



Лариса КАЛІНІНА
Інна САМОЙЛЮКЕВИЧ

ENGLISH

ПРОФІЛЬНИЙ РІВЕНЬ



11

Лариса КАЛІНІНА
Інна САМОЙЛЮКЕВИЧ

АНГЛІЙСЬКА МОВА

(11-й рік навчання, профільний рівень)

Підручник для 11 класу закладів загальної середньої освіти

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ENGLISH

(Year 11, Profile Level)

A textbook for Grade 11 of general secondary education

УМОВНІ ПОЗНАЧЕННЯ:



– for inquisitive learners



– for creative thinkers



– for digital natives



– Culture Comparison



– for critical thinkers



– at Home



– a differentiated task

ЛЮБИЙ ДРУЖЕ ТА ЛЮБА ПОДРУЖКО!

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

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

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

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

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

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

Good Luck!

Хай щастить!



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Unit 1

ME AND MY WORLD

In this unit, you will learn how:

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



Unit One: Me And My World

1.1. What Rights and Duties are Right for you?

Word Bank

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

Phrase Bank

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

Communication Box

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

I. Go Ahead!

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



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

II. Reading

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

UKRAINIAN YOUTH: RIGHTS, DUTIES, PROBLEMS

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



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

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

(The Ukrainian Journal)



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

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

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

BrE – emphasise
AmE – emphasize

(The Kyiv Post)

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

BrE – labour
AmE – labor

(Destination.com.ua)



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

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

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

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

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

(The Business Today)

ACROSS CULTURES

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



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

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



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

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



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

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

III. Language Track

Phonetics in Context

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

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

Words and Phrases in Context

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

Example: *to express – expression*

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

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



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

Example: *to enjoy rights*

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

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

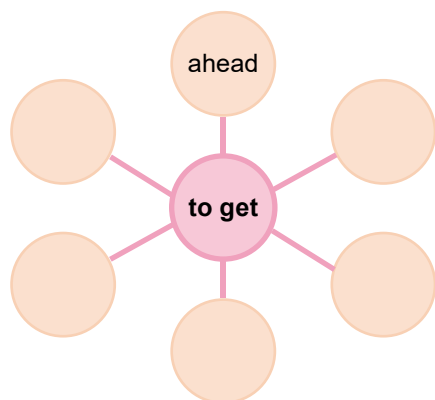


BECOMING A DIGITAL NATIVE

a) Language Search

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

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



b) Information Search

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

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

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

Grammar in Context

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

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

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

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



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

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

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

Go to your WB for more exercises

Speaking

Spoken Production

a) Food for Thought

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

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

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

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

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

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

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

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

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

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

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

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



Spoken Interaction

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



Useful phrases:

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

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



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

Listening

a) Before you listen

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

b) While you listen

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

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

c) After you listen

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

In groups, discuss these points of view and voice your opinion. In the whole class, compare your opinions and come up with your lists of recommendations for adults. Begin with: *when you deal with teenagers...*

Writing

a) Before you write

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

b) While you write

How to Write an Informal Opinion Essay

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

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

Culture Comparison

Search the Internet and make a Culture comparison

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

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

1.2. What Makes Teenagers Different and Alike?

Word Bank

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

Phrase Bank

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

Communication Box

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

I. Go Ahead!

Look at the photos and say how teenagers may differ.



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

II. Reading

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

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

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

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

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

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

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

Ann: What do you mean?

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

Ann: It was really a rewarding experience.

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

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

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

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

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

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

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

BrE – behaviour
AmE – behavior

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

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

ACROSS CULTURES

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



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



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



For inquisitive learners: to know more use the sites:

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

III. Language Track

Phonetics in Context

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

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

Words and Phrases in Context

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

Example: *the same – different*
People are different and we should respect them and treat with dignity.

