

В. М. БУРЕНКО

# АНГЛІЙСЬКА МОВА

(11-й рік навчання, рівень стандарту)



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ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ**

VALENTYNA BURENKO

**ENGLISH**

(Year 11, standard level)

A TEXTBOOK FOR THE ELEVENTH FORM OF SECONDARY SCHOOLS

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### Умовні позначки:



— listening;



— speaking;



— reading;



— writing;



— homework;



— extra exercises (on site).

## Words to learn:

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

## Arguments

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



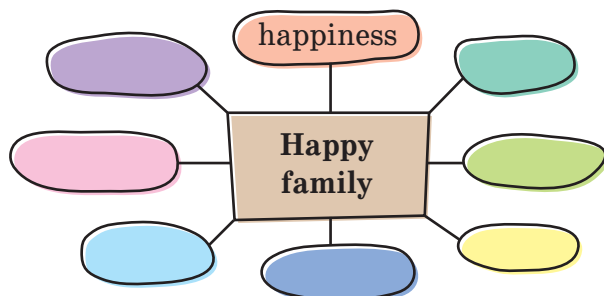
**1. Read these proverbs, discuss and say if a tree is really known by its fruit.**

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

*A tree is known by its fruit.*



**2. Complete the mind map. Say what comes to your mind when you hear the phrase “happy family”.**



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

- |   |   |
|---|---|
| 1. well-disposed [ˌweldɪˈspəʊzd] <i>adj</i> | having friendly feelings towards smb or smth                                |
| 2. sociable [ˈsəʊjəbl] <i>adj</i>           | enjoying to be with other people; gregarious                                |
| 3. generous [ˈdʒenərəs] <i>adj</i>          | lavish  |
| 4. intelligent [ɪnˈtelɪdʒənt] <i>adj</i>    | good at learning, thinking in a logical way                                 |
| 5. hard-working [ˌhɑːdˈwɜːkɪŋ] <i>adj</i>   | putting much effort into a job and doing this job well                      |
| 6. honest [ˈɒnɪst] <i>adj</i>               | always telling the truth  |
| 7. courageous [kəˈreɪdʒəs] <i>adj</i>       | not feeling danger to do smth   |
| 8. truthful [ˈtruːθfl] <i>adj</i>           | always telling the truth, honest  |
| 9. talkative [ˈtɔːkətɪv] <i>adj</i>         | enjoying talking a lot  |
| 10. frustrated [frʌˈstreɪtɪd] <i>adj</i>    | having no effect; not being satisfied                                       |
| 11. defensive [dɪˈfensɪv] <i>adj</i>        | protecting smb/smth against attack  |
| 12. unreasonable [ˌʌnˈriːznəbl] <i>adj</i>  | not fair; expecting too much  |
| 13. maturity [məˈtʃʊərəti] <i>n</i>         | the quality of thinking and behaving in a sensible, adult manner            |
| 14. to exaggerate [ɪɡˈzædʒəreɪt] <i>v</i>   | to make smth seem better, worse, larger or more important than it really is |



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

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

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

Positive adjectives	Negative adjectives



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



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



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

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



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

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

*Anastasiia, form 10-A*

**Find the English meanings of these words:**

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

**Read them.**

### Expressing opinions

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



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

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

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

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

*Katia, form 10-A*

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

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

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

*Nadia, form 10-G*



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

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



**9. Read and match. Say if you can find some of these people in your class. Discuss.**

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



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



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

Include the following:

- social inclusion;
- problems;
- problems solving.

### Suggested Answer

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

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

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

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







**1. Read the quotation of Stephen Colbert. Discuss in class. Do you agree or disagree with him? Why?**

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

*Stephen Colbert*

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



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

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



**3. Before listening to the text of Ex. 4 answer the questions.**

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



**Words to learn:**

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



Find the English meanings of these words:

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

Read them.



