be compared to \_\_\_\_\_
- 3 The generation gap is\_\_\_\_\_.
- 4 Verbal infections cause \_\_\_\_\_
- 5 ‘Helicopter parents’ are\_\_\_\_\_.
- 6 Overparenting can \_\_\_\_\_
- 7 In dysfunctional families\_\_\_\_\_.
- 8 Children’s loneliness and psychological problems can be caused by \_\_\_\_\_
- 9 When people vent their anger in a constructive way they\_\_\_\_\_.
- 10 When people resolve the problems they\_\_\_\_\_.

### 3. Friends and Acquaintances

**Task 1. How do you prefer to spend your life? Express your ideas about being alone or having friends using the table and the ‘Key Language’.**

	Pros	Cons
<b>Being Alone</b>	Pursue your own interests; not to be caught up in other people’s problems; learn to enjoy your own company; less restrictions (able to do what you like).	Become bored and restless; cannot interact with others; loss of self-esteem; feel isolated; become anti-social.
<b>Surrounded by Friends</b>	Share the thoughts/problems/feelings with others; receive help and support in difficult times; always have a busy social life; cheer you up when you feel unhappy.	Expectations of others can be demanding at times; receive unwanted criticism; hard to find time to do personal things; upsetting when a person lets you down/betrays your trust.
<b>Dating Somebody</b>	Have only eyes for somebody, fall head over heels in love with; to be inseparable; to be a well-matched couple.	Relationship may have its ups and downs (bumpy relationship); love may turn sour (become bad); people can break down/split because of genuine misunderstanding.

#### *Key Language*

Firstly.../First of all... Secondly.../In addition...

Then there is.../The fact is that.../Another thing that... Also.../Finally...

**Task 2. Read the text and fill in the table.**

#### **Types of Friends**

Different people have different tastes and temperaments and make different types of friends. They tend to **bond with some** and **stay away from** the others. It is rightly said that ‘**A friend to all is a friend to none**’. We meet new people day in day out but, we tend to be friends with only those who **share some similar traits or attitudes**. It’s true that ‘**birds of a feather flock together**’ — we are attracted to the people, who **have a similar focus** in their lives. **With time and growing trust**, some people get really close to each other and remain true friends. They **stand up for each other** in times of need and **provide full support** when you lose confidence in yourself.

However, every friend is not the same type. Some friends are **patient and helpful** while some friends are **cheerful and caring**.

**Childhood friends** are the friends, who are stay in touch with you since early days in life. They may also be old friends, with whom you **go back for years**. Such people may have different jobs and interests in life, but you are united with the same past and **reminiscences** about it.

**A trusted friend** is a person, whom you can rely on. A trusted friend is often **a man (woman) after your heart** — they think and do the same as you. Trusted friends make **a circle of friends**. One from the circle may be your **best friend** or **soul mate**. Your trusted friends may be also called **bosom friends**, **buddies** or **pals**.

**Mates** are the people you communicate with in certain situations. They may be **classmates**, **workmates**, **group mates**, **flat mates**, etc.

**Internet Friends.** With increasing Internet usage, the trend of Internet friendship has also become popular. **Online friends** are those people who have known each other through the Internet. Making Internet friends is similar to making **pen pals**. **Pen friend**, also known popularly as Pen Pals is quite a

popular way to make new friends. Mostly, pen friendship aims at learning other cultures, different lifestyles and to even **get rid of loneliness**.

**Animal Friends.** It has been rightly said, ‘Animals are such wonderful creatures, as they ask no questions’. Humans and animals have been known **to have a special bond with each other** since times immemorial. Somebody has said that ‘A dog is a man’s best friend’. The **relation that we share** with animals is a very warm and **protective** one.

Types of Friends	Other Names	Type of Relationship
_____	_____	_____
—	—	—
_____	_____	_____
—	—	
_____	_____	_____
—	—	—
_____	_____	_____
—		
_____	_____	_____
—	—	—
_____	_____	_____
—	—	—
_____	_____	_____
—	—	—
_____	_____	_____
—	—	—

## 4. Love and Marriage

**Task 1. Express your ideas about dating and marriage using the table and the ‘Key Language’.**

	Pros	Cons
<b>Dating Somebody</b>	Have only eyes for somebody; fall head over heels in love with; to have butterflies in the stomach; to be head over heels in love; to be hooked; to be under smb’s spell; to be absolutely crazy about smb.	Relationship may have its ups and downs (bumpy relationship); love may turn sour (become bad).
<b>Marrying Somebody</b>	To be inseparable; to be a well-matched couple; to be totally nuts about smb; to think we are made for each other; to think you will be always in love.	People can break down/split because of genuine misunderstanding; one person may cheat and another may become jealous.

### **Key Language**

Firstly.../First of all... Secondly.../In addition... Then there is...

The fact is that... Another thing that... Also.../Finally...

**Task 2. Read the texts. Fill in the gaps with the italicized words.**

### **Starting Relationship**

*Crush, courage, made for each other, ask, blind, adorable, sight, hit it off, hooked.*

When you meet the person that looks (1) \_\_\_\_\_ for you, you may have a (2) \_\_\_\_\_ on this person. It may be love at first (3) \_\_\_\_\_ or you may (4) \_\_\_\_\_ — get along with someone right after the beginning. Then you have to work up the (5) \_\_\_\_\_ to (6) \_\_\_\_\_ them out. Or you may ask a friend to arrange you (7) \_\_\_\_\_ date. It may appear that you are (8) \_\_\_\_\_ or the person got you (9) \_\_\_\_\_.

### **Dating**

*Romantic, falls, date, along, know, seeing, steady, couple, hooked.*

When couples go on a (10) \_\_\_\_\_, they usually go to a (11) \_\_\_\_\_ restaurant or café, where they can get to (12) \_\_\_\_\_ each other better. When you start dating somebody regularly, we say that you are ‘(13) \_\_\_\_\_’ somebody. If you get (14) \_\_\_\_\_ really well then you might become a (15) \_\_\_\_\_.

Sometimes one person (16) \_\_\_\_\_ in love, which means they are (17) \_\_\_\_\_ on the other person. When people date each other for a long time, they have (18) \_\_\_\_\_ relationship.

### **Love and Marriage**

*Proposes, engaged, bride, ring, asks, bridegroom, fiancé, fiancée, husband, wife.*

When couples go out for a long time, they may decide to get (19) \_\_\_\_\_. One partner, usually the man, (20) \_\_\_\_\_. When he proposes, he gives a woman a wedding

(21) \_\_\_\_\_ and (22) \_\_\_\_\_ her to marry him. They become a (23) \_\_\_\_\_ and a (24) \_\_\_\_\_. At the wedding fiancé becomes a (25) \_\_\_\_\_ and fiancée becomes a (26) \_\_\_\_\_. After the wedding they are (27) \_\_\_\_\_ and (28) \_\_\_\_\_.

### Ending Relationship

*Apart, divorced, single, break, argue, heartbroken, over, cheat, jealous.*

Sometimes couples start to (29) \_\_\_\_\_ over everything. Other couples just grow (30) \_\_\_\_\_. Also, one person may (31) \_\_\_\_\_ and another may get (32) \_\_\_\_\_. Then couples (33) \_\_\_\_\_ up. If they are married they get (34) \_\_\_\_\_. Then one person becomes a (35) \_\_\_\_\_ parent and another person remarries. However, when couples split apart, one person will need some time to get (36) \_\_\_\_\_ the relationship because he or she is (37) \_\_\_\_\_.

**Task 3. Read the text. Fill in the gaps. Give your recipe for happiness.**

### How to Live Happily ever after

**Define happiness.** Far too often people enter into relationships with unrealistic expectations. Happiness is primarily an internal emotion so there is a limit to how (1) \_\_\_\_\_ your partner can 'make' you happy. As Eleanor Roosevelt once said, 'Happiness isn't a goal, it's a by-product.' Talk to your partner (2) \_\_\_\_\_ what makes you happy and learn what makes your partner happy as well.

**Be realistic.** A wise person once said that we spend one percent of our life (3) \_\_\_\_\_ decisions, four percent fretting over those decisions and the other 95 percent living with them. Odds are good that you didn't end up with the fairytale romance you envisioned as a kid, just as odds are good that you didn't end up with the job you saw yourself doing at age 10. Great relationships don't happen on their own and the more time you spend wishing your partner was someone they aren't, the less time you'll have to work hard at making the most of your relationship.

**Don't get addicted to the past.** Too often all people say things like 'We don't talk like we used to,' or 'He's just not like the man I married'. In a long relationship, you have to be prepared for your partner to grow and (4) \_\_\_\_\_. We continue to mature throughout our lives and you can't expect somebody to act the same way they did a decade ago any more than you can realistically expect them to look the same as they did a decade ago. Instead (5) \_\_\_\_\_ focusing on the things you did together in the past, examine the people that you've become and focus on the things you will do together in the future.

**Communicate.** The first and last key (6) \_\_\_\_\_ a successful relationship is communication. If you're unhappy, discuss it with your partner in a blame-free atmosphere. Remember that the key to (7) \_\_\_\_\_ communication is listening rather than speaking. You might find that your partner shares your concerns, and just by getting them out in the open they can be easily (8) \_\_\_\_\_.

**Find mutual interests.** The best relationships are the ones that are augmented by common interests and activities. Most relationships start off with at least one or two common interests but these can fade over time, so it's important to keep trying new things and finding the ones that (9) \_\_\_\_\_ you as a couple.

**Never give up.** Once you've committed to a relationship, it's far too easy to give up when you hit a rocky patch. Before you do, try to look at the whole relationship from start to finish and ask yourself if your current problems are temporary or habitual. In other words, are you always unhappy, or has your relationship just fallen on (10) \_\_\_\_\_ times? If you can guide your relationship through the tough times and get back on the track toward happiness, you'll both be stronger for the journey.

<b>1</b>	<b>A</b> expecting	<b>B</b> expectations	<b>C</b> unexpected	<b>D</b> non-expecting
<b>2</b>	<b>A</b> of	<b>B</b> in	<b>C</b> at	<b>D</b> about
<b>3</b>	<b>A</b> spending	<b>B</b> taking	<b>C</b> giving	<b>D</b> making
<b>4</b>	<b>A</b> mature	<b>B</b> maturity	<b>C</b> maternal	<b>D</b> maternity
<b>5</b>	<b>A</b> in	<b>B</b> of	<b>C</b> for	<b>D</b> at
<b>6</b>	<b>A</b> at	<b>B</b> to	<b>C</b> about	<b>D</b> on
<b>7</b>	<b>A</b> good	<b>B</b> gooder	<b>C</b> sustaining	<b>D</b> sustainability
<b>8</b>	<b>A</b> discussing	<b>B</b> reaching	<b>C</b> solved	<b>D</b> solving
<b>9</b>	<b>A</b> suit	<b>B</b> like	<b>C</b> match	<b>D</b> get
<b>10</b>	<b>A</b> sad	<b>B</b> good	<b>C</b> free	<b>D</b> tough

## 5. People and Personalities

### Task 1. Vocabulary Revision.

#### Physical Appearance

<b>Age</b>	young, elderly, middle-aged, teenager, in 20's, 30's, 40's
<b>Height</b>	tall, tallish, short, shortish, average, medium height
<b>Build</b>	frail, stocky, slim, thin, plump, fat, skinny, well-built
<b>Hair</b>	short, long dyed hair, blond highlights, braids; straight, wavy, curly, a ponytail, bald, spiky; white, grey, blond, light/dark brown, red black
<b>Face</b>	plain, wide, round, oval, square, with scares, wrinkles, freckles, sun-tanned, pale
<b>Complexion</b>	light, white, olive-skinned, sun-tanned
<b>Eyes</b>	green, blue, hazel, black; beautiful, big round eyes, large, small, bright, narrow, almond-shaped
<b>Clothes</b>	elegant, casual, shabby, smart, tidy, messy
<b>General</b>	beautiful, pretty, handsome, cute, good looking

#### Character

	<b>Positive</b>	<b>Negative</b>
<b>Personality Features</b>	pleasant personality, good-tempered, good-natured, easy-going	terrible character, bad-tempered, ill-natured
<b>Attitude to Friends</b>	friendly, sociable, outgoing	unfriendly, hostile, unsociable
<b>Attitude to Difficulties</b>	strong, tough, independent, mature	weak, immature
<b>Dependence/ Independence</b>	dependable, reliable, honest, trustworthy	unreliable, dishonest
<b>Reason</b>	reasonable, sensible	unreasonable, unpredictable, impulsive
<b>Ambitions</b>	ambitious, hard-working, energetic	careless, lazy
<b>Discipline</b>	disciplined, organized, careful, accurate	undisciplined, disorganized, careless
<b>Generosity</b>	generous, unselfish, kind-hearted, kind	economical, thrifty, stingy, miserly, greedy
<b>Attention</b>	attentive, perceptive, observant, insightful, thoughtful, considerate	self-centred, selfish, egoistical
<b>Formality/ Informality</b>	formal, official	informal, relaxed, casual
<b>Sense of Humour</b>	humorous, amusing, funny, interesting	dull, boring

### Task 2. Describe any person using the 'Key Language'.

#### Key Language

<b>Gender + Age</b>	This is a girl of... He is a man around...
<b>Height + Build</b>	She is tallish and quite skinny. He is (not) very tall.
<b>Hair</b>	She wears her hair short. She loves braiding her hair.
<b>Face</b>	She's got a light oval face with big green eyes.
<b>Distinguishing Features</b>	The best feature about her is ... He tends to ...

<b>Clothes</b>	She always wears... Now he is wearing... She is dressed in... His favourite clothing is...
<b>General</b>	Generally he is... She looks as a...

**Task 3. Read the text. Match choices (A–H) to (1–6). There are two choices you do not need to use.**

### **How to Change your Appearance**

- 1 \_\_\_\_\_  
 Make sure that you brush your teeth at least twice a day. Wash your hair often, or it will be **gross and oily**. Over washing hair can cause it to be oily as well.
- 2 \_\_\_\_\_  
 This is your first real step to a more noticeably better you. Make sure your haircut is something that you're comfortable with, but do something new. **Highlights, layers, bevelled ends, shorter styles or side bangs** are really beautiful. Make sure your hairstyle will be admired, not made fun of. Don't be afraid! Before you go to the salon, spend some time looking through magazines and figure out what you like. If possible, it's best to bring the hairstylist a picture so you are close to a guarantee to get it the way you like it. Don't do something you're really uncomfortable with, but try to get a cool hairstyle. Keep your new hairstyle looking great. Now that you've got a beautiful haircut, show it off! Make sure you do your hair every morning.
- 3 \_\_\_\_\_  
 Make-up is not a must, but you may want to use it. Eyeliner is a great investment if you want **to fill your eyes out**. If you don't want to wear make-up, or your parents don't want you to, don't worry about it. Get an **eyelash curler** if you can. Curling your eyelashes is a great alternative to mascara, curling opens your eyes up and makes them appear brighter — but be careful or you can damage your lashes! A little bit of lip gloss over a colour or on its own will fill out your lips. If you absolutely can't **wear make-up**, make sure **you take really good care of your skin**. This way, you won't have as many blemishes. Keep your make-up in a cute carrying case and keep and essentials with you all the time — in your school bag or in your purse, depending on where you're going.
- 4 \_\_\_\_\_  
 Even cheap clothes can be great clothes. If you have a bigger budget, get some new clothes from more popular branded stores, if not, thrift store looking outfits are very popular right now. Make sure you've got a couple of **well-fitted, cool pairs of jeans**. Tank tops and fitted tees can make a huge difference. If you've got a really low budget, you can make some great changes with only a few new pieces. You don't need new clothes to change your look, just try and wear them differently.
- 5 \_\_\_\_\_  
 Jewellery is really important. You don't need to wear too much, but make sure you've got a couple of great pieces. **Keep it simple**. Wear **a necklace** often. Try a circle-shaped pendant set with fake stones. Silver tones are best. These are very fashionable, they're inexpensive, and they go with everything. Make sure you've got **a cool watch** or two. If your ears aren't pierced, it's a good idea **to get them pierced**. Wear studs or dangling earrings. You can wear **hoops** but not TOO big!!
- 6 \_\_\_\_\_  
 Shoes are important, too. Get a cute pair of flats, a pair of Pumas, a pair of flip flops, and a pair of running shoes. High boots with fur are cool in the winter.