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

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

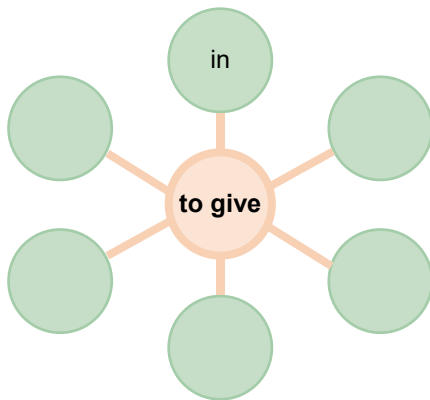


BECOMING A DIGITAL NATIVE

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

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



b) Information Search

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

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

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

Grammar in Context

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

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

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

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

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

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

Dear Editor,

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



Sincerely,

Ann

Dear Editor,

Yesterday I had a very unpleasant talk with my friends. If I _____ been tolerant of them, our talk _____ become a row. The matter is that my friends wanted me to go to the concert with them. I refused to join them because I was not interested in rock-music. If it _____ another kind of music I _____ definitely go with them. My friends got offended and said that if I _____ go with them we _____ be friends any longer. I love my friends so I gave in.



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

Go to your WB for more exercises

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

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

- Sticking chewing gum everywhere.
- Not cleaning up after your dog.
- Coughing and yawning with your mouth open in public places.
- Talking on a mobile phone in public.
- Forgetting to say "Thank you" and "Sorry"
- Throwing litter everywhere.
- Swearing in public places.
- Drinking beer in the streets.
- Spitting in the streets.

Spoken Interaction

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

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

Situation Cards

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

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

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

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

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

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

d) In the whole class, summarize your ideas in a poster "Behaviour Patterns Makes a Man".

Behaviour Patterns Make a Man

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

Listening

a) Before you listen

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

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

b) While you listen

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

c) After you listen

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

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

Writing

a) Before you write

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

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

b) While you write

How to Write an Advice-Seeking Letter

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

Go to ___ for a Sample of an Advice-Seeking Letter

Culture Comparison

Search the Internet and make a Culture comparison



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



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

1.3. What are your Household Chores?

Word Bank	Phrase Bank	Communication Box
<ul style="list-style-type: none"> • necessity • tiresome • dustbin • neat • to revolt • chaotic • appliances • entirely • housekeeping 	<ul style="list-style-type: none"> • household chores • to take a dog for a walk • to take out the rubbish • to be in order • to wash up • to run the house • to keep the house tidy • to be in a mess • to clear up the mess • to make something a rule 	<ul style="list-style-type: none"> • In a word... • That cat won't jump • I'll see to it! • On the contrary... • ...is such a headache • On second thoughts...

I. Go Ahead!

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



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

II. Reading

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

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

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



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

BrE – rubbish
AmE – garbage, trash



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

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

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

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

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



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


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

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

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



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

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

Opinion Chart

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

III. Language Track

Phonetics in Context

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

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


Dividing household chores is a must in many families.

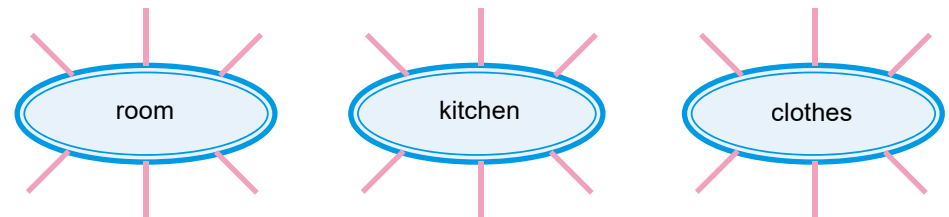
Words and Phrases in Context

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

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

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

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



Make up your own sentences with them.