### Agreeing

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



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

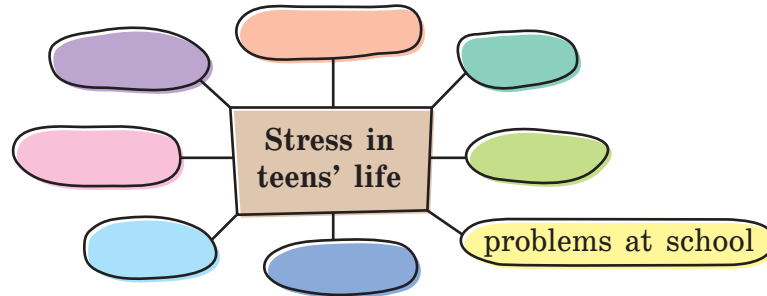
1. The oldest generation considers teenagers to be lazy, ridiculous and rude.
2. British teenagers spend much time doing their homework.
3. Teenagers spend all their time thinking only about hobbies.
4. Adolescence is a period of violence, aggression and disobedience.
5. Adolescence is a period of transformation,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



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



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



These words and expressions can help you:

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



**7. Work in class. Discuss.**

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

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



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



### Seven Daughters

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

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

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

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

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

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

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

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

*By V. Sukhomlynskyi*



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

Extra exercise



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



## Words to learn:

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



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



### A Letter to My Mum

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



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

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



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

Find the English meanings of these words:

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

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

Read them.

Disagreeing

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

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



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



### Saying thanks

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



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

These words and expressions can help you:

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





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



The table and the expressions below can help you:

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

**Responding to thanks**

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

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



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

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



## Words to learn:

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



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

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



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

These words and example can help you:

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

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



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

1. to indulge [ɪnˈdʌldʒ] (in smth) *v* to take part in an activity that is illegal; to have or do smth that is considered bad for you
2. swing [swɪŋ] *n* a change from one opinion, mood, etc. to another (from being very happy to being very sad)
3. incomprehensible [ɪnˌkɒmpriˈhensəbl] *adj* unintelligible; impossible to understand
4. rebellious [rɪˈbeljəs] *adj* unwilling to obey rules or accept normal standards of behaviour
5. drastic [ˈdræstɪk] *adj* extreme in a way that has a sudden effect on smth
6. indecisive [ˌɪndɪˈsaɪsɪv] *adj* unable to make decisions
7. temptation [tempˈteɪʃn] *n* the desire to do or to have smth that you know is bad or wrong
8. pertinent [ˈpɜːtɪnənt] *adj* relevant
9. assertive [əˈsɜːtɪv] *adj* expressing opinions strongly and with confidence





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

### Relationship between Parents and Teenagers

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

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

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

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

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

So parents have to remember that one of the most effective ways to prevent teenagers' indulging in bad things and to help them in

solving their problems is to talk about these problems calmly explaining why teenagers shouldn't do this or that. Parents have to avoid an accusing tone when they talk to them and try to be ...<sup>(9)</sup> with their children.

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



Find the English meanings of these words:

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

Read them.



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

When teens are very angry and shout the only way to calm your teens is to be calm, teaching them healthy ways to express anger rather than being aggressive or violent, to be honest with them. Involve them in setting rules and they are allowed to do what they aren't allowed.

When teens start using make-up, change their hairstyles and try to get tattoos parents have to persuade them that this "look" ...<sup>(10)</sup> seem so cool and give them better options they may like.

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

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

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

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



**5. Read the text again and answer the questions.**

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



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

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



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



A child/youth has the right:

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

And what about our responsibilities?

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

So a child/youth has the responsibility to:

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



### Asking for clarification

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

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



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

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

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

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



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



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

Include the following:

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



### Words to learn:

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



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

*Good health is above wealth.*

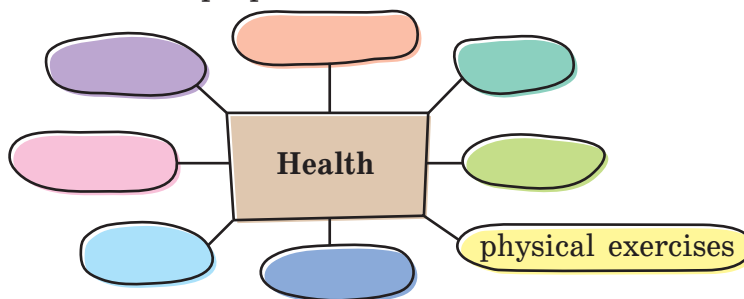
*Early to bed, early to rise makes a man healthy, wealthy and wise.*

*The healthier we are, the better we feel.*



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

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



These words and expressions can help you:

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



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

These words can help you:

**Fruit:** peaches, pears, bananas, cherries, watermelons, grapes, kiwi fruit, oranges, lemons, grapefruits, mangos, pomegranates, coconuts, pineapples, plums, papayas;

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

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

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

Healthy Food	Unhealthy (Junk) Food

### Apologising

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



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

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



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

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

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

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

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

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

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



Find the English meanings of these words:

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

Read them.