- A** Shake up Your Wardrobe
- B** Practice Good Hygiene
- C** Buy a New iPod
- D** Hair Is Very Important
- E** Try New Make-up
- F** Get a Cute Little Dog
- G** Accessorize
- H** Flatter Your Feet

**Task 4. a) Review personality traits through zodiac signs.**

<b>Zodiac Sign</b>	<b>Positive Features</b>	<b>Negative Features</b>
<b><i>The Ram</i></b> ( <b><i>(Aries)</i></b> <b><i>21 March – 19 April</i></b> <b>FRESH VIGOR AND</b> <b>NEW BEGINNINGS</b>	Confident and energetic Pioneering and courageous Dynamic and quick-witted Enthusiastic	Stubborn Selfish and quick-tempered Impulsive and impatient
<b><i>The Bull</i></b> ( <b><i>(Taurus)</i></b> <b><i>20 April – 20 May</i></b> <b>MATERIAL PLEASURE</b>	Patient and reliable Warm-hearted and loving Persistent and determined Placid and security loving	Inflexible Jealous and possessive Resentful Self-indulgent and greedy
<b><i>The Twins</i></b> ( <b><i>(Gemini)</i></b> <b><i>21 May – 20 June</i></b> <b>YOUTH AND VERSATILITY</b>	Sociable and friendly Adaptable and intellectual Communicative and witty Youthful and lively	Nervous Tense Superficial and inconsistent Cunning and inquisitive
<b><i>The Crab</i></b> ( <b><i>(Cancer)</i></b> <b><i>21 June – 22 July</i></b> <b>FAMILY AND DOMESTICITY</b>	Careful and emotional Intuitive and imaginative Cautious Protective and sympathetic	Moody Changeable Overemotional and touchy Unable to let go
<b><i>The Lion</i></b> ( <b><i>(Leo)</i></b> <b><i>23 July – 22 August</i></b> <b>DIGNITY AND CREATIVITY</b>	Generous and hospitable Creative and enthusiastic Broad-minded and expansive Faithful and loving	Bossy Pompous and patronizing Interfering Dogmatic and intolerant
<b><i>The Maiden</i></b> ( <b><i>(Virgo)</i></b> <b><i>23 August –</i></b> <b><i>22 September</i></b> <b>PURITY AND SERVICE</b>	Modest and practical Meticulous and reliable Intelligent and analytical	Fussy and a worrier Overcritical and harsh Perfectionist and conservative
<b><i>The Scales</i></b> ( <b><i>(Libra)</i></b> <b><i>23 September –</i></b> <b><i>22 October</i></b> <b>JUSTICE</b>	Diplomatic and urbane Romantic and charming Easy-going and sociable Idealistic and peaceable	Changeable Indecisive Gullible and easily influenced Flirtatious and self-indulgent
( <b><i>The Scorpion</i></b> <b><i>(Scorpio)</i></b>	Powerful and mature Determined and forceful	Jealous Resentful

<b>23 October – 21 November</b> <b>INTENSITY, POWER</b>	Emotional and intuitive Exciting and magnetic	Compulsive and obsessive Secretive and obstinate
<b>The Archer (Sagittarius)</b> <b>22 November – 21 December</b> <b>TRAVEL, EXPANSION</b>	Optimistic and freedom-loving Jovial and good-humoured Honest and straightforward Intellectual and philosophical	Impulsive Blindly optimistic and careless Irresponsible Tactless and restless
<b>(The Sea-Goat) (Capricorn)</b> <b>22 December – 19 January</b> <b>HARD WORK AND BUSINESS AFFAIRS</b>	Strong and reserved Practical and prudent Ambitious and disciplined Patient and careful	Pessimistic Fatalistic Miserly and grudging
<b>The Water Bearer (Aquarius)</b> <b>20 January – 18 February</b> <b>FUTURE IDEAS AND THE UNUSUAL</b>	Outgoing and honest Friendly and humanitarian Loyal Original and inventive Independent and intellectual	Disorganized Intractable and contrary Perverse and unpredictable Unemotional and detached
<b>Fish (Pisces)</b> <b>19 February – 20 March</b> <b>HUMAN EMOTIONS</b>	Sympathetic and sensitive Compassionate and kind Selfless and unworldly Intuitive and imaginative	Dependent Escapist and idealistic Secretive and vague Weak-willed and easily led

**b) Which character traits do you think are true for each sign? Ask your classmates, remember your relatives and friends and make your own chart.**

<b>Zodiac Sign</b>	<b>Positive Traits</b>	<b>Negative Traits</b>

## 6. Sports

### Task 1. Vocabulary Revision.

#### a) How to Talk about Different Kinds of Sports?

To Play		To Go	
badminton	badminton player	bowling	bowler
basketball	basketball player	canoeing	canoeist
volleyball	volleyball player	dancing	dancer
hockey	hockey player	jogging	jogger
golf	golfer	mountain climbing	climber
football	footballer	running	runner
table tennis (ping-pong)	table tennis player	skating	ice skater
tennis	tennis player	snorkelling	snorkeler
To Do		swimming	swimmer
gymnastics	gymnast	windsurfing	windsurfer
athletics	athlete	kayaking	kayaker
weightlifting	weightlifter	skiing	'I go skiing'
yoga	'I do yoga'	sledding	'I go sledding'
aerobics	'I do aerobics'	tobogganing	'I go tobogganing'
I Go Riding or I Ride			
I go cycling	I cycle	I'm a cyclist	
I go running	I run	I'm a runner	
I go sailing	I sail	I'm a sailor	
I go boxing	I box	I'm a boxer	
I go rowing	I row	I'm a rower	
I go fishing	I fish	I'm a fisher	

#### b) Visiting a Sport Event.

What?	Where?
a match, a game, a play, a race, a tournament, championship, competition, cup (final, semi-final) match	at the stadium, sports ground, swimming pool, tennis court, gym, health club, track

c) The following adjectives describe sports. Which of them are positive (P), which are negative (N), which are both (P/N). Decide in pairs.

Physically	P/N	Tough	_____	Intellectual	_____
demanding	_____	Competitive	_____	Highly skilled	_____
Relaxing	_____	Boring	_____	Popular	_____
Spectacular	_____	Active	_____	Monotonous	_____
Easy to learn	_____	Energy-	_____	Tiring	_____
Dangerous	_____	consuming	_____	Challenging	_____
Time-consuming		Exciting			

**Task 2. Describe the sports you know using the vocabulary from Task 1 and the ‘Key Language’.**

**Key Language**

requires good reflexes	requires a lot of training
requires expensive equipment	creates a sense of freedom
reinforces team spirit	requires good balance
depends on weather	helps strengthen your muscles
involves graceful moments	can be fast-moving
is a popular pass time	can damage back muscles
is a good way to relieve stress	is good for developing coordination
stimulates your mind	demand good swimming skills
helps maintain good balance	need to be highly skilled
is for people of all ages and abilities	can be injured
helps you think quickly	burns a lot of calories

**Example:** I really like/enjoy tennis because it is **an exciting sport** that requires **good reflexes**.

Well, I **find** tennis tiring. **I am a big fan** of ice-skating **as it** is a physically demanding sport **that involves** graceful moments and good timing. Besides, **the only equipment you need** is a pair of skates.

Oh, and **I consider** ice-skating spectacular but challenging. Also, **there may be a problem** to find a skating rink close to the place where you live.

**Task 3. Recreational Activities. Talk about the recreational activities using the table.**

Outdoor activity	Related Vocabulary
Camping/hiking/ fishing holiday	at the seaside/ in the mountains/ on the bank of the river; an opportunity to admire the beauty of the nature; be lucky with the weather; to live in tents, a place of meadows, fields and a beautiful lake; to play games, to have a bite without observing table manners, tinned food; to collect wood, to make fire, to sit round the fire, to go fishing/boating; fishing pole/net; to sleep in a tent; sleeping bag; insect repellent

Skiing holiday	ski jacket, skis, ski poles, ski boots, skier, to hire skis, ski instructor, equipment, chalet or hotel, snow forecast, bad weather warning, cross-country skiing, downhill skiing
Seaside holiday	elbow-to-elbow tourists, snorkel, fishing rod, flippers, umbrella, bathing suit, towel, sand castle, shells, playing beach ball, to bask/to lie in the sun

**Task 4. Describe any sport event using the table.**

Time	Events
Much before the event	Prior to the actual event... We were looking forward to... We booked the tickets in advance... We reserved the best places. Big ads of the event were all over the city.
On the day of the event	...was held at... The stadium was cheerfully decorated for this purpose. The sport officials wore their badges and were busy with preparations.
When the event started During the event	National anthem was sung. The ... was declared open. The competitors were tense and serious. They were in excellent physical fitness. The captain of the team was... New records were set in... The fans were cheering for their teams. The coach gave the instructions to the players. ...got the ball and then scored the best goal of the game. Players used tactics such as attacking their opponent's weaknesses in order to win. The players went into the rooms at half-time and listened to their coach. The judge scored the game.
Results	The referee blew his whistle twice to signal the end of the match. The score was 1–0, but the losing team got a late goal and the game ended in a 1–1 draw. The final score was... ...beat ... to win the match. ...became the champion/won the championship. ...set/broke the record. The players carried the trophy over their heads as they ran around the stadium. The players had worked very hard, and they deserved their victory.
After the event: Positive impressions	It was on that particular day, we shared the atmosphere of real joy and gladness. All the athletes did their best to perform well in... Spectators created an exciting atmosphere by cheering their teams.
After the event: Negative impressions	The ... was a flop. It was a real failure for our team. The ... was dull, boring, uninteresting. The judge was unfair.

**Task 5. Read the text and fill in the table.**

**Many man, many minds.** All people are different and so they prefer spending their free time in different ways. What time can be called our leisure time? It's the period when we are not busy with our daily jobs or house chores.

Leisure time can be spent at home, when you **relax in front of the TV** or **chat with your friends over the phone**. Many teens spend most of their free time **playing computer games, surfing Internet, blogging** or in **social nets**. **Social networks** can be a great home on the web, can help you **connect with people** or **reconnect with long-lost friends**, and can even help your career by making business contacts. Social networks range from **friends-based networks** like Facebook and MySpace to music and movie networks like Flixster and Last.FM to business social networks like LinkedIn and XING. Another popular way of spending your leisure time today is **skyping with friends, listening** or **downloading music**, sometimes, when your friends come to visit, you may **play cards** or such **board games as chess, checkers, dominoes, Scrabble** or **Monopoly**. Many people relax when they **complete the puzzles**.

Another popular way of spending your free time is going out in the city or in the country. In the city there are numerous **places to go** — **a park, a zoo, a circus, an aquarium, a botanical garden, a planetarium, a stadium, cinema, theatre, museums** and **exhibitions**. Many people enjoy going to a bowling club, skating rink, eating out, window-shopping, visiting amusement parks or just hanging out with friends.

<b>In my free time I often...</b>	
<b>In my free time I sometimes...</b>	
<b>In my free time I never...</b>	

**Task 6. Describe the places of interest in the city using the table and the ‘Key Language’.**

<b>Zoo</b>	Animals, zookeeper, cage, natural habitat, watch/feed the animals.
<b>Circus</b>	<b>People:</b> master of ceremonies, trapezists, acrobats, flame throwers/swallowers, strongman, knife thrower/knife swallower, tight rope walker, juggler, horse riding gals/ballerina, tumblers clown, balloon seller, popcorn seller. <b>Circus objects:</b> big top, trapeze, tight rope, three rings, hoops, cage, trampoline. <b>Verbs:</b> to announce, to perform, to applaud, to conduct.
<b>Cinema/Film</b>	Drama, comedy, horror, fantasy, sci-fi, western, adventure, documentary; 3D, 4D; actor/actress, starring, director, producer; aisle, row, seat.
<b>Opera/Music show</b>	Composer, conductor, performer, band, orchestra, musician, singer, vocalist.
<b>Theatre</b>	Actor/actress, house, stage, curtains, wings, play, playwright, director, tickets, balcony, orchestra pit, aisle, row, seat.
<b>Museums and Exhibitions</b>	Opening times, guided/unguided tours, exposition, display, entrance fee, security check.
<b>Bowling Club</b>	Bowler, mark, track, strike, wall, strike-out, error.
<b>Amusement/Theme Park</b>	Rides, entertainment attractions, carousel, roller coaster, train rides, bungee jumping, go-cart tracks, thrill rides, gravitron, chair swing.

### Key Language

**Positive Adjectives:** interesting, intellectual, relaxing, exciting, cultural, educational, emotional, cheap, energetic, rewarding, thrilling, enjoyable, lively, fascinating, entertaining.

**Negative Adjectives:** boring, dull, loud, tiring, crowded, noisy, upsetting, horrifying, childish, dangerous, cruel, time-consuming, expensive, hazardous, drab.

### Task 7. Hobbies.

#### a) Read and review the vocabulary.

Many people **have a hobby to fill their free time**. Experts consider hobbies **a perfect way of relieving stress**. They say hobbies are interesting **stress busters**. Hobby is the activity which is a break away from the real **world of routine and monotony**. Hobbies are divided into five large groups: **doing things, making things, collecting things, learning things and keeping pets**.

Hobbies				
Doing	Making	Collecting	Learning	Keeping pets
Sports and games	Making collages	Artwork	Reading	
Outdoor activities	Crochet	Autographs	Practice playing the musical instrument	
Playing computer games	Jewellery making	Books	Internet surfing	
Indoor gardening (house plants)	Knitting	Calendars	Join the English club	
Gardening	Origami	Coins		
	Quilting	Photographs		
	Soap-making	Postcards/Posters		
	Sculpture	Quotes		
		Toys		

#### b) Read the text about keeping pets and fill in the table above.

Many families have a pet — especially when there are children. Common pets in Ukraine are cats and dogs, but also rabbits, guinea pigs, hamsters, birds (such as budgies or parrots) and fish. There are fewer exotic pets, as these are often expensive. People often get a young animal as a pet, some people buy their pet from a pet shop, others take it from friends.

If you have a pet, you're responsible for its training and welfare. You'll need to house-train a puppy so that it doesn't use the floor as its toilet. Cats are much quicker to learn. Just place a cat box with cat litter in it near the cat, and it will almost immediately understand that this will be its toilet.

There are dog-training schools (where your dog can learn how to obey commands like 'Sit!', 'Heel!' or 'Fetch!') as well as behave well with other dogs. Good welfare means **feeding your pet** properly, and taking it for annual check-ups and vaccinations at a vet's (animal doctor) or making sure it has regular exercise and stimulation. You'll need to walk your dog at least once a day, and if you have an indoors cat, it will need toys and scratching posts to prevent it from ruining your furniture.

### Task 8. What character traits can a hobby develop in a person?

- |               |   |
|---------------|---|
| 1 Daring      | A I can exercise for a long time, I've become strong and healthy.                       |
| 2 Creative    | B I can stay calm for a long time and I don't get annoyed when smth. takes a long time. |
| 3 Inquisitive | C I became good in drawing/painting/singing/sculpture.                                  |

- |                   |   |
|-------------------|---|
| 4 Patient         | D I give much attention to what I'm doing, it helps me avoid mistakes.      |
| 5 Energetic       | E I can plan all my activities, not only free time.                         |
| 6 Artistic        | F I pay a lot of attention to things, I love watching.                      |
| 7 Careful         | G I'm able to invent things and create new ideas.                           |
| 8 Flexible        | H I have a lot of enthusiasm and determination, I'm active and never tired. |
| 9 Observant       | I I can easily change and adapt to different situations.                    |
| 10 Fit            | J Everything interests me, I google and look up many things and ideas.      |
| 11 Well-organised | K I love new experience, want to do difficult things.                       |

**Task 9. Match the expressions (A–F) to the explanations (1–6).**

- |                     |   |
|---------------------|---|
| 1 A culture vulture | A This person is into the hobby and spends a lot of time at the projects.                       |
| 2 A couch potato    | B Every time s/he goes off one pastime and takes another.                                       |
| 3 A dabbler         | C This person is addicted to shopping, if there is no money, window shopping is OK to.          |
| 4 A real doer       | D This person is hooked on culture — he goes to a theatre or gallery any free time.             |
| 5 A shopaholic      | E This person gets up to computer at any time of the day and is often hooked on computer games. |
| 6 A computer man    | F This person locks himself for hours in front of the TV and is physically inactive.            |

**Task 10. Read the text. For questions (1–14) choose the correct answer (A, B, C or D).**

**What Is Social Networking?**

Social Networking... It's the way the 21st century communicates today. Want to know what it really means?