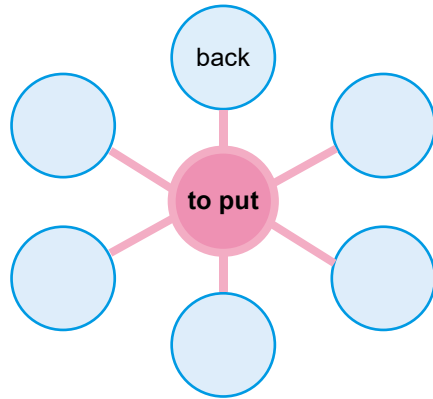


BECOMING A DIGITAL NATIVE

a) Language Search

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

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



b) Information Search

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

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

Grammar in Context

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

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



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



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



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



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



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

Go to your WB for more exercises

IV. Communication Track

Speaking

Spoken Production



a) Food for Thought

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



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

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

Sarah Joseph Hale



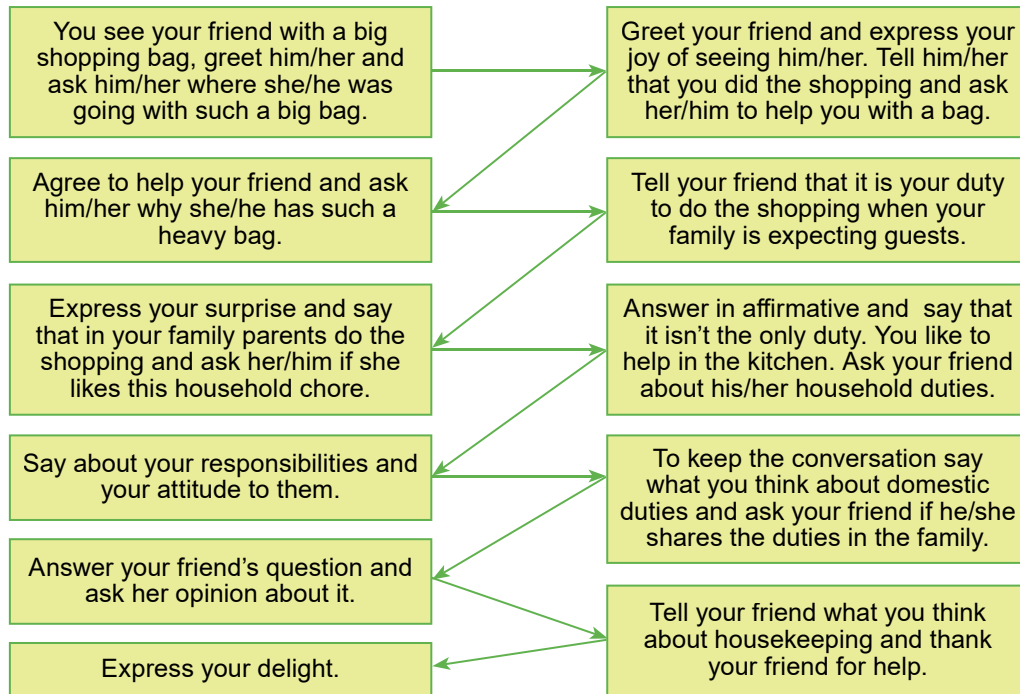
Spoken Interaction

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

Useful phrases:

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

Discussing Household Chores



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

Listening

a) Before you listen

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

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

b) While you listen

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



c) After you listen

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



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

Writing

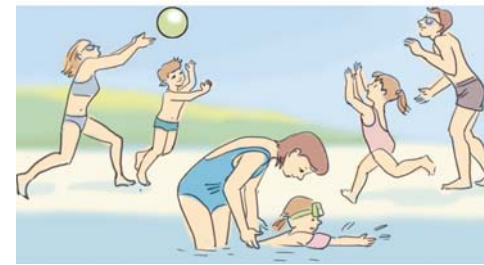
Work in groups and design a creative project "The Portrait of Ukrainian Youth".

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

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

Evaluation Card

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



Culture Comparison

Search the Internet and make a Culture comparison



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

1.4. Developing Integrated Skills

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

Item I

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

Item II

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

Item III

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

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

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

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

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

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

The role of youth in nature protection

Global issues of environment

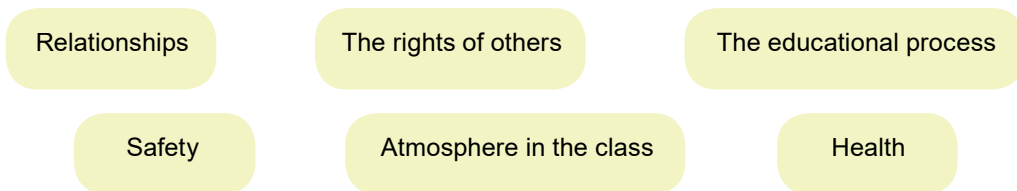
The most important environmental events

The most memorable events of the Green Peace members' activities

The ecological situation in Ukraine

Interesting eco-projects

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



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

1.5. Your Test Pack

A. Use of English

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

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

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

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

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

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

B. Reading

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

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

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

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

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

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

UNIT 1

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

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

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

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

C. Listening

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

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

D. Writing

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



Unit 2

ONE PERSON’S MEAT...