Asking for someone's opinion

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





**6. Read the text of Ex. 5 and discuss. Answer the questions.**

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



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

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



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

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







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



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

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



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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. trustworthy ['trʌstwɜːði] <i>adj</i></li> <li>2. reliable [rɪ'laɪəbl] <i>adj</i></li> <li>3. outspoken [aʊt'spəʊkən] <i>adj</i></li> <li>4. extravagant [ɪk'strævəɡənt] <i>adj</i></li> <li>5. thoughtful ['θɔːtfl] <i>adj</i></li> </ol> | <p>reliable; someone that you can rely on as he/she is good, honest, sincere, etc.</p> <p>dependable; that is likely to be correct or true</p> <p>saying exactly what he/she thinks</p> <p>very extreme or impressive</p> <p>quiet; showing that you take care of other people</p> |
|---|--|

### Words to learn:

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

### Arguments

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

**Find the English meanings of these words:**

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

Read them.

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

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

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



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



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

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

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

*Albert Einstein*



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

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



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

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

Words to learn:

sauce;  
 cashew;  
 pistachio;  
 peanut;  
 carbohydrate;  
 obvious;  
 fizzy.



Find the English meanings of these words:

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

Read them.

## FOCUS ON GRAMMAR

### Direct Speech

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

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

### Indirect Speech

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

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

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

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

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

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

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

**Modal changes:**

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

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

### Time and Place Changes

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

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

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

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

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

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

## Reported Commands and Requests

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

## Requests

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

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

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

*For example:*

He asked me to go to the theatre with him.

He invited me to the theatre.

He begged me to go to the theatre.

He ordered me to go to the theatre.

He advised me to go to the theatre.

He suggested I should go to the theatre.

## Use of *that* in reported speech

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

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

However, *that* is optional.

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

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

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

## Expressing opinions

In my opinion,...

In my view,...

I think (that)...

Personally, I think...

From my point of view...

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

I don't have a definite opinion about that.

As I see you...

As I see it,...

I don't think...

## Agreeing

Yes, I agree with you.

I completely agree.

I know for sure.

I think you're right.

Right.

That's right.

Absolutely.

I suppose so.

Exactly.



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

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



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

These questions can help you:

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



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



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



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



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

Include the following:

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

## Suggested Answer

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



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

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

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

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



## Words to learn:

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



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

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

*Irish proverb*

*All happiness depends on a leisurely breakfast.*

*John Gunther*

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

*English proverb*

*Non ut edam vivo, sed ut vivam edo.*

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

*Quintilianus*

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



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

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



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

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

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

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

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

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

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

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

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

Find the English meanings of these words:

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

Read them.



**Words to learn:**

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



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

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

In different countries people have their own traditions while eating out. Brazilians never eat lunch at the office; they always use a knife and a fork to eat, even for pizza or sandwiches. Many Filipinos like eating soup, meat, vegetables and a lot of different sauces. Rice is a part of their everyday meal — they even make desserts with rice and coconut milk. It is polite with them to leave a little food on the plate at the end of a meal. In Finland there are a lot of national dishes such as smoked fish and hot soups. In the streets there are stalls which sell sausages, Finland's favourite food.

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



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



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

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

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



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



**7. Work in pairs. Play the roles of a waiter and a customer. Act out your own dialogues.**



**8. Transform your dialogues into indirect speech.**



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

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

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

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

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

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

**Find the English meanings of these words:**

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

**Read them.**





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

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



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



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



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

We, the students of the 8-C form, decided to make a project which is named "Eat to live, not live to eat". It's not our first project. We really like doing projects with our group. There are 13 students in our group. We shared the responsibilities and every one of us did a research and found out some interesting and useful information about food. Making this project we wanted to show people how important food and eating itself are in our everyday life.

*Vashchenko, Reva*



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

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

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



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

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

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

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

*Zarubinska*

### **The aims of our project are:**

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

*Vashchenko*

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

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

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

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

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

*Reva*

I decided to do a research about eating habits.

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





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

Ukrainians usually have their meal three times a day — breakfast, dinner, supper. There is a good rule that any breakfast is better than no breakfast. Ukrainians usually eat eggs, cereals, yogurts, cheese, ham, etc. for breakfast. Dinner is the second main meal. Some people prefer to eat soup, meat and some garnish. Others don't eat anything.

And the last meal of the day is supper. Some people think that it's unhealthy to eat after six o'clock. But someone prefers to eat some meat, potatoes, vegetables, fruits, sometimes desserts.

