English in action:

Speaking and Writing skills

Part 2

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ

Англійська в дії: усне та писемне мовлення

ЧАСТИНА 2

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РЕЦЕНЗЕНТИ:

Сергієнко Т. — кандидат педагогічних наук, професор кафедри іноземних мов та військового перекладу Національної академії сухопутних військ імені гетьмана Петра Сагайдачного;

Цимбалиста О.А. — кандидат філологічних наук, доцент кафедри іноземної філології та перекладу Державного торговельно-економічного університету;

Марк Браун — вчитель англійської мови школи Фітселенд, Кардіф, Уельс.

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Передмова

В умовах глобалізаційних трансформацій та розширення міжнародної взаємодії в Україні зростає потреба у формуванні високого рівня іншомовної компетентності. Це зумовлено активною інтеграцією держави у світовий освітній і професійний простір, у якому іноземні мови відіграють ключову роль як засіб міжкультурної комунікації, доступу до сучасних знань та інструмент ефективної професійної взаємодії. Володіння іноземними мовами постає важливою складовою професійної підготовки фахівця, оскільки підвищує його мобільність, конкурентоспроможність та відкриває широкі можливості участі в міжнародних академічних і професійних програмах. У цих умовах іншомовна компетентність набуває статусу стратегічного ресурсу особистісного й професійного розвитку.

Запропонований навчально-методичний посібник ***"English in Action: Speaking and Writing Skills"*** орієнтований на студентів закладів вищої освіти, які опановують дисципліну на основі підручника *Evans V. Upstream Upper Intermediate B2+. Student's Book, 2014*, і має на меті сприяти формуванню та вдосконаленню мовленнєвої компетентності майбутніх філологів і перекладачів.

Навчально-методичний **посібник розкриває практичні аспекти формування іншомовної компетентності як засобу міжкультурного спілкування та репрезентує сучасні підходи до навчання всіх видів мовленнєвої діяльності.** Матеріали укладено відповідно до робочої програми навчальної дисципліни «Західноєвропейська мова» та спрямовано на забезпечення комплексної, системної та практично орієнтованої підготовки студентів.

Основою для створення посібника стали новітні дослідження у сфері мовної освіти, а також сучасні вітчизняні й зарубіжні науково-методичні джерела, серед яких методичні посібники, теоретичні та практичні статті, монографії й навчально-методичні комплекси. Використання цих матеріалів забезпечує наукову обґрунтованість, актуальність та практичну цінність запропонованих підходів і рекомендацій.

Структурно навчально-методичний посібник складається з чотирьох юнітів — *Going Places, History, Planet Issues, The Cycle of Life* — які відповідають змістовим модулям підручника *Evans V. Upstream Upper Intermediate B2+. Student's Book, 2014*. Кожен юніт підручника охоплює низку розділів, зокрема *Speaking, Listening, Reading* та *Writing*, що забезпечує комплексний розвиток мовленнєвих умінь.

Укладений навчально-методичний посібник орієнтований на розвиток навичок говоріння, читання та письма на основі автентичних текстів, запропонованих авторами підручника в розділі *Reading*. До таких текстів належать твори Джейн Остін *"Sense and Sensibility"*, Вільяма Сомерсета Моема *"The Moon and Sixpence"*, Луїзи Мей Олкотт *"Little Women"* та інші зразки

художньої літератури, що сприяють формуванню лінгвістичної, культурологічної та комунікативної компетентностей студентів.

Навчально-методичний посібник ***"English in Action: Speaking and Writing Skills"*** пропонує детальний аналіз текстів із кожного юніта підручника *Evans V. Upstream Upper Intermediate B2+. Student's Book, 2014*, оскільки саме вони становлять змістове ядро тематики юніта та визначають його концептуальний зміст. Такий підхід зумовлює необхідність більш глибокого опрацювання розділу *Reading*, адже автентичні тексти є ключовим джерелом лексичного, граматичного й культурологічного матеріалу, який забезпечує формування мовної та міжкультурної компетентностей.

Детальне вивчення розділу *Speaking* також є необхідним, оскільки він спрямований на розвиток продуктивних умінь усного мовлення, формування комунікативної компетентності та здатності студентів застосовувати засвоєний мовний матеріал у реальних ситуаціях спілкування. Опрацювання цього розділу сприяє інтеграції умінь, отриманих під час читання, та їхньому переходу в активне мовлення.

Не менш значущим є розділ *Writing*, оскільки він забезпечує розвиток продуктивних навичок письмового мовлення, формування структурованого та логічного висловлювання думок, а також здатності до адекватного використання лексики та граматики в письмових комунікативних ситуаціях. Опрацювання письмових завдань сприяє закріпленню матеріалу з розділів *Reading* і *Speaking*, стимулює аналітичне мислення та вміння аргументовано висловлювати власну позицію, що є ключовим для розвитку академічної та професійної компетентності.

Таким чином, комплексне опрацювання розділів *Reading, Speaking* і *Writing* забезпечує всебічне формування мовних і міжкультурних умінь студентів, інтегрує рецептивні та продуктивні види діяльності, і, як наслідок, створює міцну основу для досягнення високого рівня іншомовної комунікативної компетентності та успішного застосування англійської мови в академічних і практичних контекстах.

На початку кожного розділу подано словник, що сприяє подоланню лексичних і фонетичних бар'єрів та забезпечує плавний перехід до роботи з основним текстовим матеріалом. Для закріплення лексичних одиниць передбачено різноманітні вправи, спрямовані на розвиток усіх видів мовленнєвої діяльності: читання (автентичні тексти), говоріння (дискусії, дебати тощо), письма (есе, повідомлення, листи) та перекладу (переклад речень). Отже, посібник охоплює комплексне навчання іноземної мови.

Завдання в кожному розділі структуровані відповідно до етапів опрацювання лексичних одиниць: введення, практика, представлення, що сприяє формуванню автоматизованих навичок усного та писемного мовлення. Навчально-методичний посібник також містить відповіді до завдань, що значно полегшує роботу викладача.

Посібник може використовуватися як додаткове джерело для студентів мовних спеціальностей закладів вищої освіти як під час аудиторних занять з

англійської мови, так і для самостійної роботи студентів, забезпечуючи системне закріплення знань і навичок.