In this unit, you will learn how:

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



UNIT 2: ONE PERSON'S MEAT...

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

Word Bank

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

Phrase Bank

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

Communication Box

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

I. Go Ahead!

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



a hamburger



Coca-cola



Sushi



a sandwich

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

II. Reading

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



Yorkshire pudding



Huggis



Welsh rabbit



Irish stew



Stuffed grape leaves



Moussaka



Baklava

PART I

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

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

BrE – appetizing
AmE – appetising

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

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

PART II



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

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

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

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

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

PART III



Risotto



Pasta



Pizza

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

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

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

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

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

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

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

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

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



BrE – flavour
AmE – flavor

ACROSS CULTURES



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

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



Jerome K. Jerome



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



For inquisitive learners: to know more use the sites:

- <https://www.independent.co.uk/life-style/food-and-drink/recipes>
- <https://www.travelchannel.com/must-eat-foods-from-around-the-world>
- <https://www.bbcgoodfood.com/recipes/category/cuisines>



b) Read the text again and make a list of dishes which have resemblance to those popular in Ukraine. Fill in a comparison chart and say how they differ.

Comparison Chart

The name of a dish	Differences
Welsh Rabbit	the name...

In groups, compare and discuss your charts.

III. Language Track

Phonetics in Context

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

Pattern: *Traditionally, it is 'served with' sauce.*
Traditionally, Ukrainian borsch is served with sour cream.

Words and Phrases in Context

- From the text, reproduce the sentences with the following vocabulary items – ‘food’ and ‘meals’, ‘taste’ – ‘flavour’ in context. Using electronic dictionary, analyse the difference in their meanings and use them in your own contexts.
- From the text, reproduce verbs which are used to describe any recipe to compete the word cloud. Use them to describe any recipe from a slide-show.



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

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

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

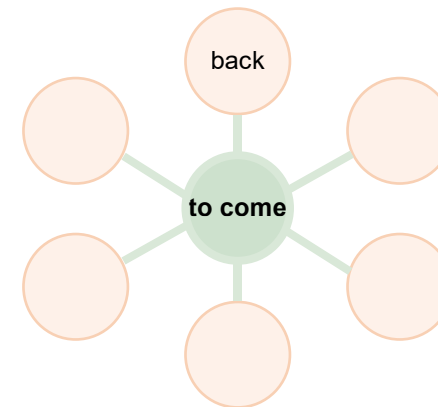


BECOMING A DIGITAL NATIVE

a) Language Search

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

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



b) Information Search

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

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

Present your findings to the class and express your opinion.

Grammar in Context

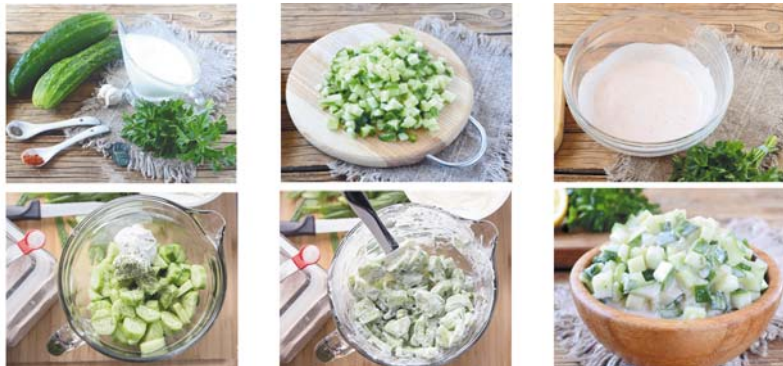
- From the text, reproduce grammar items in bold and interpret their meanings.
- Complete the instructions and illustrate them with your own sentences.

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

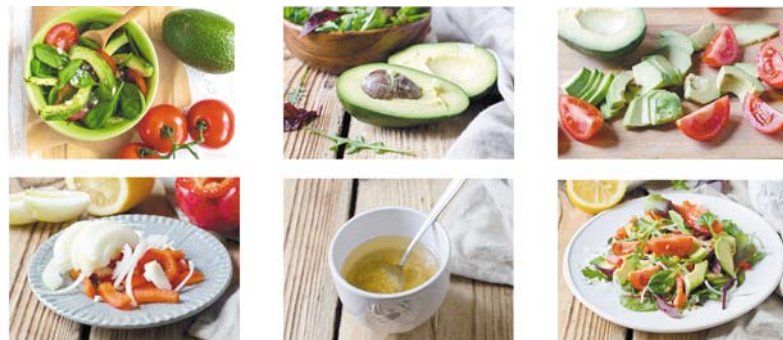
Go to your WB p. ___ for more information

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

Group 1: How to make yogurt cucumber salad.