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

*Fediaieva*



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

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

*Velykyi*



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

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

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

*Myrhorodska*



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

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





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

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

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

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

*Vashchenko*

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

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

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

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

*Shcherbak*





I wanted to do a research on what people think about eating habits. We asked people via the Internet, some of our classmates, about 35 people in general.

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

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

The results are as follows:

60 % think that to eat small snacks, but frequently is better;

10 % think that to eat big portions, but seldom is better;

30 % think that to eat as much as you can, but to do sports is better.

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

The results are as follows:

75 % think that it is easier to be a vegetarian;

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

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

*Tsyhanenko*

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

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



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

Extra exercise



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



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

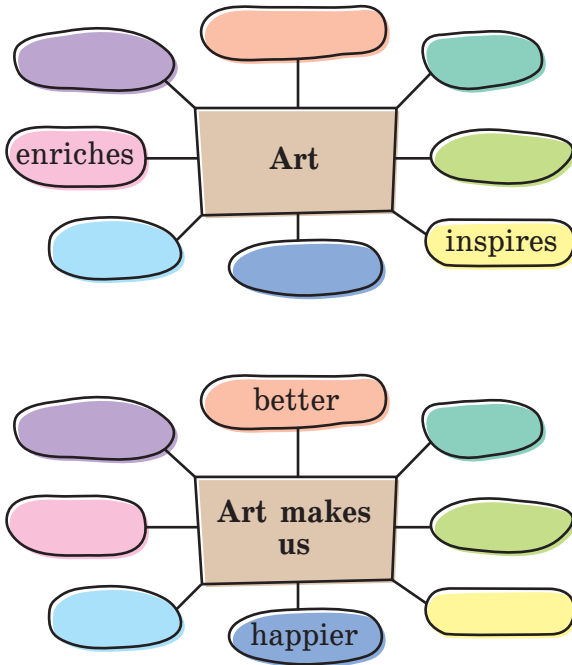




1. The dictionary defines art as the use of imagination to express ideas, emotions or feelings in painting, music, literature, sculpture. What is art in your opinion? How does art make you feel? Discuss in class.



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



Words to learn:

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

### Arguments

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

These words can help you:

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



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

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



Find the English meanings of these words:

геній;  
сприйняття;  
передавати,  
виражати;  
захоплення;  
захоплюватися;  
вічний; незмінний;  
зачаровувати;  
свідомість;  
наївність.

Read them.



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



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

### Art in Our Life

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



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

clothes, communication and ...<sup>(3)</sup> arts.

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

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

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

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



**5. Read the text again and complete the sentences.**

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



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

These words and expressions can help you:

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



**Expressing opinions**

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



**7. Work in class. Discuss.**

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



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



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

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

### Suggested Answer

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

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

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



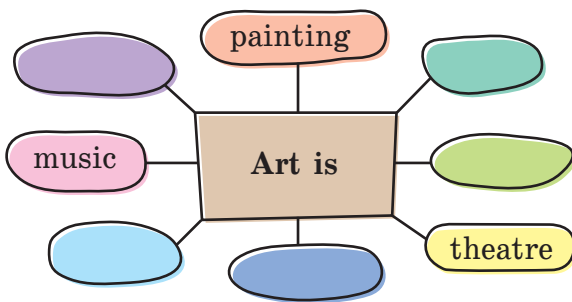


**1. Work in pairs. Read and discuss this quotation. Decide if art really washes away from the soul all the dust of everyday life and if music is really the universal language of the world. Present the results of your discussion to the classmates.**

*Art washes away from the soul the dust of everyday life.*  
Pablo Picasso



**2. Work in groups. Complete the mind map. Present the results of your work to the classmates.**



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

These words and expressions can help you:

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



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

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

## Words to learn:

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

## Agreeing

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

## Disagreeing

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

**Find the English meanings of these words:**

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

Read them.

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



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

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

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

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

We can also ...<sup>(3)</sup> our family ...<sup>(4)</sup> discussing our problems, goals and values, appreciating the positive qualities of family members, encouraging, supporting each other, celebrating the small achievements of each family member and spending our free time with children as often as you can. But we don't have to forget that all teenagers are different and they like to spend their free time ...<sup>(5)</sup> different things.







They like doing the shopping, going to parties, texting, watching films, going for a walk with friends, having picnics, going for bike rides, going to concerts, museums, theatres, visiting festivals, doing sports, cooking a meal and lots more.