Social networking is the grouping of individuals (1) \_\_\_\_\_ specific groups, like small rural communities or a neighbourhood subdivision, if you will. Although social networking is possible (2) \_\_\_\_\_ person, especially in the workplace, universities, and high schools, it is most popular online.

This is because unlike most high schools, colleges, or workplaces, the Internet (3) \_\_\_\_\_ with millions of individuals who (4) \_\_\_\_\_ to meet other people, to gather and share first-hand information and experiences about cooking, golfing, gardening, etc. The topics and interests are as (5) \_\_\_\_\_ and rich as the story of our universe. When it comes to online social networking, websites are commonly used. These websites (6) \_\_\_\_\_ as social sites. Social networking websites function like an online community of Internet users. Depending on the website in question, many of these online community members share common interests (7) \_\_\_\_\_ hobbies, religion, or politics. The friends that you can make are just one of the many benefits to social networking online. Another one of those benefits (8) \_\_\_\_\_ diversity because the Internet gives individuals from all around the world access to social networking sites. As (9) \_\_\_\_\_, social networking often involves grouping specific individuals or organizations together. (10) \_\_\_\_\_ there are a number of social networking websites that focus on particular interests, there are others that do not. The websites without a main focus are often referred to as 'traditional' social networking websites and usually have open memberships. This



means that (11) \_\_\_\_\_ can become a member, no matter what their hobbies, beliefs, or views are. As I'm sure you're aware, there are dangers associated with social networking including **data theft** and viruses, which are (12) \_\_\_\_\_ the rise. Although danger does exist with networking online, it also exists in the real world, too. Just like you're advised when meeting strangers at clubs and bars, school, or work — you are also advised to proceed with caution online.

- |    |             |             |             |             |
|----|-------------|-------------|-------------|-------------|
| 1  | A into      | B at        | C with      | D onto      |
| 2  | A at        | B with      | C in        | D on        |
| 3  | A fill      | B filling   | C fills     | D is filled |
| 4  | A want      | B will      | C must      | D has       |
| 5  | A different | B variety   | C various   | D vary      |
| 6  | A know      | B are known | C knew      | D known     |
| 7  | A similar   | B likely    | C as        | D like      |
| 8  | A were      | B was       | C is        | D are       |
| 9  | A gets      | B involves  | C has       | D receives  |
| 10 | A though    | B however   | C so        | D because   |
| 11 | A nobody    | B anybody   | C every one | D somebody  |
| 12 | A below     | B at        | C in        | D on        |

## 7. Travelling

### Task 1. Read the text to review the vocabulary.

Millions of people all over the world **spend their holidays travelling**. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel **to enjoy picturesque places**, or just **for a change of scene**. It is always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

People travel **by train, by plane, by boat, and by car**. All ways of travelling have their advantages and disadvantages. And people choose one according to their plans and destinations.

### Task 2. Connect the destination with the means of transport you would prefer to take in certain cases.

If I wanted to go to	the city centre, visit my grandma in the village, the seaside, the USA, Kyiv, the party,	I would travel by	taxi. metro/underground/speed tram. bus. mini-bus. bike. train. car. plane. boat.
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### Task 3. Read the text and fill in the table with the italicized words.

#### In the Airport

The airport is your first stop before leaving on our dream vacation or trip. Generally speaking, you should **arrive at the airport** with plenty of time to spare. Don't arrive 10 minutes before your **plane departs**. You can park your car in **long-term parking** if you are planning to be away for a few days, or you can ask someone to drop you off **in the loading zone** right in front of **the airport terminal**. You can check your bags at **the check-in counter** inside the airport. Once you are checked in, you will have **to pass through security** where they will **check your ID** and your **carry-on bags**. You will also need **to walk through a metal detector**, which will check for illegal items. After you pass through security, you can walk to **the gate** where you can wait **to board your flight**. Just wait until they call your section to board. They usually seat first-class passengers and those who need assistance first. Enjoy your flight.

*Aisle, aisle seat, baggage claim area, boarding area, boarding pass, carry-on luggage, cockpit, emergency exit, flight attendant, gate, lavatory, life jacket, metal detector, overhead compartment, oxygen mask, pilot, seat belt, security checkpoint, security officer, terminal, ticket counter, tray table, window seat, X-ray machine.*

You Have Them with You	In the Airport	On the Board of the Plane

**Task 4. Tourism and Travel. Where and how would you prefer to travel? Speak about the tourism using the table.**

<b>Travelling by Bus (Train)</b>	Find the proper bus in the timetable, book the ticket in the booking office, have some time and stay in the waiting room, find the seat (compartment) by the seat number, show the ticket to the ticket inspector (conductor), to get on the bus (train), to get off the bus (train), to follow the route by the map, to put the luggage in the luggage hold.
<b>Travelling by Ship</b>	To plan the voyage and book the tickets in advance, to enjoy the cruise, to board the ship, to set sail, to get to the port, to get sea-sick.
<b>Travelling to the Countryside ('Green Tourism')</b>	Go for long walks, off the beaten track, enjoy the nature, breathe the fresh air, admire the scenery, escape from the hectic city routine.
<b>Ski Resort</b>	Good for winter sports, exciting, can celebrate New Year or Christmas there, need to be fit and sportive.
<b>Famous Landmarks</b>	Examples of good architecture, historical sites, 'must-see' places, tiring, guided tours may be crowded.
<b>Big City</b>	Glamorous night life, huge range of entertainment facilities, things to suit all tastes, shopping and entertainment places.
<b>Beach</b>	Exotic, chance to get a suntan and rest, clear ocean (sea) water, peace and tranquility, to soak in the sun.

**Task 5. Compare the old fashioned means of travelling (by horse-drawn carriage) and modern means (by car) using the table.**

	<b>Positive Points</b>	<b>Negative Points</b>
<b>Horse-drawn Carriage</b>	Infrequent traffic, peaceful, relaxing, more environmentally friendly, leisurely pace of travel.	Slow, exposed to the weather, horses need to be cared for (food, grooming), need to hire a stable.
<b>Car</b>	Fast, higher level of comfort, protected from the weather, travel longer distances, convenient.	Busy motorway, noisy, more costly to run, higher risk of accidents, traffic congestion, pollution.

**Task 6. Read the text. Match choices (A–H) to (1-6). There are two choices you do not need to use.**

WORLD TRAVEL is cheap and easy. In fact, with a little practice and effort, you can travel the world for free. The idea that travel is expensive and difficult is peddled by tour companies, hotel chains and corporate media. The tourism industry wants you to buy cruise packages and stay at all-inclusive resorts. They want you to choose a travel experience the same way you would choose a new jacket at the mall. They want your Credit Card number.

The tourism industry doesn't want me to reveal the simple secrets of free travel, but I'm going to share them with you anyway. It can be scary to venture into the world with nothing more than optimism and good-will, but personal freedom begins with a leap of faith.

**1** \_\_\_\_\_

The joy of new experience is the most wonderful thing about travel — and new experiences are free. Travel frees you from the grind of daily routine. You will explore new places, meet new people,

try new foods and learn things about the world, and yourself, that you never imagined were possible. The joy of new experience is the most wonderful thing about travel — and new experiences are free. Walk the streets of a city. Stop and chat with a local. People watch in a public park. Climb to the top of a hill and watch the sun set over the ocean. The simple joy of being in a new place is just a matter of...wait for it...going someplace new. No tour package required.

**2**

Modern economy is built on the false premise that people need to buy new goods and services all the time. But this is not true. People need fresh air, healthy food, clean water, exercise, creative stimulation, companionship, self-esteem and a safe place to sleep. All of these things are simple to obtain. Most of them are free. For fresh air, go outside. For exercise, take a walk. For creative stimulation, go somewhere new. For companionship, make a friend. For self esteem, turn off your TV, breathe deep and open your spirit to the basic goodness of the world.

**3**

If you live in New York and want to take a 2 week vacation to Africa, it will be very difficult to travel for free. Indeed, as long as you believe that time is money, you will spend money all the time. Time is not money. Time is free. You have all the time in the world.

Instead of buying a plane ticket, catch a ride, or remodel an old sailboat, or just hop on your bike and ride away from town. The slower you travel, the less money you will spend.

**4**

When you travel, you don't need to pay rent. You don't need a car. You don't need an oven, a washer-dryer, electricity, Cable TV, a gym membership, a sofa and loveseat or a closet full of clothes. You don't need a suit and tie to wear to your job because you don't need a job. You don't need to worry about paying the bills, because there are no bills to pay.

You are free.

**5**

Although it's possible to travel for free in a big city, it's damn difficult. Cities are built on money, and necessities like fresh air, clean water and a safe place to sleep are difficult to come by in cities. Go to the country, where people are more relaxed, food is plentiful and there's ample room for one traveler to lay out her sleeping bag under the stars.

**6**

If you need an income in order to pay off loans or support a child, find a job that calls for extensive travel. There are millions of jobs available in the global economy that demand travel. Of course, some jobs are easier to love than others, and much work that involves travel also involves the destruction of local ecosystems and traditional ways of life. Avoid unethical work if at all possible — it is bad for your health and worse for your soul.

And always remember that travel broadens your mind. As Kurt Vonnegut wrote, 'Peculiar travel suggestions are dancing lessons from God.'

- A** Go Slow
- B** Get Out of the City
- C** Travel by Bike Only
- D** Embrace the Simple Joy of Travel
- E** Leave Your Possessions and Obsessions Behind
- F** Never Buy Airplane Tickets
- G** Keep Your Needs to a Minimum
- H** Find a Job You Love that Entails Travel

## 8. Films and Cinema

### Task 1. Read the text and fill in the table.

We love watching films (= **movies** in American English) — either on TV, on DVD, downloaded onto our PCs or at the cinema.

What sort of films do you enjoy? You've got a lot of **genres** to choose from: **westerns** (set in the American Wild West) or **spaghetti westerns** (those filmed in Italy) to **action** films (fights, car chases etc.), **adventure**, **travelogues** (accounts of travels), **animated** (cartoons), or **horror** (lots of blood or ghostly visits). Perhaps you prefer **comedy** (or 'romcom' — romantic comedy) or **dramas**. Sometimes these are **epics** (long, historical dramas), **adaptations** (adapted either from a previous film or from a book or play), **sequels** (films following the events in the well-known film) or **prequels** (films preceding the events in the well-known film). What about **thrillers** (or suspense), or **musicals** (with song and dance) and **science fiction** (set in a futuristic world)? Or maybe you prefer the old **black and white films**, or the **classics**.

In a celebrity-obsessed world, actors are as famous as politicians (maybe even more so). We like to see our favourite actors **playing a character** — even a **minor character** — in films, whether these are in **lead roles** (=main roles), or **supporting roles** (not main roles). Every year, the **Oscars** gives awards to **lead actors** and **supporting actors**, but never to the **extras** (the actors who play people in a crowd, often without a speaking part). We like reading the film **credits**, firstly to see who's in the **cast** (everyone who acted in the film) and if there's a **cameo** — a **special appearance** by a famous actor who's only in the film for a couple of minutes.

Then we like to see who the **director** or **producer** is, the **screenwriter** who wrote the **screenplay** (the script that the actors speak) and **the composer**, who composed the **soundtrack** (the music background in the film). We'll read film **reviews** to find out more about the **plot** (or storyline) and how good the **lighting**, **cinematography** (art of **shooting the film**) or **costumes** are. We might even watch a **trailer** (short extract from the film) to see the **special effects**.

<b>Film Genres</b>	
<b>Actors / The Cast</b>	
<b>People Making the Film</b>	
<b>What We Need to Shoot the Film</b>	
<b>Other Important Words</b>	

### Task 2. Compare the most popular film genres by filling in the table with the italicized words. Add your example of each genre to the table.

*Moving, slow, violent, dull, hilarious, humorous, gripping, frightening, thrilling, light-hearted, sentimental, scary, boring, action-packed, funny, cliché, charming, bloody, brutal, sensitive, intriguing.*

<b>Kind of Film</b>	<b>Positive Features</b>	<b>Negative Features</b>	<b>Example</b>
<i>I find/consider ... to have both positive and negative features.</i>	<i>In my view... As I see it ... it may be...</i>	<i>However... On the other hand... Opponents of ... say...</i>	<i>For instance... In particular ... is...</i>
Horror Films/Thrillers			
Comedy			

Romance/Drama			
Musical			
Adventure/Travelogue			

**Task 3. Choose and review the film using the tables.**

<b>Genre</b>	This film is...
<b>Short Description</b>	It is about ... who...
<b>Cast</b>	The actors starring in the film are... The supporting roles are played by... There is a/no cameo appearance of...
<b>Setting (Time/Place)</b>	The film is set in... It takes place in...
<b>Plot</b>	The opening scene of the film shows... At the beginning ... but then/after... ...meanwhile... Eventually... In the closing scene we can see...
<b>Special Details</b>	What strikes me about the first picture is the fact that... The film reminds me of...

**Task 4. Read the text. Fill in the gap (1–8) with one suitable word.**

**Harry Potter and The Deathly Hallows Part 1' Movie Review**

*Harry Potter and the Deathly Hallows Part 1* is, as expected, the darkest film of the lot by far. In fact, the setting's so bleak it's almost as (1) \_\_\_\_\_ our favourite now-nearly-adult wizards have survived the apocalypse and are fighting against all odds to stay alive in a suddenly completely inhospitable world (think *The Road*, *The Book of Eli*) And, in a way, they are. Voldemort and his Death Eaters have taken over and the fun days of learning spells, working (2) \_\_\_\_\_ wands, playing Quidditch, and hanging (3) \_\_\_\_\_ with their Hogwarts schoolmates are just fond memories. Harry, Hermione, and Ron are on a mission to destroy Horcruxes and save not only the wizarding world but innocent muggles in this next to last edition of the blockbuster *Harry Potter* franchise.

**The Bottom Line.** *Harry Potter and the Deathly Hallows Part 1* has its share of action sequences, and returning director David Yates uses everything at his disposal (4) \_\_\_\_\_ make the scenes as seat-grippingly suspenseful as possible. But what sells this film isn't the occasional battle, it's — as previously mentioned — the emotional connection we have with the main characters and investment we've made (5) \_\_\_\_\_ following Harry, Hermione, and Ron's journey over the years.

The title, *Deathly Hallows*, just sounds foreboding and the feeling of impending doom looms large over the entire two hours and 27 minutes running time. That said, there are some incredibly funny bits thrown in here and there to lighten the mood, mostly delivered with crackerjack timing by Grint as the

ever dependable Ron Weasley. Grint's got a real future in comedies, if that's the direction he chooses to go.

The film concentrates (6) \_\_\_\_\_ the three teen wizards, with most of the outside news coming through dream sequences, radio broadcasts, and newspaper headlines that flash by quickly onscreen. As with the book, *Deathly Hallows* narrows the focus of the story to Harry's preparation for his fight to the death with Voldemort. And director Yates and returning screenwriter Steve Kloves (7) \_\_\_\_\_ very few false steps (the pacing's a bit sluggish about three-quarters of the way in) as they prepare audiences for the final showdown in *Part 2* (hitting cinemas next July).