Укладачі висловлюють щиру вдячність рецензентам посібника: кандидату педагогічних наук, професору кафедри іноземних мов та військового перекладу Національної академії сухопутних військ імені гетьмана Петра Сагайдачного Сергієнко Т.М.; кандидату філологічних наук, доценту кафедри іноземної філології та перекладу Державного торговельно-економічного університету Цимбалистій О.А.; а також вчителю англійської мови школи Фітселенд, Кардіф, Уельс, Марку Брауну, за професійні зауваження, цінні рекомендації та сприяння у вдосконаленні змісту та методичної структури посібника.

Unit 6 Going Places
PART I Language Focus

Text 1

1. Read the text: *"Guilt-free Holidays".*
2. Familiarize yourself with and commit the active vocabulary to memory.

№	Words & Phrases	Definition	Translation
1	**artificial reef** /ˌɑːtɪˈfɪʃl riːf/ *The artificial reef was created to restore damaged ecosystems and attract diverse marine species.*	A man-made structure placed underwater to support marine life.	штучний риф
2	**deprived areas** /dɪˈpraɪvd ˈeərɪəz/ *The charity focuses on improving education and healthcare in deprived areas where people have limited access to basic social services.*	Places where living conditions are poor and people lack resources, opportunities, or services.	бідні та небезпечні райони
3	**encourage eco-tourism** /ɪnˈkʌrɪdʒ ˈiːkəʊ ˌtʊərɪzəm/ *The local authorities aim to encourage eco-tourism in order to protect nature while supporting the local economy.*	To promote environmentally responsible travel to natural areas.	заохочувати екологічний туризм
4	**marine life** /məˈriːn laɪf/ *The pollution had a devastating effect on marine life, including fish, coral, and underwater plants.*	Plants and animals that live in the sea.	морська флора і фауна
5	**pristine mountains** /ˈprɪstiːn ˈmaʊntɪnz/ *The hikers were amazed by the pristine mountains that remained untouched by mass tourism.*	Mountains that are clean, unspoiled, and in their natural state.	незаймані гори
6	**raise money** /reɪz ˈmʌni/ *The volunteers organized a charity event to raise money for environmental protection.*	To collect funds for a purpose.	збирати кошти

7	**set up a project** /set ʌp ə ˈprɒdʒekt/ *The students set up a project aimed at cleaning coastal areas and raising awareness.*	To start or establish something new.	започаткувати проєкт
8	**shoestring budget** /ˈʃuːstrɪŋ ˈbʌdʒɪt/ *The NGO managed to launch the campaign on a shoestring budget by relying on volunteers.*	A very small amount of money available for spending.	вкрай обмежений бюджет
9	**snub** /snʌb/ *The famous actor appeared to snub the press by refusing to answer any questions.*	To deliberately ignore or show disrespect to someone.	зневажати, ігнорувати
10	**suffer from a downturn in the national economy** /ˈsʌfə frɒm ə ˈdaʊntɜːn ɪn ðə ˈnæʃnəl ɪˈkɒnəmi/ *Many small businesses suffer from a downturn in the national economy and are forced to reduce staff.*	To experience negative effects caused by an economic decline.	страждати від спаду в національній економіці
11	**track** /træk/ *The narrow track led through the forest and was used mainly by hikers and local villagers.*	A narrow path or trail, often in a natural area.	стежка, тропинка
12	**trek** /trek/ *They decided to trek across the mountains for several days despite the harsh weather conditions.*	A long, difficult journey, usually on foot.	здійснювати тривалий похід
13	**up-market tourist** /ˌʌpˈmɑːkɪt ˈtʊərɪst/ *The resort targets the up-market tourist who expects luxury accommodation and exclusive services.*	A tourist who prefers expensive, high-quality travel experiences.	заможний турист
14	**welfare project** /ˈwelfeə ˈprɒdʒekt/ *The welfare project provides support for vulnerable families living below the poverty line.*	A project designed to improve people's well-being and living conditions.	проєкт соціального забезпечення

15	**wide range of wildlife** /waɪd reɪndʒ əv ˈwaɪldlaɪf/ *The national park is home to a wide range of wildlife, from rare birds to large mammals.*	A large variety of wild animals and plants.	широке різноманіття дикої природи

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. deprived areas	a) social support program	p) spend money
2. encourage eco-tourism	b) establish an initiative	q) lack of species
3. shoestring budget	c) collect funds	r) wealthy areas
4. up-market tourist	d) promote sustainable travel	s) unlimited budget
5. suffer from a downturn in the national economy	e) luxury traveler	t) enjoy economic growth
6. track	f) narrow path	u) discourage tourism
7. snub	g) poor districts	v) profit-making venture
8. wide range of wildlife	h) ignore deliberately	w) shut down a project
9. set up a project	i) great biodiversity	x) welcome warmly
10. welfare project	j) very limited funds	y) budget traveler
	k) experience economic decline	z) highway

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. The national park is famous for its _____, including rare birds and endangered species.
2. The government decided to build an _____ to restore damaged ecosystems and attract fish back to the coast.
3. Local communities try to _____ by promoting environmentally friendly travel options.
4. They decided to _____ across the mountains despite the difficult weather conditions.
5. The organization launched a _____ to support vulnerable families and improve living conditions.
6. The campaign was launched on a _____, so volunteers had to rely on creativity rather than funding.
7. The charity focuses its efforts on supporting people living in _____ where access to education and healthcare is limited.
8. The luxury resort was designed to attract an _____ looking for exclusive services and comfort.
9. The volunteers organized a concert to _____ for children in need.
10. Tourists were amazed by the _____ that had remained untouched by modern development.
11. Many small businesses _____, which led to job losses and reduced investment.
12. A narrow _____ led through the forest and was mainly used by hikers and locals.
13. Plastic pollution poses a serious threat to _____, including fish, coral reefs, and sea mammals.
14. A group of students decided to _____ aimed at cleaning polluted beaches.
15. The celebrity appeared to _____ the journalists by refusing to answer any questions.

5. Practice your vocabulary from *"Guilt-free Holidays"* by translating these sentences into English.

1. Для відновлення екосистеми біля узбережжя було створено **штучний риф**.
2. Організація реалізує **проєкт соціального забезпечення**, спрямований на підтримку вразливих груп населення.
3. Місцева влада намагається **заохочувати екологічний туризм**, не шкодячи природі.
4. Забруднення океанів становить серйозну загрозу для **морської флори і фауни.**
5. Проєкт було запущено з **вкрай обмеженим бюджетом**, тому команда працювала без фінансування.
6. Волонтери організували захід, щоб **зібрати кошти** для лікарні.
7. Курорт орієнтований на **заможного туриста**, який очікує сервісу високого рівня.
8. Студенти вирішили **започаткувати проєкт**, спрямований на захист довкілля.
9. Заповідник відомий **широким різноманіттям дикої природи.**
10. Мандрівників приваблюють **незаймані гори**, де майже немає масового туризму.
11. Благодійна організація працює переважно в **бідних та небезпечних районах**, де люди мають обмежений доступ до базових послуг.
12. Малий бізнес продовжує **страждати від спаду в національній економіці.**
13. Вузька **тропинка** вела через ліс до гірського села.
14. Відомий письменник вирішив **проігнорувати** журналістів під час конференції.
15. Вони планували **здійснити тривалий похід** через гори протягом кількох днів.