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

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

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

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

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

Music is able to animate even a faded flower. If you are training and turn on music, it will increase your productivity by 20 %. If you ...<sup>(10)</sup> to music, it will improve your memory and mind, especially





Vivaldi's *Four Seasons*, make you more responsible and persistent and reduce pain and anxiety. Of course such music mustn't be aggressive, harsh, depressive and violent.

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



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



**7. Answer the questions.**

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

These sentences and words can help you:

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

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

Saying thanks  
Thank you.  
Thank you very much.

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





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



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



10. Match descriptive adjectives and nouns making expressions to show the atmosphere.

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



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

## SPOT ON DESCRIPTIVE ESSAYS

### Useful Vocabulary

#### Introductory Phrases

People celebrate ... (name of the holiday).  
 ... takes place in ... (where?) every year on ... (date)  
 ... is held to remember/commemorate ... (whom/what?)  
 It is customary for ... .  
 ... usually starts at the end of ... .  
 Hundreds of thousands of visitors come every year for the celebrations ... .  
 The most spectacular festival in ... must be ... .  
 Many countries celebrate ... .

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



<b>Main Body Phrases</b>	<p>Prior to the actual event, many people/organisations... (rehearse for the parade)</p> <p>Preparations for the holiday begin months in advance. It is obvious that people must have been preparing for months beforehand because ... .</p> <p>During the carnival, onlookers line the crowded streets, clapping and cheering as they watch brightly coloured floats and exotically dressed dancers going by as the sound of traditional Caribbean music fills the air.</p> <p>Nice costumes are designed and sewn, bands practise their music ... .</p> <p>... (what things?) are sold to the public and bright costumes are designed. They symbolise... (what?)</p> <p>On the actual day,... (war veterans parade, hymns are sung, speeches are made...)</p> <p>Exotically dressed dancers compete for prizes ... .</p> <p>The sounds of traditional ... music fill the air.</p> <p>Everybody dances far into the night.</p> <p>The main part of the holiday takes place ... .</p>
<b>Conclusion Phrases</b>	<p>... is a very important event.</p> <p>We should respect and feel proud of ... .</p> <p>Everyone has fun at the ... .</p> <p>Lots of people look forward to the most impressive event every year ... .</p> <p>It was definitely the best holiday I've ever had and I look forward to being able to go there again!</p>



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

Include the following:

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

**Suggested Answer**

Dear Max,

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

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



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

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

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

Big hug,  
Sandra



## Words to learn:

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

Asking for  
someone's opinion  
What do you think  
of...?

What do you think  
about...?

What's your  
opinion...?

What's your view...?

## Arguments

To start with...

First of all...

Firstly...

Secondly...

The main reason  
is...

On the one hand,...

On the other  
hand,...

Well, the thing is  
that...

And finally...

All in all...



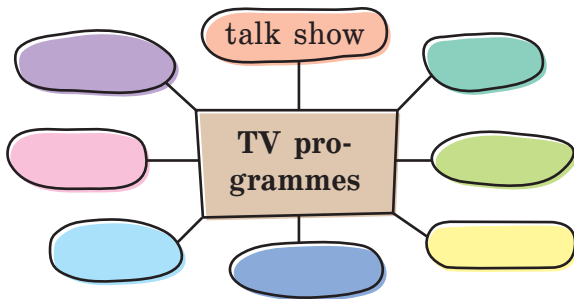
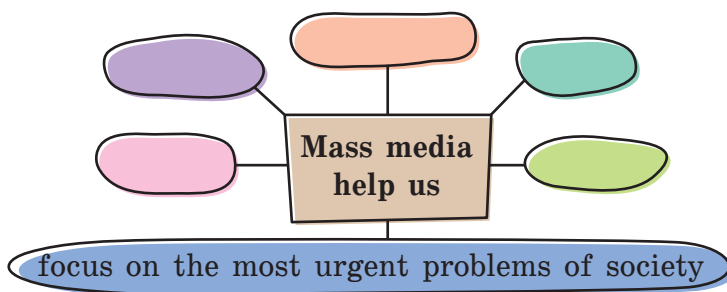
**1. Work in groups. Read and discuss this quotation. Do you agree with Isaac Shoenberg? Give your reasons. Present the results of your discussion to the classmates.**

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

*Isaac Shoenberg*



**2. Work in pairs. Complete the mind maps. Present the results of your work to the classmates and complete the general mind maps.**



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

1. to mould [məʊld] *v*

to influence the developing of smb's character, opinions, etc.