A slight word of warning for parents of young *Harry Potter* fans: there are a few more mature moments and there are, as there have been in the past, deaths of characters we've come to love. Keep that (8) \_\_\_\_\_ mind when deciding if the seventh film is appropriate for younger viewers. However, if they've read the books, then there's nothing that should be too shocking in the film.

## 9. Museums and Exhibitions

**Task 1. Vocabulary Revision. Fill in the table with the italicized words.**

*Battle painting, one-man exhibition, painter of landscapes, painter of portraits, genre painting, restorer, historical painting, varnishing day, landscape painting, monumental painting, mural painting, portrait, icon-painter, engraver, caricature, exhibition halls, colourist, galley, collection, model/sitter, city-scape (town-scape), sea-scape (water-piece, marine), painter of seascapes, graphic art (black-and-white art), still life, icon, print, fresco, engraving, woodcut, reproduction, self-portrait, a half-length portrait, a full-length portrait, draftsman, international exhibition, miniature, on display, abstract art, museum of applied art, folk art, oriental art, fine arts, contemporary (modern) art, ancient art.*

Art Exhibitions and Museums	Kinds of Paintings	Painters and Models

**Task 2. Read the text and speak about your own reasons to visit museums and exhibitions.**

Museums are presenting the whole world left to us, with which we can learn lots of things we did not previously know, be aware of what has happened in the past as well as what is going to happen in the future, or gain self-understanding. Personally, among countless factors which influence the reason for visiting museums, there are three conspicuous aspects as follows.

The main reason for my propensity for visiting museums is that more about local histories can be known in this way. Nowadays, many museums are mainly operating for responsibilities to collect, preserve historic treasures and exhibit fine art and antiquities. For instance, the National Museum of Chinese History, the first of these kinds to be established in China has over 300,000 items, including more than 2,000 first-grade pieces items, 100,000 photographs of cultural relics and over 200,000 professional books. As you walk around the General Chinese History exhibition rooms, looking at the cultural relics and imagining the past, you may feel that you are traveling along a path spanning the course of Chinese history.

Another reason can be seen by every person is that you can see something rare so much as unique in museums. For example, Emperor QinShihuang, the first emperor in Chinese history, is known as the Emperor Qin's Terra-cotta Warriors and Horses. Today, the Emperor Qin's Terra-cotta Museum, 'the eighth Wonder of the world', is not only a treasure house where the tourists can learn histories, but also a main scenic spot of China. The vivid pottery figures, colorful uniforms and various weapons, acclaimed as the peak of perfection, are unique forever.

Furthermore, visiting museums can enrich our knowledge about various sides, such as preventive measures of a disease, the reason of earthquake, the latest development of the laser and so on. The inventive genius may be inspired in someone by making exhibits, because knowledge is acquired more easily in this way than being taught in class.

Still, people might list other reasons to explain why they always visit museums while traveling to new places, but the three points I have explored in the above discussion, I believe, are most relevant to the issue under discussion.



### Task 3. Read the text and speak about the visit to the museum using the 'Key Language'.

#### How to Visit the Louvre Museum?

The Louvre museum is perhaps the most famous art museum in the world. The sprawling palace holds scores of corridors with walls and walls of priceless art and sculpture. **Visiting the museum can be daunting at best** because of the sheer size of the palace. Follow these few steps to make your visit to the Louvre museum **a seamless and memorable event**.

**Research the art of the museum** before visiting. Knowing the history of the **art helps to enrich the experience of viewing it**, so do your homework before.

Determine which section of the Louvre you are most interested in. The museum houses everything from Egyptian and Mesopotamian art to French and German impressionism.

**Visit the highlights of the museum first**, so you can have time to explore the other reaches of the corridors. The most famous of the Louvre's art is located in the Sully wing. In the centre of the Sully are greats such as Winged Victory and the Mona Lisa.

**Obtain a museum guide** from the front desk. They can be purchased for as little as 8 euros, as well as **audio guides** to the museum that accompany certain exhibits.

**Plan your route in the museum so that you touch upon some of the best highlights of each exhibit.** Start with the ground floor, the Richelieu floor, which contains sculpture. Then proceed to the 1st floor of the Sully that contains Egyptian, Etruscan, Middle Eastern and Greek and Roman antiques. The Sully wing also encompasses painting and medieval art.

#### *Key Language*

Before the visit...

First... so that...

Then...

Also...

### Task 4. Describe a picture using a scheme.

#### 1) Introduction.

The photo/picture shows...

It was taken/painted by/in...

It's a... (black-and-white/coloured photo).

#### 2) What is where?

In the foreground/background you can see...

In the foreground/background there is...

In the middle/centre there are...

At the top/At the bottom there is...

On the left/right there are...

Behind/In front of ... you can see...

Between ... there is...

#### 3) Who is doing what?

#### 4) What I think about the picture?

It seems as if...

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

**Task 5.** Read the text. For each of the empty space (1–12) choose the correct answer (A, B, C or D).

### International Museum Day

International Museum Day has been held around the 18th of May every year (1) \_\_\_\_\_ 1977. It was started by the International Council of Museums (ICOM). ICOM says: 'The event (2) \_\_\_\_\_ the opportunity for museum professionals to meet the public and alert them to the (3) \_\_\_\_\_ that museums face.' It wants the public to know museums are 'an institution in the service of (4) \_\_\_\_\_ and of its development'. ICOM encourages its member countries to celebrate the day in a way that is best for their specific cultures. It asks countries to follow its simple motto: 'Museums are an important (5) \_\_\_\_\_ of cultural exchange, enrichment of cultures and development of mutual understanding, co-operation and (6) \_\_\_\_\_ among peoples.'

Museums are an important part of every society. They are a great (7) \_\_\_\_\_ of education and (8) \_\_\_\_\_. The UK Museums Association says a museum is: 'A permanent institution in the service of society.' It says a museum 'acquires, (9) \_\_\_\_\_, researches, communicates and exhibits the heritage of humanity'. It adds that museums are for 'the purposes of education, study, and enjoyment'. There are museums on just about anything you can (10) \_\_\_\_\_ of. There are museums for science, technology, toys, history, stamps and even museum museums. We can visit (11) \_\_\_\_\_ museums that showcase a single building, or we can visit the great museums of the world that contain hundreds of thousands of (12) \_\_\_\_\_ treasures.

- |    |                |              |              |               |
|----|----------------|--------------|--------------|---------------|
| 1  | A sincere      | B sincerely  | C since      | D sincerest   |
| 2  | A provision    | B provides   | C provider   | D providing   |
| 3  | A challenges   | B challenger | C challenged | D challenging |
| 4  | A social       | B societies  | C socially   | D society     |
| 5  | A meaning      | B means      | C meant      | D meanie      |
| 6  | A piece        | B peaceful   | C peace      | D pieced      |
| 7  | A sauce        | B source     | C sourced    | D sauces      |
| 8  | A wonderful    | B wondered   | C wonders    | D wonder      |
| 9  | A conservation | B conserved  | C conserves  | D conserve    |
| 10 | A think        | B thought    | C thinking   | D thinks      |
| 11 | A locally      | B locals     | C locale     | D local       |
| 12 | A priceless    | B pricy      | C priced     | D prices      |

## 10. Education

**Task 1. Read the text and fill in the table.**

### Education and The Problems of Modern World

Education is **the system of values** around which people build personal and social lives.

Many great minds never **completed** even their grade **schools** like Thomas Edison and Henry Ford but they were super success. When we look at the reason behind this phenomenon, we come to know that they succeeded because **they knew how to research, collect information for a selected project and process knowledge**.

What can we do today to make modern education suitable for the XXI century? Firstly, we need to change **the class room environment**. Today it is not **research supporting** and only **focuses on cramming up some text book topics** remaining **exam focused**. The change must be aimed at **developing innovative, creative, intuitive, and self-motivating qualities of students**.

Also teachers complain on **the lack of motivation** in students. Actually, the lack of motivation is lack of **knowledge processing skills**. Many students feel that they have to acquire the knowledge they will never need in life. Knowledge by itself has no value; it is like a dictionary filled with words. Words by themselves have no value; it is the process of stringing them together that gives them value like words combined make meaningful phrases, clauses, sentences and even compositions. Self-made millionaires were not the best students in their classes. But they differ from the crowd by **the mode they process knowledge**. The self-made millionaire **has a vision**, then he **researches specific knowledge, applies intuitive knowledge and process all essentials, searching for a workable way out**. Finding unconventional decisions to do ordinary duties makes millionaires. The furtive is **vision, research and processing**, not **pre stored knowledge**. That's what we need to teach.

Today's education is **exams oriented, focused on knowledge**. The quality education of tomorrow will **address the exceptional talents of each student and have a positive emotional experience**. It will evaluate natural talent and how the student learns. Teachers will become skilled at what works and what does not work. Then focus on what works. With this method, students will **develop a love to learn and learning becomes a lifelong procedure**. This is the point where we may call it **future-oriented**.

	Today's Education	Education of the Future
Classroom Environment		
Motivation, Processing Knowledge		
Orientation of Education		

**Task 2. School and University. Fill in the table with the italicized words. What are the words that suit both types of education?**

*Teacher, pupil, student, professor, lecturer, headmaster, tutor, undergraduate, graduate, postgraduate, class, lesson, form, session, workshop, lecture, seminar, school trip, campus, lecture hall, dormitory, playground, sports ground, stadium, library, canteen.*

	University	School
<b>Activities</b>		
<b>Facilities/ Places</b>		
<b>People</b>		

**Task 3. People, Places and Subjects at School.**

**a) Think of the people, places and subjects in Ukrainian schools and fill in the last column of the table. Compare the school subjects in Britain to those in Ukraine. Use the table and the ‘Key Language’ to speak about the subjects.**

	US/British Schools	Ukrainian Schools
<b>People in a School</b>	classmate, coach, cook, headmaster, janitor, librarian, president, principal, professor, secretary, student, teacher.	
<b>School Rooms and Places</b>	baseball field, bathroom, cafeteria, classroom, gym, lab, library, locker room, office, playground, principal’s room, soccer (football) field, swimming pool, teacher’s room.	
<b>Secondary School Subjects</b>	Art, Business Studies, Citizenship, Design And Technology, Drama, English, Geography,	

	History, ICT: Information and Communications Technologies, Languages, Maths, Modern Studies, Music, PE: Physical Education, RE stands for Religious Education, Science, Study Skills.	
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### ***Key Language***

Learn about living organisms.  
Study physical forces like energy and light.  
Be creative and use your imagination.  
Learn about the past events.  
Improve computer skills.  
Play various games and get exercise.  
Learn how to help people in difficult situations.  
Learn poems and fiction of the world heritage.  
Understand human nature and behaviour.  
Learn about the key geographical features of other countries.

### **b) What do you like/dislike about school? Use the ‘Key Language’ to talk about this.**

Have exams at the end of the year.  
Prepare for external independent testing.  
Have assignment deadline.  
Have to follow the syllabus.  
Have to follow the rest of the class.  
Study long hours.  
Can be very intensive.  
Socialize with other students.  
Go on school trips/excursions.  
Have lessons outside the classroom.  
Organize events and performances.  
Timetable can be flexible — classes may be shortened.  
Receive the teacher’s full attention.  
Learn at your own pace.

### **Task 4. Read the texts and fill in the table. Compare the educational systems using the table.**

#### **Educational Systems in Great Britain, USA and Ukraine**

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examination when they are 17 or 18. Before 1965 all children had to go through special intelligence tests. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance with the results of the tests.

State schools are divided into the following types:

**Grammar schools.** Children who go to grammar schools are usually those who show a preference for academic subjects, although many grammar schools now also have some technical courses.

**Technical schools.** Some children go to technical schools. Most courses there are either commercial or technical.

**Modern schools.** Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical schools and learn some trade.

**Comprehensive schools.** These schools usually combine all types of secondary education. They have physic, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

There are also many schools which the State doesn't control. They are private schools. They charge fees for educating children and many of them are boarding schools, at which pupils live during the term time.

After leaving school many young people go to colleges or further education. Those who become students at Colleges of Technology (called 'Techs') come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 8,15 and end at 4,45 in the afternoon.

**British Schools.** Schooling is voluntary under the age of 5 but there is free nursery school education before that age. Primary education takes place in infant schools for pupils ages from 5 to 7 years old and junior schools (from 8 to 11 years). Some areas have different systems in which middle schools replace junior schools and take pupils ages from 9 to 11 years. Secondary education has been available in Britain since 1944. It is compulsory up to the age of 16, and pupils can stay at school voluntarily up to three years longer.

In 1965 non-selective comprehensive schools were introduced. Most local education authorities have now completely changed over to comprehensive schooling.

At the age of 16 pupils take school-leaving examinations in several subjects at the Ordinary level. The exam used to be conducted by eight independent examining boards, most of them connected with the university. This examination could also be taken by candidates at a further education establishment. This exam was called the General Certificate of Education (GCE). Pupils of comprehensive school had taken the examination called the Certificate of Secondary Education either with or instead of the GCE.

A GCE of Advanced ('A') level was taken two years after the Ordinary level exam. It was the standard for entrance to university and to many forms of professional training. In 1988 both examinations were replaced by the more or less uniform General Certificate of Secondary Education.

The private sector is running parallel to the state system of education. There are over 2500 fee-charging independent schools in GB. Most private schools are single-sex until the age of 16. More and more parents seem prepared to take on the formidable extra cost of the education. The reason is the believe that social advantages are gained from attending a certain school. The most expansive day or boarding schools in Britain are exclusive public schools like Eton college for boys and St. James' school for girls.

**Universities and Colleges in Great Britain.** There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities, such as London and Manchester universities, and the new universities. Some years ago there were also polytechnics. After graduating from polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Art or Science. Most degree courses at universities last three years, language courses 4 years (including year spent abroad). Medicine and dentistry courses are longer (5–7 years).

Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food. This grant depends on the income of their parents. Most students live away from home, in flats of halls of residence. Students don't usually have a job during term time

because the lessons called lectures, seminars, classes of tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered 'an experience'. The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

### **Educational System in The USA**

**General Pattern of Education in the USA.** The general pattern of education in the USA is an eight-year elementary school, followed by a four-year high school. This has been called 8-4 plan organization. It is proceeded, in many localities, by nursery schools and kindergartens. It is followed by a four-year college and professional schools. This traditional pattern, however, has been varied in many different ways. The 6-3-3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is a 6-6 plan organization, with a six-year elementary school followed by a six-year secondary school.

American education provides a programme for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.

The elementary school in the United States is generally considered to include the first six or eight grades of the common-school system, depending upon the organization that has been accepted for the secondary school. It has been called the 'grade school' or the 'grammar school'.

There is no single governmental agency to prescribe for the American school system, different types of organization and of curriculum are tried out.

The length of the school year varies among the states. Wide variation exists also in the length of the school day. A common practice is to have school in session from 9:00 to 12:00 in the morning and from 1:00 to 3:30 in the afternoon, Monday through Friday. The school day for the lower grades is often from 30 minutes to an hour shorter. Most schools require some homework to be done by elementary pupils.

**Elementary Schools, High Schools and Institutions of Higher Learning.** There are eight years of elementary schooling. The elementary school is followed by four years of secondary school, or high school. Often the last two years of elementary and the first years of secondary school are combined into a junior high school.

The school year is nine months in length, beginning early in September and sometimes a shorter one in spring. There are slight variations from place to place. Students enter the first grade at the age of six and attendance is compulsory in most states until the age of sixteen or until the student has finished the eighth grade.

The elementary schools tend to be small. The high schools are generally larger and accommodate pupils from four or five elementary schools. A small town generally has several elementary schools and one high school. In some rural communities the one-room country school house still exists. Here may be found from five to twenty-five pupils in grades one through eight, all taught by the same teacher.

Admission to the American high school is automatic on completion of the elementary school. During the four-year high school programme the student studies four or five major subjects per year, and classes in each of these subjects meet for an hour a day, five days a week. In addition, the student usually has classes in physical education, music, and art several times a week. If he fails a course, he repeats only that course and not the work of the entire year. Students must complete a certain number of courses in order to receive a diploma, or a certificate of graduation.