6. Answer the following questions about the text *"Guilt-free Holidays".*

1. Why does the writer describe the holidays as "guilt-free"?
2. How is the proposed reef expected to help marine life?
3. What kind of tourist might be attracted by the eco-tourism projects described — including jungle safaris?
4. What benefits do eco-tourism plans aim to bring to the destinations mentioned?
5. Do tourists have a moral responsibility to research the impact of their trips, or is that mainly the government's job?
6. When traveling, how important is it for you to travel in a "guilt-free" way?
7. Should difficult destinations like Machu Picchu remain hard to reach to protect their uniqueness, or should access be improved for more visitors?
8. In your opinion, is eco-tourism mostly a genuine solution or sometimes just "green marketing" to make tourism look better?
9. Why do you think people visit deprived areas as a form of tourism?
10. What would you choose when traveling: experience the culture of a traditional village, visit a pristine and quiet place, or go to famous destinations and be in the center of events?

7. Discuss with your friend: Should eco-tourism replace mass tourism in popular destinations?

Use the following vocabulary: deprived areas, artificial reef, encourage eco-tourism, marine life, shoestring budget, up-market tourist, pristine mountains, suffer from a downturn in the national economy, snub, trek, wide range of wildlife, set up a project, raise money, welfare project (Use **at least 6–8 items** in your discussion.)

- **Recommendations for the discussion task:** Work in pairs.
- Take turns to speak (1–2 minutes each).
- Support your opinion with examples from the text.
- React to your partner's ideas (agree / disagree / add a point).
- Try to use the active vocabulary naturally, not as a list.

Possible discussion points:

- Eco-tourism can help **deprived areas** that **suffer from a downturn in the national economy** by creating jobs.

- Projects like an **artificial reef** help protect **marine life** and **encourage eco-tourism** at the same time.
- Eco-tourism often attracts an **up-market tourist**, which helps communities **raise money** for a **welfare project**.
- **Pristine mountains** and a **wide range of wildlife** need protection, so limiting mass tourism is necessary.
- Some people on a **shoestring budget** may feel **snubbed** if destinations become too expensive.
- Choosing to **trek** instead of using modern transport can reduce environmental damage.
- When locals **set up a project** themselves, tourism becomes more sustainable and respectful.

8. Express your opinion: Eco-tourism — Help or Hidden Risk? Express your opinion.
Do eco-tourism projects always benefit local communities, or can they sometimes create new problems?
In your answer:
- explain how eco-tourism projects work in the text;
- discuss possible positive and negative consequences for local people;
- say whether you think such projects should be expanded or carefully limited.

Use the following vocabulary: deprived areas, artificial reef, encourage eco-tourism, marine life, shoestring budget, up-market tourist, pristine mountains, suffer from a downturn in the national economy, snub, trek, wide range of wildlife, set up a project, raise money, welfare project (Use **at least 5–7 expressions**.)
Recommendations for the task
- Speak for **2–3 minutes**.
- Give a **balanced opinion** (advantages and disadvantages).
- Refer to **at least one concrete example** from the text.
- Use the active vocabulary accurately and in context.
- Finish with a **clear personal conclusion**.

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- Speak for **2–3 minutes**.
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- Finish with a **clear personal conclusion**.

9. Based on what you've read, write a short story about a traveller who chooses a guilt-free holiday and becomes involved in an eco-tourism project described in the text.
Your story should:
- take place in a destination mentioned or implied in the text (coastal area, mountains, wildlife reserve, village);
- show how tourism affects local people and the environment;
- include a moment where the main character changes their attitude to travel.

Write **180–220 words**.
Use the following vocabulary: deprived areas, artificial reef, encourage eco-tourism, marine life, shoestring budget, up-market tourist, pristine mountains, suffer from a downturn in the national economy, snub, trek, wide range of wildlife, set up a project, raise money, welfare project (Use **at least 5–7 expressions**.)
STRUCTURE OF A STORY
When writing your story, follow this **four-part structure**:
1. Introduction (Setting & Characters)

Who? Where? When?

- Introduce the **main character(s)**.
- Say **where** the story takes place (e.g. village, coast, mountains).
- Create the context of the holiday or journey.

Tip: Start with a clear opening sentence that sets the scene.

2. Development (Background & Problem)

What is happening? What is the issue?

- Describe the situation in the destination.
- Show a **problem** (economic, environmental, social).
- Explain how local people are affected.

Tip: This is a good place to use vocabulary such as **deprived areas**, **suffer from a downturn in the national economy**, **marine life**.

3. Climax (Action & Change)

What does the main character do?

- Show the key event or decision.
- Describe involvement in an eco-tourism activity or project.
- Show a **change of attitude** or realization.

Tip: Use action verbs and vocabulary like **set up a project**, **trek**, **encourage eco-tourism**, **raise money**.

4. Conclusion (Outcome & Message)

How does it end? What is the message?

- Explain the result of the actions.
- Show benefits for people or the environment.
- End with a personal reflection or message about guilt-free travel.

Tip: Finish with a clear idea or lesson learned.