2. to resist [rɪ'zɪst] *v*

to stop yourself from doing smth you want to do very much

3. spellbound ['spelbaʊnd] *adj*

holding completely someone's attention; fascinating

4. to depict [dɪ'pɪkt] *v*

to represent, to give description of smb/smith in writing, painting, picture, etc.

5. to co-star ['kəʊ,stɑ:] *v*

to have two or more famous actors acting in a film

6. commercial [kə'mɜ:ʃl] *n*

an advertisement on television or radio



#### 4. Read the text and answer the questions.

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

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

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



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

Nevertheless there are interesting educational programmes for children on TV. They can watch all kinds of

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

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

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

Find the English meanings of these words:

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

Read them.



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



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

These words and expressions can help you:

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



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

These words can help you:

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



## SPOT ON A FILM REVIEW

### Useful Vocabulary

#### Introductory Phrases

#### The Main Information on Review

The film is directed/produced by ... .

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

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

#### To Acquaint Readers with the Main Characters

The cast is excellent/awful/weak ... .

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

The role of ... is played by ... .

... gives a superb/thrilling/disappointing performance ... .

#### Main Body Phrases

#### Comments on the Main Changes and the Development of the Events

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

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

I find the plot rather weak/unconvincing.

It is rather long/boring/confusing. It has a tragic/surprising end.

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

The ending is quite disappointing.

I wouldn't call this a happy ending.



**Opinion and Recommendations**

My first impression was ... but later ... .

It's OK but I have seen better ones.

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

The film ... depresses me because ... .

I can strongly recommend ... .

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

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

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

Don't miss it. It is worth watching.

I wouldn't recommend it because ... .

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

All things considered, this is a real masterpiece.



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

These words can help you:

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



**8. Answer the questions.**

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

**Agreeing**

Yes, I agree with you.

I completely agree.

I know for sure.

I think you're right.

Right.

That's right.

Absolutely.

I suppose so.

Exactly.

# Texts for Listening

## DIVE 1

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

Good morning everyone and thank you for coming today. My name is Brendan Scott and I have over 15 years of experience in communication management. Now, unfortunately, it isn't always easy to get on with other people but when we do have disagreements, if we learn to communicate with each other better, we'll sort out our differences much faster and much more easily.

So, today I'm here to talk to you about some communication techniques that you can try using when you are involved in a conflict with someone. Now, the best type of communication involves a lot of listening!

Lots of people think that they are listening when really they are thinking about what they are going to say next. A really good thing to do after someone has finished speaking is to repeat what they said back to them. That way they know that you are paying attention to them and will be more willing to listen to you when you start explaining your point of view.

Another good tip is to use "I" messages. What this means is saying things like "I feel unhappy and frustrated when this happens" rather than "you're wrong". If you always blame the other person, they may feel attacked and become angry and defensive and this will not help you sort out your differences!

A common mistake is not taking responsibility for your own mistakes. Don't be afraid to say "I know you only acted like that because I was being unreasonable". This shows maturity and often encourages the other person to be kinder and admit their mistakes, too. As a result, you begin to understand each other a bit better. Remember that the best solution is often a compromise.

It's not about "winning" an argument, but making sure you are both happy with the outcome.

## DIVE 2

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

#### British Teenagers

Nowadays British teenagers spend much time doing their homework than any teenagers in the past. Researchers found out that when British teenagers have problems they first talk to their friends, then to their parents, sisters or brothers and then teachers. British teenagers say that actors, actresses and pop stars influence them much more than friends or family.

When they have free time they like watching TV, going out, playing computer games, meeting friends in Internet cafés and listening to music. 99 % of teenagers are fond of watching TV and 98 % — listening to music. These are their favourite activities. Most British teenagers prefer to listen to hip-hop or nu-metal on their portable

stereos, personal stereos and CD players. Though 89 % of teenagers spend much time online-mailing their mates or making new friends in their favourite chat rooms.

Of course, teenagers use not only the Internet but their own computers to play different games and do their homework. They cannot imagine their lives without mobile phones, too. Taking into consideration that modern mobile phones are getting smaller and lighter with built-in video cameras teenagers can do a lot and spend hours texting their friends and chatting, taking photos and sending them over the Internet.

11 % of British teenagers are vegetarians. They say that hunting is cruel. Being a vegetarian also influences teenagers' lifestyle and forms a careful attitude to nature.