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. Working one's way through college is commonplace.

Usually there is no admission examination required by a state university for those who have finished high school within the state. Sometimes a certain pattern of high school studies is necessary, however, and some state universities require a certain scholastic average, or average of high school grades.

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.

**Higher Education Institutions.** It has become common for the college programme to be divided into broad fields, such as languages and literature, the social sciences, the sciences and mathematics, and the fine arts. Many colleges require all freshmen and sophomores to take one or two full-year courses in each of three fields. Certain Courses, such as English or history, may be required for all, with some election permitted in the other fields.

Higher educational institutions usually are governed by a board of regents or a board of trustees. The executive head of a college or a university is usually called the president. The various colleges or schools which take up a university are headed by deans. Within a school or college there may be departments according to subject matter fields, each of which may be headed by a professor who is designated as department head or chairman. Other members of the faculty hold academic ranks, such as instructor, assistant professor, associate professor, and professor. Graduate students who give some part-time service may be designated as graduate assistants or fellows.

Professional education in fields such as agriculture, dentistry, law, engineering, medicine, pharmacy, teaching, etc. is pursued in professional schools which may be part of a university or may be separate institutions which confine their instruction to a single profession. Often two, three, or four years of pre-professional liberal arts education are required before admission to a professional school. Three to five years of specialized training lead to professional degrees such as Doctor of Medicine, Bachelor of Law, etc.

**Private and State Colleges and Universities.** Harvard College was established in 1636, with the principal purpose of providing a literate ministry for colonial churches. It was a small institution, enrolling only 20 students in 1642 and 60 in 1660. It soon became more than a theological training school and established itself as a liberal arts college. The next institution of higher learning established in the American colonies was the College of William and Mary, which opened in 1693 at Williamsburg, Virginia. Other colleges were founded in the next century, but all of them remained small schools for long periods. Students entered at the age of 14 and remained until they were 18, and the curriculum, while rigidly academic and classic was by modern standards rather secondary in nature.

Private colleges and universities were established in various states. The first state university was the University of Virginia, founded in 1819. Some state universities have large endowment funds which provide a substantial portion of their support. Other sources of income are student fees, gifts and endowments.

In general, higher education in the USA may be divided into two broad fields: liberal arts and professional. Each of these fields may be further subdivided into undergraduate and graduate levels. The liberal arts programme, on the undergraduate level, may be a two-year junior college course, or a four-year course leading to a degree of Bachelor of Arts or Bachelor of Science. The four-year course is usually subdivided into a lower division (which may be called the junior college), consisting of the two first years, and the upper division, which is the last two years. The first two years continue the general education and specialization begins in the third year.

### **Educational System in Ukraine**

Ukrainians have always shown a great concern for education. The right to education is stated in the constitution of Ukraine. It's ensured by compulsory secondary schools, vocational schools and higher education establishment. It is also ensured by the development of extramural and evening courses and the system of state scholarship and grants. Education in Ukraine is compulsory up to the 9th form



inclusive. The stages of compulsory schooling in Ukraine are: primary education for ages 6–7 to 9–10 inclusive; and senior school for ages 10–11 to 12–13 inclusive, and senior school for ages 13–14 to 14–15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a ‘core curriculum’ of academic subjects.

After finishing the 9th form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession. After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. All applicants must take competitive exam. Higher education institution, that is an institute or a university, offers a 4-years programme of academic subjects for undergraduates in a variety of fields. After four years of studying undergraduates receive bachelor’s degrees and may continue education and get a specialist or master’s degree. Then a person may receive postgraduate education — write a thesis and receive a candidate’s degree or a doctoral degree.

Higher educational establishments are headed by Rectors. Pro-rectors are in charge of academic and scientific work. An institute or a university has a number of faculties, each specializing councils which confer candidate and doctoral degrees.

The system of higher and secondary education in Ukraine is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments.

#### **School Systems of the UK, USA And Ukraine Compared**

	<b>UK</b>	<b>USA</b>	<b>Ukraine</b>
<b>Types of Schools</b>			
<b>General Pattern of Education</b>			
<b>Who Pays for the Education?</b>			
<b>School-leaving Exams</b>			
<b>Vocational Schools</b>			
<b>Universities</b>			

<b>Interesting Facts to Remember</b>			

**Task 5. Read the text below. Fill in each gap with one suitable word which best fits each space (1 – 7).**

### **Why Education Is the Key to Success**

Every one of us is a bundle of unique gifts and talents. Our relative success in life (1) \_\_\_\_\_ on how much we believe in ourselves, trust our own private genius and let it grow freely. Education provides us with the opportunity to realize our inborn talents.

Real education is the one which enables you to think for yourself and apply what you have learned. Purely knowing facts and being able to effectively remember and recall them isn't (2) \_\_\_\_\_ educated. To be educated is being able to make your own decisions and form your own opinions about things. What good education requires is a one-to-one interaction (3) \_\_\_\_\_ a good teacher and student.

There are two factors of education which must mold two different aspects of the human psyche — one is analytical intelligence and the (4) \_\_\_\_\_ is emotional intelligence. The former deals with the ability to solve technical problems while the latter deals with the ability to empathize, communicate, connect with our fellow human beings. A wholesome education system must educate to mold a character with all the abilities required to live a happy and successful life.

A human is what his thoughts make him. Education provides direction (5) \_\_\_\_\_ these thoughts. Success is more than just accumulation of material wealth. Success is not a destination but a never ending journey in self exploration. Education plays a large role (6) \_\_\_\_\_ determining our potential for achieving this success.

The real key to success is self-belief, which can unlock your inner potential. Education which puts you on the path of self-discovery, leading to self-belief, adds meaning to your life and provides you (7) \_\_\_\_\_ the means to achieve lasting success in life. As rightly put by W. B. Yeats, education lights the inner fire and provides us with the ability to think independently, making success only a matter of time.

## 11. Learning Foreign Languages

### Task 1. Vocabulary Revision. Fill in the table with the italicized words.

*Cheat/copy/use a crib sheet, hard-working, take an exam/sit an exam/do an exam, straight A (always gets top marks), pass with flying colours/pass with high marks, mediocre (not bad, average), learn by heart/memorise, scrape a pass (only just pass), test yourself, pass an exam (get a good enough mark to succeed), fail an exam (not pass), revise (go over everything you've studied), abysmal (terrible), get a good/high mark, swot up (revise), cram (try and force as much information into your head as possible), do well in the exam, get a bad/low mark, do badly in the exam, stellar (a star performer), plodder (works consistently, but isn't particularly brilliant).*

<b>Exams</b>	
<b>Before Exams</b>	
<b>During the Exam</b>	
<b>Types of Students</b>	

### Task 2. a) For questions (1–10) choose the answer (A, B or C) to define your type of learning.

- When I study, I like to\_\_\_\_\_.  
**A** use a highlighter to emphasize points  
**B** use a chanting rhythm to memorize  
**C** explain the information to someone else
- I like to study\_\_\_\_\_.  
**A** alone in a quiet place  
**B** in a group so I can listen to others  
**C** with one other person using role playing games
- I remember things best if I\_\_\_\_\_.  
**A** write things down and read them back  
**B** record the information and listen  
**C** make lists and write them over and over
- I like to learn using\_\_\_\_\_.  
**A** photographs and diagrams  
**B** rhymes and chants that I make up  
**C** labs and demonstrations

- 5 Sometimes when nobody is around I will\_\_\_\_\_.  
 A draw a picture showing a process I need to understand  
 B create songs with my homework information  
 C act out information
- 6 I remember things most when I\_\_\_\_\_.  
 A read them  
 B hear them  
 C say them
- 7 I have trouble remembering information if I\_\_\_\_\_.  
 A can't take notes  
 B can't discuss it in class  
 C read it and don't talk about it in class
- 8 I remember\_\_\_\_\_.  
 A faces  
 B names  
 C names and faces if I can shake hands
- 9 When I study for a test I like to\_\_\_\_\_.  
 A make an outline  
 B read out loud  
 C trace pictures, diagrams, and charts with my finger
- 10 In class you prefer to sit\_\_\_\_\_.  
 A closer to the teacher and the board to see everything well  
 B so that you could hear everything well  
 C so that the teacher could not see you and you could move freely

**Answers:** Mostly As — you are a visual learner; mostly Bs — you are an auditory learner; mostly Cs — you are a kinaesthetic learner.

**b) Read about learning styles and tell if it is true about you.**

**Visual Learners *learn through seeing...***

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

**Auditory Learners *learn through listening...***

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

**Kinaesthetic Learners *learn through moving, doing and touching...***

Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

### Task 3. What learners are these strategies for?

#### 1 \_\_\_\_\_

Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the old adage of ‘tell them what they are going to learn, teach them, and tell them what they have learned.’

Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with your own expertise.

Have the learners verbalize the questions.

Develop an internal dialogue between yourself and the learners.

Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities.

#### 2 \_\_\_\_\_

Use graphs, charts, illustrations, or other visual aids.

Include outlines, concept maps, agendas, hand-outs, etc. for reading and taking notes.

Leave white space in hand-outs for note-taking.

Emphasize key points to cue when to take notes.

Supplement textual information with illustrations whenever possible.

Have them draw pictures in the margins.

Have the learners envision the topic or have them act out the subject matter.

#### 3 \_\_\_\_\_

Use activities that get the learners up and moving.

Play music, when appropriate, during activities.

Use coloured markers to emphasize key points on flip charts or white boards.

Give frequent stretch breaks (brain breaks).

To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).

Provide high lighters, coloured pens and/or pencils.

Guide learners through a visualization of complex tasks.

### Task 4. Fill in the table to compare three styles of learning.

Styles	How People Learn?	What Teachers Should Do?
<b>Visual</b>		
<b>Auditory</b>		
<b>Kinaesthetic</b>		

**Task 5. Read the text. For each of the empty space (1–8) choose the correct answer (A, B, C or D).**

### **Why Study Abroad? 10 Reasons Why You Should Study in A Foreign Country**

Have you considered studying abroad, but are not sure whether it's worth your time? If you ask anybody who studied abroad, he or she will most certainly tell you that it is a (1) \_\_\_\_\_ experience and one of the most rewarding things he or she has ever done. Here are 10 very excellent reasons why you should take the plunge:

**1. Study abroad is the optimal way to learn a language.** There is no better and more effective way to learn a language than to be immersed in a culture that speaks the language you are learning. You're (2) \_\_\_\_\_ by the language on a daily basis and are seeing and hearing it in the proper cultural context.

**2. Study abroad provides the opportunity to travel.** Weekends and academic breaks allow you to venture out and explore your. Some more structured study abroad programmes even have field (3) \_\_\_\_\_ planned in or around the curriculum.

**3. Study abroad allows you get to know another culture first-hand.** Cultural differences are more than just differences in language, food, and personal habits. A person's culture reflects very deep (4) \_\_\_\_\_, beliefs, and values. Students who experience cultural differences personally can come to truly understand where other cultures are coming from.

**4. Study abroad will help you develop skills and give you experiences a classroom setting will never provide.** Being (5) \_\_\_\_\_ in an entirely new cultural setting is scary at first, but it's also exciting. It's an opportunity to discover new strengths and abilities, conquer new challenges, and solve new problems.

**5. Study abroad affords you the opportunity to make friends around the world.** (6) \_\_\_\_\_ abroad, you will meet not only natives to the culture in which you are studying, but also other international students who are as far from home as yourself.

**6. Study abroad helps you to learn about yourself.** Students who study abroad return home with new ideas and perspectives about themselves and their own culture. The experience abroad often challenges them to reconsider their own beliefs and values. The experience may perhaps strengthen those values or it may (7) \_\_\_\_\_ students to alter or abandon them and embrace new concepts and perceptions. The encounter with other cultures enables students to see their own culture through new eyes.

**7. Study abroad gives you the opportunity to break out of your academic routine.** Study abroad is likely to be much unlike what you are used to doing as a student. You may become (8) \_\_\_\_\_ with an entirely new academic system and you will have the chance to take courses not offered on your home campus. It's also a great opportunity to break out the monotony of the routine you follow semester after semester.

- |   |                    |                 |               |                |
|---|--------------------|-----------------|---------------|----------------|
| 1 | A life-threatening | B life-changing | C life-loving | D life-killing |
| 2 | A surround         | B surrounding   | C surrounded  | D surrounds    |
| 3 | A life             | B trips         | C travels     | D journeys     |
| 4 | A perceptions      | B acceptations  | C accounts    | D activities   |
| 5 | A raised           | B acquainted    | C involved    | D immersed     |
| 6 | A while            | B if            | C as          | D so           |
| 7 | A because          | B cause         | C of course   | D course       |
| 8 | A accurate         | B accepted      | C perceptive  | D familiar     |

## 12. Choosing a Career

**Task 1. Read the text and tell about your personal myths about choosing a career. Use the ‘Key Language’.**

Do you think you know everything about choosing a career? Many people think they know the right way to go about **picking an occupation**, but they often wind up choosing a career that is **unsatisfying**. Here are the myths of choosing a career:

**1. Choosing a career is simple.** Career planning is a **multi-step process** that involves learning enough about yourself and the occupations which you are considering in order to make an informed decision.

**2. A career counsellor can tell me what occupation to pick.** A career counsellor, or any other **career development professional**, can’t tell you what career is best for you. He or she can provide you with guidance in choosing a career and **can help facilitate your decision**.

**3. I can’t make a living from my hobby.** Says who? When choosing a career, it makes perfect sense to choose one that is related to what you enjoy doing in your spare time, if you so desire. In addition people tend to **become very skilled** in their hobbies, even though most of the skill is gained informally.

**4. I should choose a career from a ‘Best Careers’ list.** Every year, especially during **milestone years**, i.e. the beginning of a new decade, there are numerous articles and books that list what ‘the experts’ predict will be ‘hot jobs’. It can’t hurt to look at those lists to see if any of the careers on it **appeal to you**, but you shouldn’t use the list to dictate your choice. You need to **take into account your interests, values, and skills when choosing a career**. Just because the outlook for an occupation is good, it doesn’t mean that occupation is right for you.

**5. Making a lot of money will make me happy.** While salary is important, it isn’t the only factor you should look at when choosing a career. Countless surveys have shown that **money doesn’t necessarily lead to job satisfaction**. For many people enjoying what they do at work is much more important. However, **you should consider earnings**, among other things, when evaluating an occupation.

**6. Once I choose a career, I’ll be stuck in it forever.** Not true. If you are unsatisfied in your career for any reason, you can always change it. You’ll be in good company. Many people **change careers several times over the course of their lifetimes**.

**7. If I change careers, my skills will go to waste.** Your skills are yours to keep. You can take them from one job to another. You may not **use them in the exact same way**, but they won’t go to waste.

**8. If my best friend (or sister, uncle, or neighbour) is happy in a particular field, I will be too.** Everyone is different and **what works for one person, won’t necessarily work for another**, even if that other person is someone with whom you have a lot in common. If someone you know has a career that interests you, **look into it**, but be aware of the fact that it may not necessarily be a good fit for you.

**9. All I have to do is pick an occupation...** Things will fall into place after that. Choosing a career is a great start, but there’s a lot more to do after that.

**10. There’s very little I can do to learn about an occupation without actually working in it.** While **first-hand experience** is great, there are other ways to explore an occupation. You can read about it either in print resources or online. You can also interview those working in that field.

### *Key Language*

Before reading the article I was sure that...

My biggest misconception was...

I’ve changed my mind and decided...

If I had to choose my future job now, I would...

**Task 2. Steps in Choosing a Career. Fill in the table with the italicized words.**

*Make a list of occupations to explore, conduct informational interviews, assess yourself and set your goals, write a career action plan, explore the occupations on your list.*

	Steps	What to Do?
1		Your values, interests and skills, in combination with certain personality traits, will make some careers especially suitable for you and some particularly inappropriate. Some people choose to have career counsellors but many opt to use free career tests that are available on the Web.
2		Look over the lists of occupations that you want to take. They are probably rather lengthy. You have to come up with a much shorter list, consisting of between five and ten occupations. Circle occupations you may have considered previously and that you find appealing.
3		For each occupation on your list, you will want to look at the job description, educational and other requirements, job outlook, advancement opportunities and earnings.
4		You now need to gather more in-depth information. Your best source of this information are people who have first-hand knowledge of the occupations in which you are interested. Identify who they are and conduct informational interviews with them.
5		Now that you have set your goals, you will need to decide how to reach them. A career action plan will help guide you as you pursue your long and short term goals.