Sample Answer:

*When Alex first planned the trip, the idea of a luxury holiday appealed most, even though he was travelling on a **shoestring budget**. However, after arriving in a coastal village that had **suffered from a downturn in the national economy**, his attitude began to change.*

*The village was located near **pristine mountains**, and the sea was once famous for its rich **marine life**. Locals explained that overfishing had destroyed much of it, so they had recently created an **artificial reef** to attract fish and divers. The project was designed to **encourage eco-tourism** and help people living in **deprived areas** earn a living.*

*Instead of acting like an **up-market tourist** and ignoring local problems, Alex decided not to **snub** the community. He joined a group that chose to **trek** through the mountains rather than use modern transport and later volunteered at a village centre where visitors could see a **wide range of wildlife**.*

*Inspired by the locals, Alex helped **set up a project** to **raise money** for a **welfare project** supporting village schools. By the end of his stay, he realised that a guilt-free holiday was not about comfort, but about responsibility and respect.*

Text 2

10. Read the text: *"The Moon and Sixpence".*

11. Familiarize yourself with and commit the active vocabulary to memory.

	Words & Phrases	Definition	Translation

1	**animated crowd** /ˈænɪmeɪtɪd kraʊd/ *An animated crowd filled the square during the festival.*	A lively and energetic group of people.	жвавий натовп
2	**dazzle** /ˈdæzl/ *The bright lights managed to dazzle the audience.*	To impress or overwhelm with brightness or brilliance.	засліплювати, вражати
3	**examination at customs** /ɪgˌzæmɪˈneɪʃn ət ˈkʌstəmz/ *After the examination at customs, they were allowed to enter the country.*	An official inspection at a border.	митний огляд
4	**favorable circumstances** /ˈfeɪvərəbəl ˈsɜːkəmstɑːnsɪz/ *Under favorable circumstances, the plan could succeed.*	Conditions that are helpful for success.	сприятливі обставини
5	**flamboyant** /flæmˈbɔɪənt/ *His flamboyant outfit attracted everyone's attention.*	Very bright, noticeable, and showy.	яскравий, екстравагантний
6	**gaze** /geɪz/ *She fixed her gaze on the distant mountains.*	A steady, attentive look.	пильний погляд; пильно дивитися
7	**murmur** /ˈmɜːmə/ *The murmur of the river could be heard at night.*	A soft, low continuous sound.	тихий шум, шепіт
8	**quay** /kiː/ *The ship was moored at the quay early in the morning.*	A structure where ships load and unload goods.	причал, пристань
9	**remote island** /rɪˈməʊt ˈaɪlənd/ *He dreamed of living on a remote island far away from people and technology.*	An island situated far from populated or easily accessible areas.	віддалений острів

10	**revive one's interest** /rɪˈvaɪv wʌnz ˈɪntrəst/ *The trip helped her revive her interest in art and culture.*	To make someone interested in something again.	відновити інтерес
11	**short-lived feeling** /ˌʃɔːt ˈlɪvd ˈfiːlɪŋ/ *His excitement turned out to be a short-lived feeling.*	An emotion that lasts for a very short time.	короткочасне відчуття
12	**silent valley** /ˈsaɪlənt ˈvæli/ *The silent valley created a feeling of peace and isolation.*	A valley characterized by deep quiet.	тиха долина
13	**splash** /splæʃ/ *A loud splash broke the stillness of the lake.*	The sound of something hitting water.	плюскіт
14	**splendor** /ˈsplendə/ *The splendour of the palace impressed the visitors.*	Great beauty or magnificence.	пишнота, велич
15	**waterfront** /ˈwɔːtəfrʌnt/ *They spent the evening walking along the waterfront.*	The part of a town or city next to water.	набережна

12. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. flamboyant	a) short-term	p) lifeless
2. murmur	b) ideal conditions	q) modesty
3. remote island	c) whisper	r) noise
4. short-lived feeling	d) stare	s) inland
5. waterfront	e) resplendence	t) accessible
6. animated crowd	f) inspection	u) privacy
7. favorable circumstances	g) impress	v) dull
8. splendour	h) energetic	w) permanent
9. gaze	i) isolated	x) dryness
10. examination at customs	j) shoreline	y) avert one's eyes
	k) magnificent	z) unfavourable conditions

13. Choose the correct option (A, B, or C) to complete each sentence.

1. The scientist believed that under _____ the experiment would succeed.
   A. unfavorable circumstances

B. random events
C. favorable circumstances

2. After years of routine work, the journey managed to _____ his interest in travelling.
   A. ignore
   B. revive
   C. distract
3. After a brief _____, the passengers were allowed to enter the country.
   A. examination at customs
   B. public inspection
   C. border interview
4. His _____ clothes made him stand out in the crowd.
   A. modest
   B. dull
   C. flamboyant
5. They decided to spend their honeymoon on a _____ far from busy tourist routes.
   A. waterfront
   B. remote island
   C. quay
6. The evening walk along the _____ offered a beautiful view of the river.
   A. valley
   B. quay
   C. waterfront
7. The ship was waiting at the _____ to unload its cargo.
   A. valley
   B. quay
   C. island
8. The _____ of the ancient castle impressed even the most experienced travelers.
   A. murmur
   B. splendour
   C. splash
9. His excitement turned out to be a _____ that disappeared within minutes.
   A. favourable circumstance
   B. lasting emotion
   C. short-lived feeling
10. She fixed her _____ on the painting, unable to look away.
    A. gaze
    B. splash
    C. murmur
11. The hikers stopped to enjoy the peace of the _____ surrounded by mountains.
    A. animated crowd
    B. silent valley
    C. waterfront
12. The soft _____ of voices could be heard behind the closed door.
    A. splash
    B. murmur
    C. dazzle
13. A loud _____ broke the silence as the stone hit the water.
    A. splash
    B. gaze
    C. quay
14. The bright stage lights managed to _____ the audience.
    A. confuse

B. dazzle
C. calm

15. An _____ filled the square during the celebration.
A. silent valley
B. animated crowd
C. remote island

14. Practice your vocabulary from the text *"The Moon and Sixpence"* by translating these sentences into English.

1. У **тихій долині** за селом він знайшов тишу, якої ніколи раніше не знав.
2. Чарльз Стрікленд жив на **віддаленому острові**, малюючи щовранці перед сніданком.
3. Спочатку краса острова не **відновила його інтересу** до життя, але зрештою це змінило його.
4. Перед від'їздом із столиці йому довелося пройти **митний огляд** разом із усіма своїми художніми матеріалами.
5. **Сприятливі обставини** із тихою погодою дозволили Стрікленду малювати без перерв.
6. Невелике село на **набережній**, де вони зупинилися, здавалося незмінним протягом десятиліть.
7. Оповідач не міг приховати свого **пильного погляду** від яскравих кольорів на полотні Стрікленда.
8. Коли оповідач прибув на Таїті, його вразила **пишнота** тропічного пейзажу.
9. Блиск кольорів у його останньому полотні міг дійсно **засліплювати** кожного, хто його бачив.
10. Для Стрікленда захоплення часто було лише **короткочасним відчуттям**, яке швидко минало після початку нового малюнка.
11. **Шепіт** моря вночі став саундтреком їхнього простого способу життя.
12. Раптовий **плюскіт** у лагуні налякав оповідача, коли він ішов уздовж берега.
13. Рибалки прив'язали свої човни до **пристані** біля ранкового ринку.
14. **Екстравагантні** ідеї Стрікленда іноді шокували інших художників навколо.
15. **Жвавий натовп** збирався біля порту, коли приходив корабель із новинами з-за кордону.