As for a school uniform, most teenagers have to wear it. But in their free time they can wear whatever they like. Most teenagers think that their parents' strictness is neither too much nor too little. As for friends they are sure that they have to be loyal. Loyalty is considered to be the most important quality for a friend.

It's true, of course, that teenagers have problems, too. It is a difficult time for them because growing up as an adolescent is a period of transformation, physical and emotional changes. But most young people cope with all difficulties rather well. 49 % of Britain's teenagers like Britain very much, but 8 % of teenagers don't like it at all. Many teenagers are ready to live in another country.

## DIVE 5

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

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

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

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

We shouldn't<sup>(4)</sup> eat at night either. If we keep to a diet we must do it carefully because sometimes diets may be harmful. Then we must stop smoking, drinking alcohol and especially taking drugs<sup>(5)</sup> as it causes many diseases and leads to death. We should remember that alcohol, cigarettes and drugs destroy both body and brain.

We forget that doing sports helps reduce the chance of being overweight. When we are active we can control<sup>(6)</sup> our weight.

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

## DIVE 6

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

#### What Are Most Teenagers Eating Nowadays?

I eat a lot of pies, with a lot of tomato sauce. I really only eat apples for fruit, and I also eat a lot of carrots with cashew butter throughout the day. I have cereals for breakfast, and a lot of soup. I also make a lot of bread and eat that with garlic butter.

My other friends have much more normal diets. A lot of pizza, a lot of McDonald's, a lot of fruit, popcorn, sweet potato chips and regular chips, meat, vegetables, a lot of pistachios and peanuts, and a lot of sandwiches.

*Abigail Bailey*

For breakfast I eat at home cereals and at school a bun with spread cheese or something (few times a week both). Lunch I usually eat at school, but it's real food from the kitchen. Mostly chicken or meat in some form and rice, pasta, potatoes, etc. and sometimes I'm in the mood for salad.

For dinner at home it's baked potato or omelette, spread cheese and vegetables, and at school again at the kitchen so always hot cocoa (primary food as there's nothing to eat at dinner) and mostly also something else tasty like cornflakes or pizza, etc.

Between, sometimes a fruit or a cookie if I'm at home.

*Inbar Aran*

Well, I can't speak for all teenagers across the world. But for me and quite a lot of my friends, we skip breakfast. For lunch, what I eat varies quite a bit, especially because I buy lunch from the school lunch line and it changes every day. I will point out that most of it is carbohydrates though. Pasta, sandwiches, rice. For dinner, probably more rice.

On weekends, I usually just eat some junk food that is frozen.

It seems there's at least one thing teens care more about than what they wear: what they eat.

According to Piper Jaffray's teens study, teens are spending more money on food than on clothing, a trend that's been taking hold for several years.

"Food remains the single largest category of spend within the teen wallet", analyst Nicole Miller Regan wrote in a research note.

Upper-income teenagers are spending 24 % of their cash on food. Teens from average-income homes are spending about 21 % on food.

*David Trinh, High School Student*

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

**Pupil 1:** People's health is affected by a lot of factors and I'd like to dwell on one of them. I do think that one of the first duties we owe to ourselves is to keep our bodies in perfect health. If your body suffers from any disorder, our mind suffers with it, and we are unable to make progress in knowledge and we are unfit to perform those duties which are required to in social life. There are certain laws of health which deserve particular attention. A constant supply of pure fresh air is indispensable to good health. All the rooms in our flats and houses, especially bedrooms, should be properly ventilated every day.

**Pupil 2:** You are absolutely right and I want to say that perfect cleanliness is also essential, the whole body should be washed as often as possible. The skin is full of minute pores, cells, blood vessels and nerves. It breathes the way the lungs do. Therefore it should always be clean. Besides there is great charm in cleanliness. We like to look at a person who is tidy and clean. If the skin is kept clean, the teeth thoroughly brushed, the hair neatly combed and the fingernails are in order, we feel pleased with the person.

**Pupil 3:** No doubt, cleanliness is very essential but I'd like to mention that a certain amount of exercises is necessary to keep the body in perfect condition. All the powers (mental and bodily) we possess are strengthened by use and weakened by disuse.

Therefore labour and study should succeed each other. It is most essential to do morning exercises regularly and do some kind of sport.

**Pupil 4:** It is quite obvious that cleanliness and exercises are necessary. But I'd like to point out that good rest and enough sleep are very important, too. Some pupils sit up late at night and we should remember late hours are very harmful for health as they exhaust the nervous system. We should go to bed early and get up early. It must be a good rule to rise with the lark and go to bed with the lamb.