**Task 3. Read the text. For each of the empty space (1–8) choose the correct answer (A, B, C or D).**

**What Is a Career Action Plan?**

A Career Action Plan is a road (1) \_\_\_\_\_ that takes you from choosing an occupation to becoming employed in that occupation to (2) \_\_\_\_\_ your long-term career goals. Developing a Career Action Plan is the fourth step in the career planning process. You must complete the following steps first.

**Do a thorough self-assessment.**

Completely **explore viable career options** which were identified during the self-assessment. Choose an occupation after considering all the options.

**Setting and reaching your goals.**

Break your goals down (3) \_\_\_\_\_ **short-term** and **long-term goals**. Short-term goals are goals you can reach in one year or less. Long-term goals are ones that are attainable in one to five years.

In order (4) \_\_\_\_\_ your goals, you will have to get around any **barriers you may face**. List those barriers and your solutions for dealing with them.

**You should set both long-term and short-term goals:**

**Long-term goals:** these are goals that you should be able to achieve (5) \_\_\_\_\_ about three to five years.

**Short term goals:** these are goals that you should be able to reach in one to three years.

In order for your goals to be achievable, they must (6) \_\_\_\_\_ certain criteria.

**Your goals must be:**

**Conceivable:** you must be able to put your goal (7) \_\_\_\_\_ words.



**Achievable:** you must have the attributes, energy, and time (8) \_\_\_\_\_ your goal.

**Believable:** you must believe you can reach your goal.

**Achievable within a Certain Time Frame:** you must be able to state how long it will take you to reach your goal.

**Clearly Defined:** you must know exactly what your goal is.

**Flexible:** you must be willing to modify your goal as necessary.

- |   |            |                 |             |              |
|---|------------|-----------------|-------------|--------------|
| 1 | A trip     | B movie         | C map       | D sign       |
| 2 | A reaching | B spending      | C coming    | D bringing   |
| 3 | A out      | B to            | C over      | D into       |
| 4 | A to reach | B to spend      | C to learn  | D to discuss |
| 5 | A at       | B in            | C on        | D into       |
| 6 | A ask      | B have          | C meet      | D learn      |
| 7 | A into     | B over          | C under     | D to         |
| 8 | A to draw  | B to accomplish | C to forget | D to review  |

**Task 4. Consider the elements of the job and describe your dream job using the ‘Key Language’.**

**Types of work** — paperwork, manual work, vocational (which helps people).

**Professional training** — required with job experience, may need some job training, not required.

**Job experience** — required, preferable, not required.

**Working environment** — comfortable, challenging, demanding; to establish good working relationship, good rapport with colleagues.

**Working patterns** — to work fixed hours, to have nine-to-five job, to work flexi-time/to be on flexi-time, to do shift work (be a shift worker), to be a teleworker (work from home), to be self-employed, to be/to work freelance.

**Social contact** — limited, broad; socialize with workmates.

**Physical demands** — physically demanding, not very physically demanding.

**Responsibilities** — have to deal with the customers, make a research, work with numbers (figures), to deal with unpredictable situations, to work in a team, etc.

**Promotion** — good promotion prospects, may be passed over for promotion, a glass ceiling.

**Job characteristics** — positive: rewarding, interesting, dynamic, fast moving; negative: tiring, boring, mechanical, repetitive, a dead-end job.

**Extra advantages** — free meals, tips, perks, a car, a personal secretary.

**Disadvantages** — high stress level, heavy workload, have to meet the deadlines, to be snowed under, to be overworked and underpaid.

### **Key Language**

It's becoming increasingly popular in my country to...

More and more people are getting interested in...

I would prefer to have a job that...

I'm quite certain that...

If I were to decide/select, I would...

...is suitable/ideal/perfect for...

...is just what I need.

I seek a career in ... (industry).

Job satisfaction is important to me because...

## 13. Youth Today

### Task 1. Read the text and fill in the table.

#### Youth Problems

What are the main youth problems? Everyone knows and at the same time no one knows. **As sand through fingers** — youth problems are always changing. Thirty years ago Johnny Rotten sang ‘Problems, problems, the problem is YOU!’ The idea of that punk styled song is simple clear. **All our failures depend on us**. Imagine your life without money, can you do that? No fancy clothes, no fashionable clubs, no entertainments, no troubles. Americans say ‘No mass — no fuss’ in such case. Don’t you think **teenagers depend on money** greatly? They are **obsessed with** their appearance, **they need to be clothed fashionable and in modern style**. Some of them, who **are lacking money** prefer to wear jeans and plain clothes, this is their way out. The fashion industry is based on some youth preferences, there is a kind of business in producing special clothes and accessories for teens, Kira Plastinina, for example. The young try **to do their best in getting labelled and fancy stuff**; they are really **crazy about** such things. **External life may force out their spiritual life**, and that are dangerous circumstances. In my point of view, young should **pay more attention to their inside world, to develop their selves**.

Another youth problem is **mutual understanding in their families**. It’s hardly believable situation when **a teen feels comfortable with his relatives**, even in a tight-bonded family. Parents want them to be serious, to study hard and to think about their future, but **rare senior could understand teen’s tormented soul**. If teens could **obey the rules**, that’ll be very convenient for the last ones. Liberal seniors are absolute rarities, so teens **have to look for common language with their parents** in any case. We all **know the moral disaster of being misunderstood**. Try harder — and you’ll make friends with your relatives. Sometimes young **fall apart with their families and begin to take drugs, alcohol**. That is not the reaction **on the emotional environment, that is the reflection of tortured inside world**. Drug addicts are spread all over the world, but in their majority they are young people.

Your Own Problems	Problems Your Friends Have Experienced	Problems that None of You Have Experienced

### Task 2. Read the text. Speak about the ways to overcome problems.

#### Some Important Tips on How to Overcome Problems in Life

Motivate yourself. Say YES I CAN. The challenge should bring out the best of you in this situation. Slow it down, think that process though. Develop the feeling that there’s no way you’re going to fail at this. If you develop that mind-set, you’ll get it done.

Stay calm and cool headed, when you’re facing serious troubles and problems in life. You have to recollect yourself, and calm down. You can’t panic your way through it. Take a deep breath, relax, slow it down. Think things through calmly.

Let failure fuel and fear you in a positive way. Most people will avoid any challenge, because they're scared of failing. Running from that challenge IS failing! Everyone fails at times. It's not how many times you get knocked down that counts. It's how many times you get up in life that matters. If you fail the first, second, or third time, don't give up. Pick yourself up, and learn from why you've failed, and move on in positive direction. Learn what made you fail at overcoming these challenge, or challenges.

Simplify the problem or challenge you're facing. Break it down into steps, and work your way to the top of it. You have to work from the ground up. Work through each step of the process of overcoming this challenge. Make the challenge easier than it. That starts by breaking it down into steps. As you get through each step, you develop more belief you can get it done, then you will.

Maintain being positive and confident. Overcoming a challenge, you have to believe you can really do it. You have to find out all the ways you can overcome it, and put it to full use and effort. People overcome all kinds of challenges every day. Challenges aren't nearly as hard as presented most the time. Depends exactly what this challenge is. It's our own mental stability that's the difficult part. When you get into the mind frame of doing it mentally, you'll actually be able to do it. You can't do it, until you get there mentally.

Think the best, not the worst. What can really be the worst thing that happens if you don't overcome this challenge? Do you lose something extremely valuable? Are you afraid you'll be mocked? Labelled a failure? The most successful people have been labelled these things at one point or another. How do you think they overcome challenges in their life? They've been through the process of not doing it before. Instead of staying down, they use these parts of their life to help overcome them in the future. Don't let anything stick to you, then you'll be able to overcome all challenges you face in your life.

Learn from watching professional sports. As silly as it seems, and I realize it's just a game. Sports are a great way to watch, learn, and understand how to overcome challenges. When you watch teams and players, we get to see them overcome quite a bit of challenges. Sports for us are a way to experience and witness that anything is possible. That anyone can overcome a great deal of difficulty to succeed in our world. As the say goes, 'anything is possible.'

## 14. Environment

### Task 1. Read the passage and review the vocabulary.

The word **environment** has a lot of meanings and most often it refers to **the natural environment** — all living and non-living things that occur naturally on Earth. Humans have a leading role in the **environmental changes** as they use **natural resources**. Humans can affect **the wildlife** (life of animals) or they can **damage the natural resources by polluting them**. The causes of pollution are **factories that emit poisonous chemicals, pesticides in farming, land degradation, toxins, waste** and many others.

### Task 2. Problems with the Environment. Explain what the following terms mean and say where they occur.

Environmental problems such as...	have a damaging effect on...
air, land, water pollution	
climate change	
deforestation (destruction of the rain forest)	
overpopulation	
energy consumption	
greenhouse effect	
industrial and nuclear waste	
chemical fertilisers and pesticides	
insecticides	
acid rain	
smog	
genetic engineering (genetically modified food)	
hunting/poaching	

### Task 3. Endangered Wildlife. Fill in the first column of the table with the italicized words.

*Pollution, hunting, pesticides, agricultural growth, growth in urban expansion.*

Wildlife can be affected with...	It happens when...	That is how...
	<b>farmers spray crops with chemicals to protect crops from insects.</b>	<b>animals get poisoned as they eat the insects.</b>
	<b>industries release toxic waste in the water.</b>	<b>natural habitats are destroyed.</b>

	large amounts of ground is cleared to make the way to housing/industry.	the natural habitats of animals and birds are destroyed.
	ground is cleared to make way for crops.	animals and birds lose their habitats.
	demand for luxury items leads to hunting/killing of animal species.	animals become endangered.

**Task 4. Speak about natural disasters using the table.**

	<b>Cause</b>	<b>Effect</b>
<b>Hurricane</b>	Winds and warm tropical air combine to create strong circular storm patterns.	Destruction of property/homes/buildings, loss of livestock, flooding.
<b>Drought</b>	Shortage of rainfall over a long period of time.	Water shortages, reduced production of hydroelectricity, loss of crops and livestock, disease.
<b>Tsunami</b>	Water displaced in the oceans due to rapid movements from earthquakes, volcanic eruptions, underwater explosions.	Destruction of buildings and loss of life.
<b>Forest Fire</b>	Drought, human error, irresponsibility, arson.	Loss of life, loss of oxygen needed from trees, loss of natural habitat.
<b>Flood</b>	Intense rain, severe storms, poor drainage systems.	Cannot use the land to grow crops, risk of widespread disease due to contaminated water, damage to property, food/water shortages.

**Task 5. Protecting the Environment. Study the information to speak about the steps you are making to protect environment.**

Environmental problems are solved by many national and international organizations. However, they can't be effective without our help.

	<b>Governments' Help</b>	<b>Personal Responsibility</b>
<b>Electricity</b>	Inform the public, use the media on educating people.	Use energy saving light bulbs and devices. Save electric energy.
<b>Pollution</b>	Introduce stricter legislation, prohibit pollution, impose the filters on factories' chimneys.	Do not drop litter. Use the bike instead of the car when it is possible.
<b>Food</b>	Prohibition of genetically modified products. Eco-food popularization.	Eat organic! Consume less fast food.
<b>Water</b>	Water protection programmes, purification of contaminated rivers.	Do not let water run freely, reuse water.
<b>Rubbish</b>	Sorting of waste, recycling.	Recycle, use fewer plastic bags.
<b>(Rain)forests</b>	Prevent deforestation through fines and laws, replanting programmes.	Plant a tree, do not print the documents out if it's not necessary, use recycled paper.

<b>Wildlife</b>	<b>Organize campaigns, create wildlife parks, breed endangered animals in zoos.</b>	<b>Adopt an animal, feed animals and birds in winter.</b>
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Some steps for saving rainforests and, on a broader scale, ecosystems around the world can be abbreviated as **TREES**:

**T**each others about the importance of the environment and how they can help save rainforests.

**R**estore damaged ecosystems by planting trees on land where forests have been cut down.

**E**ncourage people to live in a way that doesn't hurt the environment.

**E**stablish parks to protect rainforests and wildlife.

**S**upport companies that operate in ways that minimize damage to the environment.

**Task 6. On a separate sheet of paper write an essay about the environmental problems using the frame:**

Urban expansion and overpopulation in the modern world have led to such problems as...

The damaging effect on the environment is caused by...

The example of the environmentally unfriendly attitude is seen with the wildlife when...

There is the danger that in the long run the damage may not be recovered. So, today people are becoming increasingly concerned about...

I think that our first priority should be ... another important factor to consider is ... the least urgent priority is...

The ways of solving the environment can be abbreviated as TREES:...

**Task 7. Read the text, add the ideas from it to the topic about environmental problems.**

In 1928, Thomas Midgley, a scientist and engineer in America, found a way to use chlorofluorocarbons (CFCs) as a refrigerant. They proved to be a valuable compound, stable, non-poisonous, non-corrosive, non-flammable.

Their low thermal conductivity made them ideal for coolants in refrigerators and air-conditioners. In the Second World War, CFCs were widely used as cleaning solvents and in plastic foam for food and drink containers, and the insulation of buildings.

These are the products which, doubling in output every ten years, have contributed to the destruction of the ozone layer, the thin veil in the stratosphere which protects animals and plants from disease and, possibly, extinction.

Other man-made chemicals, apart from CFCs, are eating ozone molecules. Among them are halon gases used in fire extinguishers, aerosols, and refrigerators, and two compounds widely used as solvents: methyl chloroform and carbon tetrachloride. Their combined reaction on the ozone layer is devastating, allowing ultraviolet rays from the sun, known as UV-Bs, to bombard the earth.

UV-Bs cause skin cancer. Medical journals in Australia say two-thirds of the population alive today will develop some form of skin cancer. More than 250,000 of the continent's 16 million inhabitants will develop the deadliest of all, malignant melanoma.

UV-Bs can damage the immune system and leave you open to infectious diseases. They damage your eyes, burning the cornea, injuring the retina and generating cataracts. In southern Chile, blindness has begun to strike humans, sheep, rabbits and horses. The radiation kills off the plankton on which larger sea creatures depend, and in southern Chile a 12 per cent reduction in plankton has been measured.

## 15. Science and Technology

**Task 1. Read the text about science, fill in the table, add the examples and express your opinion.**

Science is important for most people living in the modern world for a number of reasons. In particular, science is important for **the world's peace and consent**, for **the understanding of environment**, and for **our world outlook**.

Science is important for world peace in many ways. On the one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped us understand the problem of **supplying the world with energy** and developed a number of **solutions of the energy problem**. Another important contribution of science to the world's consent is that new methods of agriculture have been developed **to fight with food shortages** — to have bigger crops we use **fertilizers, pesticides** and **sustainable agriculture**.

Scientists have also analysed **the world's resources**, they study **the Universe** and how **to use its possibilities for the benefit of** humanity. Science provides people with some knowledge of **the natural world**. Scientists are trying to **predict earthquakes**, are continuing to study many other natural events such as storms. Scientists are also studying **various aspects of human biology** and **the origin and development of the human race**. The study of the natural world may help improve life for many people all over the world.

Science is also important for everyone who is affected by **modern technology**. Many of the things that make our lives easier and better are the results of **advances in technology** and, if the present patterns continue, technology will affect us even more in the future than it does now.

A basic knowledge of science **is essential for everyone**. It helps people to find their way in the changing world.