15. Answer the following questions about the text *"The Moon and Sixpence"*.

1. Have you ever visited a place that felt almost unreal or dreamlike? What made it special?
2. When you travel, what affects you more — famous sights or the general atmosphere of a place? Crowded Louvre or a hidden cozy place?
3. Do you prefer simply lounging by the sea or exploring places and cultures?
4. Have you ever had a misalignment between your expectations and the reality of a place you visited? In a good or a bad way?
5. Would you prefer a comfortable, well-planned holiday or an unpredictable journey full of surprises? Why?
6. What kind of landscapes move you most emotionally — mountains, ocean, forests, cities, or something else?
7. Is it possible to truly experience a place as earlier travelers did, or has globalization made everywhere feel similar?
8. Some people travel to relax, others to change themselves. Which motivation is closer to you?
9. Do beautiful places make people happier, or do happy people simply notice beauty more?

10. Do you like routines and staying at one place or changing surroundings and being constantly on the move?

16. Discuss with your friend: Do you think Charles Strickland was right to abandon his previous life in order to follow his artistic calling? Why / Why not?
Use the following vocabulary: remote island, revive one's interest, favorable circumstances, splendour, gaze, silent valley, short-lived feeling, flamboyant, animated crowd, dazzle.
Context: In the extract from *The Moon and Sixpence*, the narrator meets Charles Strickland, who has left his family and former life to live in isolation and devote himself entirely to art. The text explores themes of sacrifice, passion, and the cost of creative freedom.
Recommendations for the task:

- ✓ Express your **personal opinion** clearly.
- ✓ Refer to **Strickland's lifestyle and choices** in the text.
- ✓ Use **at least 6 vocabulary items** from the list above.
- ✓ Support your ideas with **examples from the story**, not general statements.
- ✓ React to your partner's opinion (agree, disagree, or partly agree)

Example of an answer:
*I believe that Strickland was right to leave his old life, even though his decision seems cruel. Life in an **animated crowd** and social expectations never managed to **revive his interest** in ordinary success. On the **remote island**, surrounded by the **splendour** of nature and the **silent valley**, he finally found the **favorable circumstances** to paint. His intense **gaze** at the world shows that art was not a **short-lived feeling** for him but his true purpose. Although his behaviour was sometimes **flamboyant**, his paintings could truly **dazzle** those who understood them.*

17. Express your opinion: Do you agree that great art can only be created when an artist separates himself from society and ordinary life?
Use the following vocabulary: remote island, waterfront, splendour, murmur, gaze, short-lived feeling, favorable circumstances, dazzle.
Recommendations for the task:

- ✓ State your opinion clearly (agree / disagree / partly agree).
- ✓ Refer to **Strickland's life and behaviour** in the text.
- ✓ Use **at least 5 vocabulary items** from the list.
- ✓ Give **one argument and one example** from the story.
- ✓ Speak for **1–2 minutes**.

Example answer
In my opinion, great art does not always require complete isolation, although in Strickland's case it was essential. Living on a remote island provided him with the favorable circumstances he needed to concentrate on painting. The splendour of nature and the quiet murmur of the sea near the waterfront allowed him to focus deeply, and his intense gaze on the world around him shows that art was not a short-lived feeling. As a result, his paintings could truly dazzle the viewer, even though his lifestyle was extreme.

18. Based on what you've read, write a story.
Context: In the extract from *The Moon and Sixpence*, the narrator describes life on a distant island and reflects on Charles Strickland's decision to abandon society in order to devote himself entirely to art. Your story should continue or re-imagine these events.
Use the following vocabulary: remote island, revive one's interest, favorable circumstances, waterfront, splendour, gaze, silent valley, murmur, short-lived feeling, dazzle.
Recommendations for the task:

- ✓ Write **180–220 words**.
- ✓ Follow the **structure of a story** given below.
- ✓ Use **at least 7 vocabulary items** from the list.
- ✓ Keep the tone **reflective and narrative**, similar to the original text.

STRUCTURE OF A STORY

1. Introduction (Setting & Atmosphere)

Purpose:

- Introduce **place, time, and mood**
- Present the main character(s)

Useful expressions:

- *The story takes place in…*
- *At the beginning of the story…*
- *It was a time when…*
- *From the very first moment…*
- *I found myself in…*
- *The atmosphere was…*

Tip for students: Do not explain everythig. Create mood.

2. Development (Events & Observations)

Purpose:

- Describe **actions, routine, encounters**
- Show gradual change or tension

Useful expressions:

- *As the days passed…*
- *Every morning / evening…*
- *Gradually, I began to notice…*
- *It soon became clear that…*
- *During this time…*
- *I couldn't help noticing…*

Tip for students: Use linking words to keep the story flowing.

3. Climax (Turning Point / Realisation)

Purpose:

- Present a **key moment**
- Show an important **decision, discovery, or emotional shift**

Useful expressions:

- *The turning point came when…*
- *Everything changed when…*
- *At that moment, I realised that…*
- *Suddenly, it became clear to me that…*
- *That was the moment when…*

Tip for students: Focus on **one strong moment**, not many.

4. Conclusion (Outcome & Reflection)

Purpose:

- Show **results or consequences**
- Reflect on meaning or lesson

Useful expressions:

- *In the end…*
- *Looking back, I realise that…*
- *This experience taught me that…*
- *From that day on…*
- *I left with the understanding that…*

Tip for students: End calmly and thoughtfully — avoid sudden endings.

LINKING EXPRESSIONS (Highly Recommended)

- *however, although, therefore, as a result*
- *meanwhile, eventually, at the same time*
- *on the one hand … on the other hand*

Model Answer

1. Introduction

When I arrived on the remote island, the quietness surprised me. The splendour of the landscape stood in sharp contrast to the restless cities I had known before.

2. Development

Each morning I walked along the waterfront, listening to the soft murmur of the sea. In the silent valley beyond the village, I often watched Strickland work, his intense gaze fixed on the canvas as if nothing else existed.

3. Climax

At first, his passion seemed to revive my interest in art, but this inspiration proved to be a short-lived feeling. I soon realised that such devotion required complete sacrifice. Only under these favorable circumstances could Strickland create without compromise.

4. Conclusion

Although his paintings could dazzle those who saw them, his life remained lonely and severe. Leaving the island, I understood that true artistic freedom demands a price few are willing to pay.