Group 2: How to make vegetable salad with avocado.



Example: *First we peel avocado.*

Go to your First Aid Kit p. ___ for more exercises

IV. Communication Track

Speaking

Spoken Production



a) Food for Thought

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

b) Spoken Interaction

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

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

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

Useful Phrases:

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



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

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

“Every cook praises his own broth”.
English proverb

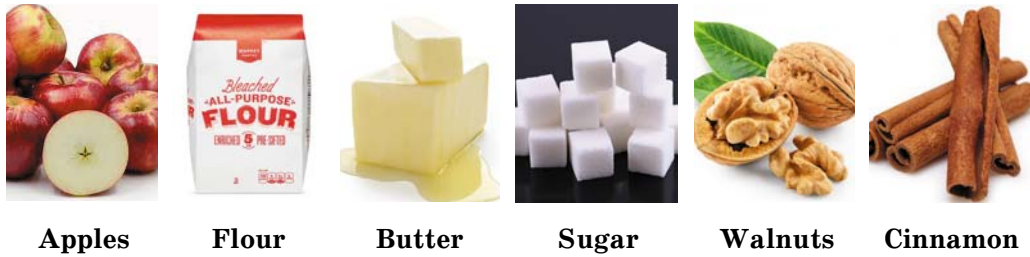
Tastes differ.
Fasting comes after feasting.
Feast today and fast tomorrow.
English proverbs

“Where you eat is sacred”.
Lewis Burwell,
Spanish film-maker

Listening

a) Before you listen

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



b) While you listen

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

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

c) After you listen

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

Writing

a) Before you write

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

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

b) While you write

How to write a Recipe

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

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

Culture Comparison

Search the Internet and make a Culture comparison



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



At Home: Write a recipe of your favourite dish.

2.2. What are your Food Preferences?

Word Bank

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

Phrase Bank

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

Communication Box

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

I. Go Ahead!

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



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

II. Reading

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

MEETING AFTER A LONG ABSENCE

Alice: Hi, guys, I'm back!
 Vasyl: It's ages since we've met! If it isn't Alice! You look terrific. Just like a real American girl! When did you come back?
 Alice: My exchange program was over three days ago and so I'm here.
 Ann: Glad to meet you, Alice. How was your life in the US?
 Alice: I liked Seattle and my school, the house I lived in – everything, except food.

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

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

Helen: What do you mean?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Alex: I'm all for it!

Alice: Me too.

Ann, Helen: Agreed then. Off we go!




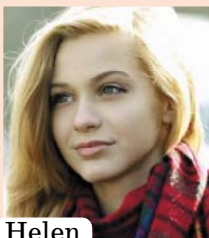

BrE – chips
AmE – French fries

BrE – takeaway
AmE – takeout



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

Preference Chart

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

ACROSS CULTURES



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

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



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

Taiwan – an island off the SE coast of China.



For inquisitive learners: to know more use the sites:

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

III. Language Track

Phonetics in Context

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

Pattern: Hi, guys! I'm back!

Practise saying them in chain.

Words and Phrases in Context

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

Organic	<ul style="list-style-type: none"> a) food which makes you put on weight; b) naturally grown, having no chemical additives; c) likely to make you healthy; d) containing many useful substances; e) food which is cooked at home; f) food that you buy at a shop or restaurant to eat at home; g) food of little or no value; h) food related to a particular nation.
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- From the text, reproduce words and word combinations which can be used to describe food in the places in the logos below. Say which of them is your favourite.

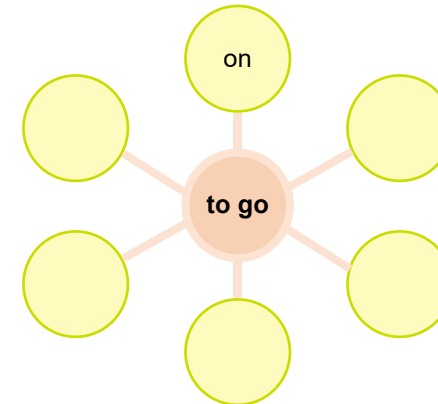


BECOMING A DIGITAL NATIVE

a) Language Search

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

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



b) Information Search

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

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

Present your findings to the class.