*Examples: computers, human genetic code (the human genome project), solar heating and air conditioning, theoretical models such as the theory of relativity and the Big Bang theory, satellite observations, nuclear power stations, earthquakes/ seismological predictions, genetic methods of fighting diseases, internet, Skype and cell phones, genetic engineering.*

<i>Science is crucial for...</i>	<i>This results in...</i>	<i>The vivid/common example of such scientific development is...</i>	<i>In my point of view... If you ask me... To me it seems ... because...</i>
the world's peace and consent			
the understanding of the environment			
for our world outlook			

**Task 2. Read the information below to talk about the scientific progress using the ‘Key Language’.**

It's difficult to overestimate the role of science and technology in our life. They accelerate the development of civilization and help us in our co-operation with nature. Scientists investigate the laws of the universe, discover the secrets of nature, and apply their knowledge into practice thus improving the life of people.

Let's compare our life nowadays to the life of people at the beginning of the 20th century. It has changed beyond recognition. Our ancestors hadn't the slightest idea of the trivial things created by the scientific progress that we use in our everyday life: refrigerators, washing machines, TV sets, computers, microwave ovens, cell phones... They would seem miracles to them that made our life easy, comfortable and pleasant.

Also, the great inventions of the beginning of the 20th century such as radio, airplanes, combustion and jet engines have become usual things and we can't imagine our life without them. A century is a long period for scientific and technological progress, as it's rather rapid. Through the millions of researches **the endless number of outstanding discoveries has been made**. Our century has had several periods that were connected with a certain era in science and technology. At first it was called **the atomic age** due to the discovery of the splitting of the atom. Then it became **the space age** when for the first time in the history of mankind a man overcame the gravity and entered the Universe. And now we live in **the information era** when the computer network embraces the globe and connects not only the countries and space stations but a lot of people all over the world.

All these things prove the power and the greatest progressive role of science in our life. But every medal has its reverse. And the rapid scientific progress has aroused a number of problems that are a matter of our great concern. These are **ecological problems, the safety of nuclear power stations, the nuclear war threat, and the responsibility of a scientist**. Also, many modern inventions have their positive and negative sides:

The Invention	Pros	Cons
<b>TV and Remote control (1900 — 1955)</b>	Television is a perfect means of spreading ideas and information.	TV addicts, couch potatoes.
<b>Microwave Oven (1955)</b>	Allows to warm and cook food quickly, is a great time-saver for working people.	The hidden hazards of <b>high-frequency radio waves</b> is in <b>radiation</b> — spreading energy with electromagnetic waves.
<b>Cordless devices (1961) (cordless phones, radios, computers)</b>	Increase the mobility of people, gives the opportunity to work from different places.	
<b>Mobile phones</b>	Instant word wide communication, useful in emergencies, convenient, helps people stay in touch.	Can be costly, potential health hazard if overused, telephone games cause children's addiction, annoying in public places.
<b>Jet Airliner (1958)</b>	Accessible mass air travel, able to travel around the world fast, people are not limited to local areas, helps people communicate, improves business and trade.	The risk of catastrophe and turbulences, causes and increases air pollution, uses up fossil fuels.



<b>Laser Beam (1958)</b>	Whitens teeth, removes tattoos, corrects vision, erases wrinkles, reduces weight, gives cosmetic beauty a new meaning altogether. And all this while trying to <b>track missiles</b> too!	The intensity of the laser beam can be higher than necessary thus causing skin burns.
<b>The Computer, Internet, E-mail and Skype (1959 – 2000) Video and Computer Games (1962 – nowadays)</b>	Computers have brought a lot of new phrases into the language: ‘dot com’, surfing the Internet, browsing the sites, e-mail message, twitter, skypeing, social nets: Facebook, vkontakte, etc.	Internet addicts (netaholics), <b>Cyber-Relationship Addiction</b> (social networking, chat rooms), <b>Net Compulsions</b> (online gaming), <b>Information Overload</b> (compulsive web surfing or database searching). <i>Health risks</i> including <b>muscle and joint pain, obesity, eyestrain and overuse injuries of the hand.</b>
<b>ATM (1969)</b>	You can withdraw cash easily with little commission.	Risk of robbery and forgetting the pin code or losing the card.
<b>MP3 Player (1998)</b>	Allows its users to listen to music in different places, makes listening more personal.	The inappropriate use of MP3 players can lead to <b>hearing damage</b> or even loss of hearing.
<b>Surgical Operations</b>	Major surgical advances (open heart/laser surgery), saves lives, incurable conditions are now operated on, operations performed painlessly, high level of accuracy thanks to high tech methods, patients are monitored by computer.	High cost of many operations, people worry less about healthy lifestyle.
<b>Skyscrapers</b>	Provide place for offices and many people.	May be cramped and noisy, not ideal for bringing up children.
<b>Space Exploration</b>	Possibility of discovering life on other planets, information broadcast by satellites, risky experiments conducted in space.	Extremely high cost, money spent on it may be used for helping people in developing countries, spending money on education or medical research is more important.
<b>Robots</b>	Increased level of production in industry (robots are used at factories), mass production of goods helps world economy, robots are less likely to make mistakes.	May cause unemployment (replacing people in jobs), less able to make production decisions than a factory worker.

**Key Language:** ...is a great invention because ... but at the same time... While ... is created to ... it also can... Potentially ... aims to ... but in reality...

**Task 3. Read the text below. Fill in the gap (1–4) with one suitable word.**

### **Is Technology Destroying More Jobs Than It Is Creating?**

Mankind has progressed very quickly in recent decades and the fast paced technological development is a proof (1) \_\_\_\_\_ this fact. But, is the high unemployment, being witnessed in many countries, an outcome of (2) \_\_\_\_\_ achievement?

We now have technological innovations that have gone as far as creating robots you can interact (3) \_\_\_\_\_ and give orders to. Machines may be very well replacing humans and creating a wider gap between the number of job positions available and the number of applicable candidates for it. Humans created machines and now machines are threatening their jobs. They were supposed to make life easier (4) \_\_\_\_\_ you. But, apparently they are making life for your employers so easy that they don't need much human resources now.

**Task 6. Read the text and speak about the dangers of scientific development.**

### **Carbon Footprint**

Carbon footprint is the indicator of the total amount of carbon dioxide released into the atmosphere annually, as a result of our day-to-day activities. Every person can have a different value for his carbon footprint, which is determined by his way of living. If you ponder on your daily routine, you'll find activities such as driving a car, watching television, talking on the phone, browsing the net, using the dishwasher to clean dishes, washing your clothes in a washing machine, etc. Each one of these activities and many more that you indulge in during the course of a day, contributes to the total amount of carbon dioxide emitted on the planet.

Carbon dioxide is one of the greenhouse gases that are responsible for maintaining the earth's temperature. However, excessive amounts of greenhouse gases in the atmosphere can lead to a drastic increase in the average temperature of the Earth. This phenomenon is termed as global warming, and is a serious environmental concern today.

So, how you can stop the damage caused to the environment, you may ask. Well, while you can't bring these activities to a stop, reducing them to some extent can definitely help.

For example, the average U.S. household carbon footprint is 48 tons CO<sub>2</sub>e per year. The single largest source of emissions for the typical household is from driving (gasoline use). Transportation as a whole (driving, flying and small amount from public transit) is the largest overall category, followed by housing (electricity, natural gas, waste, construction), then food (mostly from red meat, dairy and seafood products, but also includes emissions from all other food), then goods followed lastly by services. For most U.S. households, the single most important action to reduce their carbon footprint is driving less or switching to a more efficient vehicle. The carbon footprint of an individual is nothing but the total amount of carbon dioxide that was released into the atmosphere in a year, directly or indirectly, due to the individual's activities. So, while activities such as using electrical appliances, add to your carbon footprint directly, others like purchasing imported stuff and even purchasing anything new, for that matter, can also make a difference.

## 16. Ukraine and English-Speaking Countries

### I. Geography, History and Values of Ukraine and English-Speaking Countries

#### Task 1. Read the texts and fill in the table.

##### Geography of Ukraine

Ukraine is situated in the south-east of Europe. The territory of Ukraine is 603 700 square kilometres. Ukraine borders on Russia, Belarus, Poland, Moldova, Slovakia, Hungary, and Romania. Ukraine is larger than France and Great Britain but considerably smaller than Russia.

**Landscape.** The territory of Ukraine is mostly flat. There are the Carpathian Mountains in the west and the Crimean Mountains in the south, but they are not high.

**Seas and Rivers.** Ukraine's washed by the Black Sea and the Sea of Azov. The main rivers are the Dnieper, the Dniester, the Bug and the Donets. The Dnieper is one of the longest European rivers and one of the main sources of hydroelectric power in the country. The coasts of the Azov Sea and the Black Sea are good for ports. There are a lot of big sea ports, for example, Odessa, Kherson, Mykolaiv, Izmail, Mariupol and Kerch.

**Climate** of Ukraine is determined by its geographical location. Since Ukraine lies in the south-eastern part of Central Europe rather far from the Atlantic Ocean and close to Asia, it has a moderate continental climate. In general the country's climate is temperately continental, being subtropical only on the southern coast of the Crimea.

**The geographical position** of Ukraine is very favourable because the country lies on the crossroads of the ways from Asia to Europe. Since the times of Kyivan Rus Ukrainian roads have been used for trade contacts.

**Geography made Ukraine** a traditionally agricultural country. **The country is rich in** natural resources, such as iron ore, coal, non-ferrous metals, oil, and gas.

##### Geography of Great Britain

Great Britain is situated on the British Isles. It consists of England, Wales, Scotland and Northern Ireland, and is one thirtieth the size of Europe. Great Britain is surrounded by seas on all sides and is separated from the continent by the North Sea and the English Channel.

**Landscape.** The territory of Great Britain is flat, hilly and mountainous. There are many mountains in the north of England and in Scotland but they are not very high. The highest mountain in Great Britain is Ben Nevis.

**Seas and rivers.** Great Britain is a sea country — there is no place in the country farther than 120 km from the sea. There are many rivers in Britain. They are not long but some of them are deep. The longest river is the Severn. There are many lakes in Scotland. The most beautiful is Loch Lomond.

**The climate** in Great Britain is generally mild and temperate due to the influence of the Gulf Stream. The south-western winds carry the warmth and moisture into Britain. The climate in Britain is usually described as cool, temperate and humid. British people say: 'Other countries have a climate, in England we have weather.' The weather in Britain changes very quickly. One day may be fine and the next day may be wet. The morning may be warm and the evening may be cool. Therefore it is natural for the people to use the comparison 'as changeable as the weather' of a person who often changes his mood or opinion about something. The weather is the favourite topic of conversation in Britain.

**Great Britain has a very good position** as it lies on the crossways of the sea routes from Europe to the other parts of the world. There are many countries which are connected with Great Britain by sea. Thanks to Gulf Stream the climate of Great Britain is mild. It is often foggy and rainy. The summer is not very hot and the winter is not very cold.

**Geography made the UK** a highly developed industrial country. It lives by manufacture and trade. Its agriculture provides only half the food it needs, the other half of its food has to be imported. Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture, eleven are employed in mining, manufacturing and building. The main branches of British economy are engineering, mining, ship-building, motor vehicle manufacturing, textile, chemistry, electronics, fishing and food processing. The industrial centres of Great Britain are London, Manchester, Birmingham, Leeds, Liverpool, Sheffield and others.

### **Geography of the USA**

The USA is situated in the central part of the North American continent. The total area is over 9 million square kilometres. The USA borders on the Pacific Ocean on the west coast, the Atlantic Ocean on the east coast, and the Gulf of Mexico to the south. It also borders on the countries of Canada to the north and Mexico to the southwest.

**The landscape** of the country is very diverse. The USA is divided onto three areas: the Eastern area — a high land, the Central area — a plain, and the western area being mountainous and containing the Rocky Mountains and the Sierra Nevada.

**Seas, lakes and rivers.** The Northern part of the USA has the region of the five Great Lakes (Superior, Huron, Michigan, Erie, Ontario) which are connected by natural channels, cut by rapids. The greatest of these rapids is the Niagara Falls. The principal rivers of the USA are the Mississippi, the longest river in the world (17,800 kilometres) which flows into the Gulf of Mexico, the Colorado and the Columbia, which flow into the Pacific Ocean, and the Hudson River, which flows into the Atlantic Ocean.

**The geographical position** of the country is very favourable because the climate of the USA differs greatly from one part of the country to another. The coldest climate is in the north, the south has a subtropical climate. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

**Geography made the USA** a world leader in industrial and agricultural resources. The USA is divided into regions that have different kinds of land and climate, different ways of living and working, and their own characteristics and problems. And each has its own groups of people whose origin and traditions make them different from any of the others.

<b>Facts</b>	<b>Ukraine</b>	<b>The UK</b>	<b>The USA</b>
The country is situated...			
It borders on... It is surrounded by...			
Landscape			
Seas, lakes and rivers			

Climate			
The geographical position of ... is very favourable because...			
Geography made ... a...			

**Task 2. Read the text and fill in the table to speak about the factors that formed the British character. Use the 'Key Language'.**

### **The British Character**

Today the United Kingdom is a country made up of England, Scotland, Wales and Northern Ireland. Though very often the names 'English' or 'England' are used by many foreigners when they mean British or the United Kingdom, it's very annoying for the people of Wales, Scotland and Northern Ireland, who are not English.

Political unification of these countries was a long process — Wales was joined with England in 1536; Scotland merged with England and Wales in 1707, when the English and Scottish Crowns were united by James Stuart. In 1800 the Irish Parliament was joined to the Parliament of Great Britain in Westminster. The British Isles remained a single state for 122 years — till 1922, when most of Ireland became separate except the six northern provinces.

The four nations of the UK differ in the following aspects:

**Racially.** The Welsh, Scottish and Irish are the peoples of Celtic origin — they spoke the Celtic languages: Irish Gaelic, Scottish Gaelic and Welsh. The English are a race of Germanic origin. They spoke the Germanic dialect, which later developed into the English language.

**Socially.** These nations have different economic, social and legal systems.

These differences are not so great today, though the dominant culture of Britain is the English culture — many aspects of life are organized according to English pattern, the system of politics is English and the English language is the main language for all these countries. It makes all the nations recognize the predominant English influence, but also feel their identity very strongly.

Britain differs from continental Europe in its cultural, political and social heritage, these differences shaped due to some historical and geographical factors.

#### **Geographical factors:**

*Separation from the continent.* The British Isles are separated from the rest of Europe by a wide stretch of water, which made the access to the country difficult. Britain could not be invaded as easily as any other European country, so the British developed a sense of security, which can easily slide into superiority.

*Lack of extremes.* Britain is a country with no geographical extremes. So British love of compromise is a result of the country's geography and climate.

*Geographical identity.* Britain is divided into some geographical areas, which give their inhabitants a sense of geographical identity. Geographical identity includes a certain accent or dialect and some stereotyped image. In England, for example, people are divided geographically into northerners and southerners. Northerners consider themselves tougher, more honest and warm hearted than southerners.

### **Historical factors:**

*The last successful invasion in Britain was in the 11<sup>th</sup> century.* For nearly one thousand years Britain has not been invaded by foreigners. This gave the British a sense of self-confidence, which developed through this time.

*England became one of the richest European countries in the High Middle Ages.* This process was a result of the wool-trade, cloth-making, merchant adventure, and exploration. In 1497 Andrea Trevisano, Venetian ambassador to the court of Henry VII wrote: ‘The riches of England are greater than those of any country of Europe ... there is no small innkeeper, however poor and humble he may be, who does not serve his table with silver dishes and drinking cups... From time immemorial the English wear fine clothes’. Many travellers also noticed British egocentrism, self-confidence, pride and contempt for foreigners.

*The Reformation of the Church and separation from Rome.* The reformed religion gave rise to many other protestant movements that spread all over the globe. People believed in the main doctrine of Protestantism — predestination. The live of every person was considered to be predestined by God, so people had to work hard to become what they were created to be. The Bible was considered to be the only source of understanding God — it minimized the impact of priests on ordinary people. Today the Anglican Church is considered one of the most liberal churches in the world.

*The Industrial Revolution of the 18<sup>th</sup>–19<sup>th</sup> centuries.* Invention of new machines and building a big number of mills and factories established capitalism as mode of production. This process made the country ‘the world workshop’ and developed the British feeling of independence and uniqueness.