19. Step into the meaning! Read the quotations below. Say the same idea in your own words (paraphrase). Do you agree with the message? Why or why not? Share your opinion and be ready to discuss with others.

1. "The world is a book, and those who do not travel read only one page." *Saint Augustine*
2. "Travel makes one modest. You see what a tiny place you occupy in the world." *Gustave Flaubert*
3. "Not all those who wander are lost." *J. R. R. Tolkien*
4. "A journey is best measured in friends, rather than miles." *Tim Cahill*
5. "Travel is the only thing you buy that makes you richer." *Author unknown*
6. "To travel is to live." *Hans Christian Andersen*
7. "Tourists don't know where they've been, travellers don't know where they're going." *Paul Theroux*
8. "Travel far enough, you meet yourself." *David Mitchell*
9. "The journey matters more than the destination." *Ralph Waldo Emerson* (idea commonly attributed)
10. "Take only memories, leave only footprints." *Chief Seattle* (commonly attributed)

Part II: Critical Thinking & Dialogue

Article 1

1. Read the article*: "I spent 9 months traveling the world. I had a great time, but I'd never do it again.".*

2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**be cracked up (to be)** /biː ˈkrækt ʌp/ *The job was not as exciting as it was cracked up to be.*	to be considered very good or impressive, often more than it really is	бути таким, яким його розхвалюють (часто з іронією)
2	**be out of one's budget** /biː aʊt əv wʌnz ˈbʌdʒɪt/ *Buying a house abroad is out of my budget.*	to cost more than one can afford	бути не по кишені
3	**break up the monotony of life** /breɪk ʌp ðə məˈnɒtəni əv laɪf/ *Travelling helps break up the monotony of life.*	to make life less boring or repetitive	урізноманітнити монотонне життя
4	**digital nomads** /ˈdɪdʒɪtl ˈnəʊmædz/ *Digital nomads often work while travelling the world.*	people who work remotely while travelling	цифрові кочівники
5	**downfalls of the lifestyle** /ˈdaʊnfɔːlz əv ðə ˈlaɪfstaɪl/ *Few influencers mention the downfalls of the lifestyle.*	negative aspects of a way of living	недоліки такого способу життя
6	**fleeting** /ˈfliːtɪŋ/ *Moments of happiness can be fleeting.*	lasting for a very short time	швидкоплинний
7	**glorify** /ˈglɔːrɪfaɪ/ *Social media tends to glorify a life without responsibilities.*	to present something as better than it really is	ідеалізувати, прикрашати
8	**have a space to call my own** /hæv ə speɪs tə kɔːl maɪ əʊn/ *I dream of having a space to call my own.*	to have a personal place that feels like home	мати власний простір

9	**indescribable feeling** /ˌɪndɪˈskraɪbəbl ˈfiːlɪŋ/ *Reaching the goal gave me an indescribable feeling.*	a feeling too strong to describe	невимовне відчуття
10	**semblance of home** /sembləns əv həʊm/ *A familiar routine gives a semblance of home.*	something that reminds one of home	відчуття дому, подоба дому
11	**sacrifice the comfort** /ˈsækrɪfaɪs ðə ˈkʌmfət/ *Many people sacrifice the comfort to pursue freedom.*	to give up comfort for something else	пожертвувати комфортом
12	**struggle to make genuine friendships** /ˈstrʌgl tə meɪk ˈdʒenjuɪn ˈfrendʃɪps/ *She struggles to make genuine friendships abroad.*	to find it difficult to form real friendships	важко заводити щирі дружні стосунки
13	**talk somebody out of doing sth** /tɔːk aʊt əv ˈduːɪŋ/ *I talked him out of quitting his job.*	to convince somebody not to do something	відмовити когось від чогось
14	**turn down sth** /tɜːn daʊn/ *He turned down the offer to move abroad.*	to refuse or reject something	відмовлятися від чогось
15	**yearn** /jɜːn/ *After years of travel, he yearned for stability.*	to strongly desire something	прагнути, тужити за чимось

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. be out of one's budget	a) praise	p) easily make friends
2. break up the monotony of life	b) too expensive	q) encourage
3. downfalls of the lifestyle	c) add variety	r) continue routine
4. fleeting	d) pitfalls	s) affordable
5. glorify	e) refuse	t) accept
6. semblance of home	f) to long for	u) criticize
7. struggle to make genuine friendships	g) overwhelming sensation	v) benefits

8. talk somebody out of doing sth	h) have difficulty connecting	w) enjoy comfort
9. turn down sth	i) sense of belonging	x) lasting
10. yearn	j) discourage	y) be indifferent to
	k) short-lived	z) homelessness

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. We might begin to realize that being an adult is not always what it _____.
2. Some people _____ because meeting new people and forming deep connections is not easy.
3. Some activities are simply too expensive and might _____ for most students.
4. Travelling to new places can help _____ and make your routine more exciting.
5. She tried to _____ her friend _____ (take) on the extra responsibility, since he already had a lot to do.
6. _____ often work remotely while exploring different countries.
7. Social media sometimes tends to _____ unhealthy lifestyles without showing the _____.
8. Happiness can feel _____ if you don't stop to enjoy the moment.
9. Many people _____ for adventure and freedom while stuck in a monotonous life.
10. Celebrities are often _____ in magazines and on TV.
11. Living alone allowed me to finally _____ and organize it the way I like.
12. Sometimes you have to politely _____ invitations or offers that don't suit you.
13. When moving to a new city, it's important to find at least a small _____ to feel settled.
14. Seeing the sunrise over the mountains gave me an _____ that I couldn't explain.
15. To follow their dreams, some people must _____ and leave their comfort zone.

5. Check your understanding of the article "*I spent 9 months traveling the world. I had a great time, but I'd never do it again.*" by answering the following questions.

1. What were the expectations people had of the author's trip, and how did reality compare to what it was cracked up to be?
2. When staying in different places, what did the author miss that relates to having a semblance of home?
3. What did the author often have to do in terms of comfort or routine, showing they had to sacrifice the comfort?
4. How does the lifestyle of digital nomads differ from traditional office work according to the article? Which of these workstyles would you prefer?
5. Would you like to travel the world and be constantly on the road?
6. What psychological challenges can arise from traveling continuously for many months?
7. Do you think the pressure to "make the most" of a once-in-a-lifetime trip can actually reduce enjoyment?
8. Do you believe traveling, including endless one, is overrated in social media culture? Why or why not?
9. What do you feel when traveling? What inspires you to do it again?
10. Why do you think some people might not like traveling at all?