**Pupil 3:** I quite agree with you, Lena, but it's rather difficult to keep to this rule, especially this year, when we have seven lessons at school and then we have to attend the preparatory courses at university in the evening. We feel overstrained because we lack rest and sleep and it makes us feel depressed. Physical exercises will be of great help in this situation.

**Pupil 5:** And I'd like to touch upon the importance of healthy food and a balanced diet. Our body is continually wasting and requires to be repaired by fresh food with due regard to the exercise and energy of body. There is an American saying: you are what you eat. There is no doubt that healthy food and a balanced diet are essential for our good health alongside with physical exercises. It is important that food should contain all necessary substances such as vitamins, minerals, fibre, protein, carbohydrates and fats. We should be moderate in eating. We mustn't overeat. We have to remember about overweight as people can suffer from a lot of health problems.

**Pupil 2:** I fully agree with you and I'd like to add a few words concerning the importance of a balanced diet. First of all we should consume less fat, sugar and saturated fat. Secondly, we should eat more raw fruit and vegetables as they contain a lot of vitamins, minerals and fibre. The latter is especially important for adults. They need 30 grammes of fibre per day, it helps the digestive system work properly and protects it against such diseases as cancer.

**Pupil 1:** In addition to what has been said by Tonia I'd like to say that if we want to lose weight, we should do it regularly. People who lose weight quickly usually gain it back quickly, too. And it's very essential to eat regularly.

We must remember that moderation in eating, reasonable hours of labour and study, regularity in exercises, recreation and rest and cleanliness lay the foundation for good health and a long life.

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

**Pupil 1:** And I'd like to dwell on hazardous habits such as smoking, alcohol abuse and taking drugs which affect people's health greatly. It's rather an important and vital problem of nowadays. We all know that smokers are at a high risk of getting different diseases. Statistics says that smoking causes at least 24 diseases. Smoking causes 10 types of cancer, heart and lung diseases.

**Pupil 4:** You are quite right in saying that smoking, taking drugs and alcohol abuse by young people and teenagers are serious problems of nowadays that need to be solved. I'm convinced that educational and anti-smoking and anti-drug campaigns should be organised in our society more widely to make people understand it.

**Pupil 3:** I'd like to stress that people who continue smoking and taking drugs know that cigarettes and drugs are very hazardous to their health. But they don't pay attention to warning labels on cigarettes, anti-smoking and anti-drug campaigns on TV and the radio. I think parents should be more responsible for their children's choice to smoke, drink alcohol and take drugs.

**Pupil 2:** So, we come to the conclusion that there is nothing more important than health and scientists state that 50 % of health depends on the lifestyle of people. And it depends upon us if we want to be healthy and live a long life or we choose diseases and a miserable life.

**DIVE 7**

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

*Waiter:* Can I help you? Are you ready to order?

*Jack:* Not quite. We haven't decided on the menu yet. Can you tell us what your best dishes are, please?

*Waiter:* Oh, yes, with great pleasure. We have roast beef served with honey and mustard sauce, salmon in a creamy mushroom sauce, chicken with fried potatoes and lots more.

*Jack:* I'll have roast beef served with honey and mustard sauce and green salad.

*Ann:* And as for me, I'll have salmon in a creamy mushroom sauce and green salad.

*Waiter:* And what about you?

*Tom:* I'll have chicken Kyiv with fried potatoes. Do you have chicken Kyiv?

*Waiter:* Yes, of course.

*Tom:* In my opinion, it is the best Ukrainian dish.

*Waiter:* And what about dessert?

*Jack:* A cherry pie and a cup of tea.

*Ann:* An apple pie and a cup of tea.

*Tom:* A cup of coffee, please.

*Waiter:* You are welcome. Anything else?

*Jack:* No, thank you.

**DIVE 9**

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

*Jane:* Hi, Jim, where are you going?

*Jim:* Hi, Jane. I am going to get a ticket to the show at the club tomorrow.

*Jane:* Who's playing?

*Jim:* It's a singer called ZZ Ward. My sister has listened to her and said she's amazing!

*Jane:* Really?

*Jim:* Yes. You know, my friend goes to a lot of concerts and said ZZ Ward is one of the best. She sings country, pop and indie songs.

*Jane:* Wow, we are getting a chance to listen to her.

*Jim:* So, do you want to go with me to the concert tomorrow? Tickets for the concert are only \$10.

*Jane:* OK. It sounds good. Let's go and buy tickets.