Grammar in Context

- From the text, reproduce grammar constructions in bold and interpret their meanings.
- Complete the instruction and make up your own sentences.
If you want to check the information you believe to be true or comment on a situation, use...

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

- A radio chat show host is interviewing teenagers about their preferences in drinks. Complete the interview with appropriate question tags.

Host: All of you have different food preferences, *haven't you?*
 A Teenager: Certainly, so many men, so many tastes.
 Host: But all teenagers like fizzy drinks like soda water and coca cola, ... ?
 A Teenager: Not all teenagers. I personally never drink them. I think they do us harm, ... ?
 Host: Right. I don't drink them either. Your parents also don't drink them ... ? When they were your age such drinks were not popular. And what do you usually drink to finish your meal-breakfast or lunch?
 Teenager 1: As for me, I like tea. Tea is more useful than coffee, ... ?
 Teenager 2: It's your way of looking at it. You are a tea person, ... ?
 Teenager 1: I am and you are a coffee person, ... ? People, who like coffee, seldom drink tea.
 Host: How many cups of tea or coffee can you have per day? Let's take your morning. You haven't many, ... ?
 Teenager: I have had two cups of black coffee. It's normal, ... ?
 Host: Who can answer your friend's question? I see you have different opinions. Let's discuss your ideas.

Go to your WB p. ____ for more exercises

IV. Communication Track

Speaking

Spoken Production

a) Food for Thought

Different teenagers have different food preferences. What are yours? Voice your opinion in a form of a poem.

"I Am" Poem

I am (two special characteristics.)
 Example: (I am an adventurous eater and a great admirer of fruits).
 I want (an actual desire).
 I understand (something you know is true).
 I say (something you believe in).

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

b) Spoken Interaction

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

Useful Phrases:

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

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

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

Listening

a) Before you listen

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

b) While you listen

Listen to the story and mark true/false statements.

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

c) After you listen

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

Writing

a) Before you write

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

b) While you write

How to Describe your Food Preferences

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

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

2.3. What Food is Healthy and Unhealthy for You?

Word Bank

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

Phrase Bank

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

Communication Box

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

I. Go Ahead!

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

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

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

II. Reading

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

IN FAVOUR OF HEALTHY FOOD

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



a pediatrician

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

BrE – sweet
AmE – dessert

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



a nutritionist



a psychiatrist

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

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

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

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

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



a psychologist

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

Healthy Food Chart

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

In the whole class, comment on your charts.

ACROSS CULTURES

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





For inquisitive learners: to know more use the sites:

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

III. Language Track

Phonetics in Context

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

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

Words and Phrases in Context

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



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

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

Example: *Cut down on eating sugary things.*

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



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

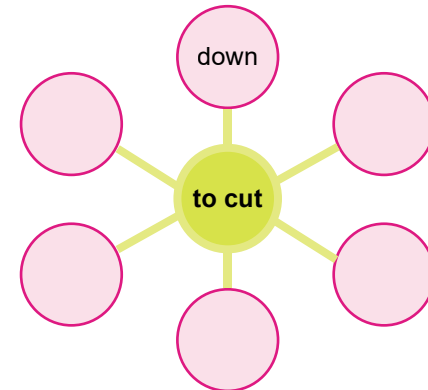


BECOMING A DIGITAL NATIVE

a) Language Search

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

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



b) Information Search

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

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

Present your findings to the class.

Grammar in Context

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

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

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



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

Go to your WB p. ____ for more exercises

IV. Communication Track

Speaking

Spoken Production



a) Food for Thought

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



b) Spoken Interaction

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

Useful Phrases:

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

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

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

A: ...

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

Listening

a) Before you listen

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

b) While you listen

Listen to the information and complete the sentences.

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

c) After you listen

Say if you were right in your predictions.

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

Writing

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

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

UNIT 2

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

Evaluation Card

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

Culture Comparison

Search the Internet and make a Culture comparison



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

2.4. Developing Integrated Skills

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

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

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