6. Discuss the text with a partner. Express your opinion and compare your impressions. "I spent 9 months traveling the world. I had a great time, but I'd never do it again."

Read the article again. With a partner, discuss the benefits and difficulties of traveling for a long period, using examples from the article and your own experiences. Consider what is often glorified on social media versus the real challenges travelers face.

Use the following vocabulary: turn down sth, struggle to make genuine friendships, glorify, downfalls of the lifestyle, digital nomads, be cracked up, semblance of home, break up the monotony of life, sacrifice the comfort, talk somebody out of doing sth, be out of one's budget, fleeting, yearn, have a space to call my own, indescribable feeling.

Points to consider:

- Which opportunities would you **turn down** if you were traveling like the author? Why?
- Do you think it is difficult to **struggle to make genuine friendships** while traveling? Explain.
- How does social media **glorify** travel, and what might be misleading about it?
- What do you think are the **downfalls of the lifestyle** of long-term travel?
- Would you like to live as a **digital nomad**? Why or why not?
- Was the author's trip really as exciting as people thought it would be (**be cracked up**)? Discuss.
- How important is having a **semblance of home** when traveling?
- How can travel help to **break up the monotony of life**?

Recommendations for the task:

- ✓ Work in pairs and take turns asking and answering the questions. Make sure both partners participate actively and have enough time to speak.
- ✓ Use **at least five vocabulary items** from the given list during your discussion. Try to use them naturally and correctly in context.
- ✓ Support your answers with **examples from the article**. If possible, add **your own experiences or opinions** to make the discussion more engaging and personal.
- ✓ Listen carefully to your partner and respond to what they say. Ask **follow-up questions** to show interest and to keep the conversation going.
- ✓ Take **short notes** on interesting or important points your partner mentions. These notes may be useful for further discussion or reflection.

7. Present your point of view. Speak about your opinion on the topic of "**The reality of long-term travel: expectations vs. real experience."**

Use the following vocabulary: turn down sth, struggle to make genuine friendships, glorify, downfalls of the lifestyle, digital nomads, be cracked up, semblance of home, break up the monotony of life, sacrifice the comfort, talk somebody out of doing sth, be out of one's budget, fleeting, yearn, have a space to call my own, indescribable feeling.

Recommendations for the task:

- ✓ Before you start speaking, take a moment to think about your position on the topic and decide whether you agree or disagree with the main ideas presented in the article. Organise your thoughts logically so that your opinion is clear and easy to follow.
- ✓ When presenting your point of view, make sure to **use at least five vocabulary items** from the given list. Try to integrate them naturally into your speech rather than using them separately or out of context.
- ✓ Support your opinion with **specific examples**. You may refer to situations described in the article or draw on your **own experience, observations, or general knowledge**. This will make your argument more convincing and engaging.
- ✓ Speak clearly and coherently, paying attention to pronunciation and sentence structure. Avoid very short or vague answers; aim to explain your ideas in detail.
- ✓ Stay focused on the topic and keep your response within the suggested time limit. If you finish early, you may add a brief concluding statement summarising your main point.

8. Think back to the article "*I spent 9 months traveling the world. I had a great time, but I'd never do it again.*" Based on what you've read, write a story (200–250 words) discussing the topic: "Can travel replace routine, community, and long-term relationships?"

You may respond to the article's ideas, share your personal opinion, or reflect on the issues it raises.

Use the following vocabulary: travel, routine, community, long-term relationships, replace, freedom, sacrifice, fleeting, yearn, semblance of home, digital nomads, struggle to make genuine friendships, break up the monotony of life, be out of one's budget, indescribable feeling, turn down sth, talk somebody out of doing sth, glorify, downfalls of the lifestyle, have a space to call my own.

Context: Think about the article "I spent 9 months traveling the world. I had a great time, but I'd never do it again." and your own experiences or ideas about travel. This story is about exploring whether traveling constantly can truly replace the stability of daily routine, the support of a community, and long-term relationships. Consider the benefits of travel, such as freedom, adventure, and new experiences, but also think about the challenges, including loneliness, lack of personal space, and the difficulty of maintaining close connections with friends or family.

Think about:

- The **setting**: where and when the story takes place.
- The **characters**: who is traveling, who is left behind, or who is met on the journey.
- The **sequence of events**: what happens first, what challenges arise, and what lessons are learned.
- The **emotional impact**: feelings of excitement, loneliness, or longing, and how they shape the story.

Recommendations for the task:

1. **Plan your plot first**
    - Decide on the **beginning, middle, and end** of your story.
    - Think about the **main events** and the sequence in which they will happen.
    - Identify the **climax** — the most exciting or emotional moment.
2. **Set the scene in the introduction**
    - Explain **when and where** the story takes place.
    - Introduce the **main characters** and their relationships.
    - Describe what happens **first** and what motivates the characters.
3. **Develop the story in the main body**
    - Use **two or more paragraphs** to describe events in **chronological order**.
    - Include **details, dialogue, emotions, and descriptions** to make the story vivid.
    - Make sure the **climax** is clear and creates suspense or interest.
4. **Write a meaningful conclusion**
    - Explain **what happened at the end**.
    - Include the **characters' feelings or reflections**.
    - Optionally, add a **twist or surprising ending** to leave a lasting impression.
5. **Use appropriate vocabulary**
    - Include words or phrases from your lesson or task list.
    - Use descriptive adjectives and adverbs to **enhance storytelling**.
6. **Check coherence and flow**
    - Use **linking words** like *first, then, after that, finally* to guide the reader.
    - Make sure ideas are **logical and connected**.
7. **Edit and revise**
    - Reread your story for grammar, spelling, and punctuation.
    - Ensure the story is **clear, complete, and engaging**.

STRUCTURE OF A NARRATIVE

A **narrative** is a story that can be written in either the **first person (I/we)** or the **third person (he/she/they)**. It may describe real events that happened to the writer or to someone else, or it may

be a completely imaginary story. Narratives can take many forms, such as humorous stories, spy stories, detective stories, fairy tales, or adventure tales.
Before you start writing, it is important to plan the plot. The plot is the sequence of events that make up your story. Deciding on the plot first helps your story to be clear, engaging, and easy to follow.
A good narrative typically consists of **three main parts**:

1. **Introduction**
    - Set the scene: explain **when and where** the story takes place.
    - Introduce the characters: who is in the story, and what are their roles?
    - Establish the beginning of the story: describe **what happened first** and what motivates the characters.
2. **Main Body**
    - Develop the story in **chronological order** (step by step).
    - Include **two or more paragraphs** that describe the events in detail.
    - Make sure to include a **climax** — the event that is most exciting, suspenseful, or emotional. This is the moment when the tension or interest of the story reaches its peak.
    - Use **descriptive language, emotions, and dialogue** to make the story more vivid and engaging for the reader.
3. **Conclusion**
    - Explain **what happened at the end** of the story.
    - Include **characters' feelings, reactions, or final comments**.
    - A **twist** (a surprising ending) can make the story more memorable and leave a strong impression on the reader.