*The process of colonization.* The British felt the necessity to bring their culture to the rest of the world as a model of development for the colonies.

*The formation of the biggest empire in the world.* The Empire added to the feeling of superiority and independence, which was expressed in the policy of ‘brilliant isolation’, which Britain followed up to WWI.

<b>Factors that Influenced the Formation of the British Character</b>	<b>Traits of the British Character</b>
<i><b>Geography</b></i>	
A wide stretch of water between the British Isles and Europe.	
Lack of geographical extremes — there are no very long rivers, very high mountains and deep canyons.	
Britain is a sea country — no place there is 120 km far from the sea.	
<i><b>History</b></i>	
Britain was successfully invaded by the foreigners in 1066, since that time there has been no invasions.	

England became ahead of other European countries since the High Middle Ages.	
The Reformation of the Church and separation from the Roman Pope.	
The Industrial Revolution that made the country 'the world workshop'.	
The formation of the British Empire on which 'the sun never sets'.	

### Key Language

<b>Expressing Cause/Reason</b>	Due to/Owing to (extreme heat)... Seeing that (the heat is so extreme)...
<b>Expressing Effect/Result</b>	(The weather is) so (cold) that... For this reason... / As a consequence...

**Task 3. Read the text and fill in the tables to speak about the factors that formed the American character. Use the 'Key Language of Effect/Result' (task 2).**

### The American Character

The character of every nation is formed on certain values, and even if people can't tell you exactly what values they live by there are different researches and opinions to show what are the beliefs the people live with. The character is inseparable from the nation's history and geography, and American character is not the exception. Though it is often said that America is a nation with abundance of geography but shortage of history, both geographical and historical factors shaped the character of American nation.

#### Geographical factors:

*Territory.* The USA occupies a large territory that was subdued in less than four centuries, and even today the country is sparsely populated. The struggle to conquer the land still looms in the nation's memory. Large territories contributed to the idea of privacy that is so important for many Americans.

*Two large oceans that separate America from Asia and Europe* isolated Americans from political threats of Asian and European countries. These natural buffers allowed Americans not to maintain large armies through the course of history. However, natural boundaries made the country difficult to reach until modern means of communication were developed and thus contributed to the feeling of insularity — many Americans viewed European affairs as something distant and not worth paying attention to. Even today many Americans are not interested in foreign affairs and lack knowledge of geography.

*The wealth of environments* allowed the nation become self-sufficient in agriculture and most basic minerals.

*The reputation of America as geographic bounty* brought to the country floods of immigrants all over the world.

*A magnificent system of waterways* hooked the territory together and made travel cheap for goods and people allowing a degree of mobility (both geographical and social) unknown in most parts of the world.

#### Historical factors:

*Puritan immigration.* Though Puritans were not the first people who came to the New World and later their colonies did not comprise the biggest portion of the land, they were among the most lasting settlers. Besides, their values were very important to survival on the new land: self-reliance, hard work, frugal living and the guidance of individual conscience. Puritans were also noted for considering earthly success a sign of God's favour and believed that making money cannot prevent

form entering the kingdom of heaven. Today the traces of the Puritan doctrine — ‘people get what they deserve’ remain a part of American mentality. It makes Americans respect businesspeople and put much emphasis on making and possessing money. Puritans’ work ethic (often called ‘the Protestant work ethic’) also remains a part of American life, showing how important the hard work is.

*Immigration from different countries.* America is a land of immigrants, and this fact shapes the values and attitudes in the society. During the centuries of immigration Americans developed a new kind of society, different from the Old World where they had arrived from. Consequently, life in the New World developed in the newcomers such traits as equality and value of the fair competition. The first colonists came to America from rather segregated societies, where class and status shaped individual’s rights and opportunities. Unlike the Old World, new land did not favour class division; instead, it favoured personal skills and abilities. ‘Any man’s son may become equal of other man’s son,’ wrote Fanny Trollope while visiting the USA in 1831, ‘and the consciousness of this is certainly a spur to exertion.’ Belief that any man can achieve his dream remains crucial for American society today. It is can be done with the fair competition, so competitiveness is emphasized everywhere — in the family, at school, and in the office. The value of competitiveness is also reflected in the economic system, which is based on the free enterprise. The competitive economy of the USA shows its positive sides to the consumer — due to the competition the prices are often getting lower while the quality of production rises.

*The War for Independence.* This historical event no doubt remains an important milestone that shaped American character and relations inside and outside the country. The Declaration of Independence, one of the most important American documents, stressed the idea of independence and equality, stating that ‘all men are created equal’. This idea of egalitarian society — a society of equals is clearly traced in America today. People believe that they have equal opportunities in life. The whole system traditionally contributes to the sense that everybody plays the same rules. Egalitarianism — the equality of people is also vividly seen in people’s behaviour. It’s quite natural to call your teacher by the first name and not to treat people of high position in a differential manner. People of the lower class are often treated as if they are very important and people of high position are treated as everybody’s equals.

*Frontier.* The frontier much contributed to the mentality of Americans, as people came to new places, where no doctors and nurses could be found and the means of communication were a big problem. The frontier experience played a significant role in the formation of American stressing such features as egalitarianism, privacy, freedom, inventiveness, and self-reliance. Inventiveness developed in the people who came to the places in wilderness, and without self-reliance living in the new place was impossible. As government could not provide much help, the frontier people had to take care of themselves — men protected the houses with guns and in times of danger people worked together. On the frontier people also lived far apart from each other (the true frontiersman is said to pick up stakes and move as soon as he could smell his neighbour’s chimney smoke). This life style certainly contributed to the ideas of privacy and freedom that remain crucial for Americans today.

Geographical Factors	American Values
Historical Factors	



Arrival of Puritans	
Immigration	
War for Independence	
Life on the Frontier	

**Task 4. Read the text and fill in the tables to speak about the factors that formed the Ukrainian character. Use the 'Key Language of Effect/Result' (task 2).**

### **The Ukrainian Character**

Ukrainians are a very old ethnic group with unique traditions and a distinguished character. Though as an independent state we are very young, we can talk about the geographical and historical factors that have shaped the Ukrainian character.

#### **Geographical factors:**

*Geographical position.* Historically Ukraine occupies a large territory in the centre of Europe on the crossroads of many important trading routes. This made the country open to many influences, which is seen in the racial and religious toleration usually displayed by Ukrainians. Ukrainians are said to be 'naturally' egalitarian people.

*Wealth of environments.* Ukraine is a very beautiful country and this beauty left a great impact on the nation. Ukrainians are often called 'natural Buddhists' taking into consideration their love to nature and earth. All Ukrainian villages are built in picturesque places, the houses are surrounded by orchards and many flowers from these orchards are the symbols of Ukraine (e.g. mallows (калина) and guelder rose (мальва)).

*Abundance of arable fertile lands.* More Ukrainians have always lived in villages than in towns, till the middle of the 19th century 90% of Ukrainians lived in the country. Ukrainian country mentality is based on family togetherness, hospitality and numerous traditions connected with the year cycle.

#### **Historical factors:**

*Constant wars on Ukrainian territory.* The wars created a peculiar Ukrainian personality — rather individualistic and focused on family. The Ukrainian peasant is distinguished, above all, by his earnest and sedate appearance. According to the view of the Ukrainian, life is not merely a terrible struggle for existence, opposing man to hard necessity at every turn; life, in itself, is the object of contemplation, life affords possibilities for pleasure and feeling, life is beautiful, and its aesthetic aspect must, at all times and in all places, be highly respected. We find a similar view among the peoples of antiquity. In the present time, this view is very unpractical for nations with wide spheres of activity. At all events this characteristic of the Ukrainian people is the sign of an old, lofty, individual culture, and here, too, is the origin of the noted 'aristocratic democracy' of the Ukrainians. Other foundations of the individuality of the Ukrainian are the results of the gloomy historical past of the nation. It is the origin, first of all, of the generally melancholy individuality, taciturnity, suspicion, scepticism, and even a certain indifference to daily life. The ultimate foundations of the individualism of the Ukrainian are derived from his historic and political traditions; preference for extreme individualism, liberty, equality and popular government.

*Absence of independent state.* For many years Ukrainians did not have their own state so any state power in Ukraine for a long time associated with imposing the rules that were alien to Ukrainians. Any government usually finds an equal number of opponents and proponent, but the most difficult question is the division of power. Very often it is connected with some sort of anarchy and fight. The idea that all people originally have equal rights (egalitarianism) is also reflected in Ukrainian tradition to divide all patrimony equally between all children in the family.

*Cossacks.* Because of the conjunction of certain geographic and social conditions, a special social group — the Ukrainian Cossacks — arose in Ukraine as an attempt of the Ukrainian population to liberate itself from under the control of the nobility. The name Cossack (Ukrainian: *kozak*) is derived from the Turkic *kazak* (free man). By the end of the 15th century this name was applied to those Ukrainians who went into the steppes to practice various trades and engage in hunting, fishing, beekeeping, and so on. The history of the Ukrainian Cossacks has three distinct aspects: their struggle against the Tatars and the Turks in the steppe and on the Black Sea; their participation in the struggle of the Ukrainian people against socioeconomic and national-religious oppression by the Polish magnates; and their role in the building of an autonomous Ukrainian state. Cossack culture focused on love to native land and free spirit. In the Cossack Ukraine a woman had equal rights with a man, when men were fighting for their land, women were supervising their families and children. The position of woman is much higher in Ukrainian people than in other nations. In innumerable cases the woman is the real head of the household.

*Cultural development.* Even in prehistoric times, Ukrainian territory was the seat of a very high Trypillia culture, the remains of which, now brought to light, astonish the investigator through their loftiness and beauty. In ancient times the early Greek cultural influences flourished in the Southern Ukraine, then the Roman, and in the Middle Ages the Byzantine. Byzantine culture had a great influence upon ancient Ukrainian culture, and its traces may still be seen in the popular costume and in ornamentation. The worth of Ukrainian culture appears, in its most beautiful and its highest form, in the unwritten literature of the people. The philosophical feeling of the Ukrainian people finds expression in thousands of proverbs and parables, the like of which we do not find even in the most advanced nations of Europe. They reflect the great soul of the Ukrainian people and its worldly wisdom. But the national genius of Ukrainians has risen to the greatest height in their popular poetry. Beginning with the historical epics (*dumy*) and the extremely ancient and yet living songs of worship, as for example, Christmas songs (*koladky*), New Years' songs (*shchedrivky*), spring songs (*vessilni*), harvest songs (*obzynkovi*), down to the little songs for particular occasions (e. g. *kozachki*, *kolomiyki*), we find in all the productions of Ukrainian popular epic and lyric poetry, a rich content and a great perfection of form. In all of it the sympathy for nature, spiritualization of nature, and a lively comprehension of her moods, is superb; in all of it we find a fantastic but warm dreaminess; in all of it we find the glorification of the loftiest and purest feelings of the human soul. A glowing love of country reveals itself to us everywhere, but particularly in innumerable Cossack songs, a heartrending longing for a glorious past, a glorification, although not without criticism, of their heroes. In their love-songs we find that the spiritual beauty of woman is glorified above all. Even in jesting songs, and further, even in ribald songs, there is a great deal of grace.

*Value of education.* In medieval Europe Kievan Rus was considered a developed state in the 11th century and caused great astonishment among travellers from Western Europe because of its comparatively high culture. Till today Ukrainians place a great value in education, which is very often displayed in a wish of getting university diploma any way. Most Ukrainian families try to organize the free time of their children so that they were taking part in extra curriculum activities such as sports, music, learning foreign languages, etc.

Geographical Factors	Ukrainian Values

Historical Factors	Ukrainian Values
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**Task 5. Compare the traits of the national character of Americans, British people and Ukrainians. What makes each nation unique? What is similar?**

## **II. Political Systems of Ukraine and English-Speaking Countries**

**Task 7. Read the texts and fill in the table to speak about the political systems of Ukraine and English-speaking countries.**

### **The Political System of Ukraine**

**The history of the country as a state** started on the 24th of August, 1991 when Ukraine proclaimed its independence. Nowadays Ukraine is a free independent state. **By the form of government** it combines the elements of presidential and parliamentary republic. **The three branches of Ukrainian political system are: legislative, executive and judicial.**

**The highest body of legislative power** is the Parliament — the Verhovna Rada. **It consists of** one chamber only and includes 450 deputies. People's deputies are elected at the general elections for a period of 5 years. The chairman of Verchovna Rada is elected by its members.

**The executive power** is presented by the President and the Cabinet of Ministers. The Cabinet of Ministers is responsible for the realization of the laws adopted by the Verchovna Rada. It consists of the Prime Minister, Vice Prime Minister, and Ministers.

**The head of the state** is the President, who is elected by citizens of Ukraine for the period of 5 years. But no more than two periods in a row.

**The judicial branch** is made up of the Constitutional Court, which has exclusive constitutional jurisdiction in Ukraine. It consists of 18 judges which are appointed for 9 years. The Supreme Court of Ukraine is the highest juridical body of general jurisdiction.

The Constitution is **the main law in the country**. It was adopted by the Verkhovna Rada on June 28, 1996. It consists of 15 chapters dealing with the political, social and economic structure of the Ukrainian State.

**The local bodies of state power** are regional, district, city, town and village Radas (Counsils). The Autonomous Republic of the Crimea has a Republican Rada and its own Prime-Minister.

### **The Political System of the USA**

**The history of the USA as a state** started on June 4 1776, when the Declaration of Independence was signed and British colonies became the United States of America. **By the form of government** it is a constitutional republic of 50 states, a federation.

**The three basic branches of the USA political system** are the legislative, the executive and the judicial powers. The highest body of the legislative power is the Congress which is made up of two houses: the Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators. Each state elects two members of the 100-member Senate.

**The executive power** in the country is represented by the President and the Vice President. The President is chosen in nation-wide elections every 4 years together with the Vice-President. **The head of the state** is the US President, who proposes bills to Congress, enforces federal laws, serves as commander-in-chief of the Armed Forces and with the approval of the Senate, makes treaties. **The vice**

**President**, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President assumes the Presidency.

**The judicial branch** is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life. The Supreme Court may rule the law to be unconstitutional.

**The main law of the country** is the US Constitution, which consists of 8 Articles, 10 Amendments known as the Bill of Rights and 17 more Amendments. The Bill of Rights guarantees individual liberties: freedom of speech, religion and so on. Later amendments abolished slavery, granted the right to vote to women and allowed citizens to vote at age 18.

The local bodies of state power are represented by state governments, town and city councils.

### **The Political System of the UK**

**The history of the UK as a state** started in the 20th century, when Great Britain and Northern Ireland merged into the United Kingdom. Before this period Great Britain existed as a union of England, Scotland and Wales. **By the form of government** it is a constitutional monarchy. It means that the king or Queen reign but do not rule. The three basic branches of British political system are the legislative, the executive and the judicial powers.

**The highest body of the legislative power** is the Parliament which is made up of the two chambers of the Parliament of the United Kingdom, the House of Commons and the House of Lords, as well as in the Scottish parliament and Welsh and Northern Ireland assemblies.

**The executive power** in the country is represented by Her Majesty's Government, on behalf of and by the consent of the Monarch, as well as by the governments of Scotland and Wales, and the Executive of Northern Ireland. **The head of the state** is the monarch, who reigns but does not rule.

**The judicial branch** is independent of the executive and the legislature. The highest national court is the Supreme Court of the United Kingdom.

**The main law** of the country is the Constitution, which is not one written document, **it consists of** the set of laws and principles under which the United Kingdom is governed.

The local bodies of state power are county and borough Councils.

<b>Facts</b>	<b>Ukraine</b>	<b>The USA</b>	<b>The UK</b>
The history of the country as a state started...			
By the form of government it...			
The three basic branches of the political system are...			
The highest body of the legislative body is...			
It consists (is made up) of...			
It's also necessary to mention that...			

The executive power in the country is represented by...			
The head of the State is...			
The judicial branch is made up of...			
The main law in the country is...			
It consists of...			
The local bodies of state power are...			

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