Additional Tips:

- Give your story a **catchy title** to attract the reader's attention.
- Use **connecting words** (first, then, after that, finally) to make the sequence of events clear.
- Include **vocabulary and expressions** from your lessons to show your language skills.
- Keep your story **interesting** by adding descriptions, emotions, and suspense.

Article 2

9. Read the article: "A Scientist Claims He's Solved a Major Time-Travel Paradox"
10. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**assertion** /əˈsɜːʃən/ *His assertion was challenged by other researchers.*	a confident statement or claim that something is true	твердження, заява
2	**conceive** /kənˈsiːv/ *It is hard to conceive a world without time.*	to form an idea or concept in the mind	уявляти, задумувати

3	**draw a fundamental distinction between** /drɔː ə ˌfʌndəˈmɛntl dɪˈstɪŋkʃən bɪˈtwiːn/ *The article draws a fundamental distinction between theory and reality.*	to clearly separate two things based on essential differences	проводити принципову відмінність між
4	**fly in the face of** /flaɪ ɪn ðə feɪs əv/ *This idea flies in the face of common sense.*	to strongly contradict something accepted	суперечити, йти всупереч
5	**hinge on** /hɪndʒ ɔn/ *The success of the experiment hinges on accurate data.*	to depend on something	залежати від
6	**immutability** /ˌɪmjuːtəˈbɪləti/ *Immutability is a key concept in this theory.*	the quality of being unchangeable	незмінність
7	**kickstart** /ˈkɪkˌstɑːt/ *The discovery helped kickstart further research.*	to start or stimulate something	дати поштовх, запустити
8	**paradox nullification** /ˈpærədɒks ˌnʌlɪfɪˈkeɪʃən/ *Paradox nullification prevents logical contradictions.*	the elimination of a paradox	усунення парадоксу
9	**quantum physics** /ˈkwɒntəm ˈfɪzɪks/ *Quantum physics challenges traditional views of reality.*	a branch of physics dealing with subatomic particles	квантова фізика
10	**ramification** /ˌræmɪfɪˈkeɪʃən/ *The decision had serious ethical ramifications.*	a consequence of an action	наслідок
11	**self-consistency principle** /ˌsɛlf kənˈsɪstənsi ˈprɪnsəpl/ *The self-consistency principle explains why paradoxes cannot occur.*	the idea that events must remain logically consistent	принцип самоузгодженості

12	**spacetime** /ˈspeɪsteɪm/ *Spacetime can bend under extreme gravity.*	the combination of space and time	простір-час
13	**theory of relativity** /ˈθɪəri əv ˌrɛləˈtɪvɪti/ *The theory of relativity transformed modern physics.*	Einstein's theory of space, time, and gravity	теорія відносності
14	**time loop** /taɪm luːp/ *The film is based on a time loop.*	a situation where time repeats	часовий цикл, петля часу
15	**wink out of existence** /wɪŋk aʊt əv ɪgˈzɪstəns/ *The object seemed to wink out of existence.*	to disappear suddenly	раптово зникнути

11. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. assertion	a) consequence	p) changeability
2. conceive	b) contradict	q) cause
3. draw a fundamental distinction between	c) differentiate	r) reject a thought
4. fly in the face of	d) vanish	s) confuse
5. hinge on	e) envision	t) linear timeline
6. immutability	f) permanence	u) denial
7. ramification	g) claim	v) void
8. self-consistency principle	h) depend	w) appear
9. spacetime	i) initiate	x) contradiction
10. wink out of existence	j) continuum	y) comply
	k) coherence principle	z) be irrelevant

12. Choose the correct option (A, B, or C) to complete each sentence.

1. According to Einstein's _____, time and space are interconnected rather than separate entities.
   A) theory of relativity
   B) quantum physics
   C) time loop
2. In the theory of relativity, space and time together form a four-dimensional continuum called _____.
   A) spacetime
   B) time loop
   C) kickstart
3. The success of the new project will _____ after the marketing campaign launches.
   A) wink out of existence

B) kickstart
C) hinge on

4. Some concepts in physics seem impossible, but scientists aim for their _____.
   A) paradox nullification
   B) ramification
   C) assertion
5. It is important to _____ between cause and effect when analyzing scientific experiments.
   A) conceive
   B) draw a fundamental distinction between
   C) fly in the face of
6. In certain science fiction stories, a character can get trapped in a _____, repeating the same events endlessly.
   A) immutability
   B) time loop
   C) self-consistency principle
7. The _____ of the laws of mathematics ensures that logical reasoning does not contradict itself.
   A) self-consistency principle
   B) kickstart
   C) ramification
8. The stability and unchanging nature of fundamental constants is known as _____.
   A) assertion
   B) immutability
   C) fly in the face of
9. Some theories in physics seem to _____ common sense, challenging what we normally expect.
   A) wink out of existence
   B) fly in the face of
   C) hinge on
10. She tried to _____ an innovative idea for a new quantum computing algorithm.
    A) conceive
    B) assertion
    C) spacetime
11. The disappearance of certain particles seemed to _____ suddenly in the lab experiment.
    A) wink out of existence
    B) ramification
    C) theory of relativity
12. The economic consequences of the new policy could have a significant _____ on society.
    A) ramification
    B) time loop
    C) paradox nullification
13. Scientists study _____ to understand the behavior of matter at the smallest scales.
    A) quantum physics
    B) immutability
    C) kickstart
14. Whether the outcome of the experiment succeeds or fails may _____ precise measurements.
    A) hinge on
    B) wink out of existence
    C) ramification
15. The researcher made a bold _____ that challenged decades of conventional wisdom.
    A) assertion

B) conceive
C) paradox nullification

13. Check your understanding of the article "A Scientist Claims He's Solved a Major Time-Travel Paradox" by answering the following questions.

1. How does the scientist's assertion explain the possibility of time travel without paradoxes?
2. How is quantum physics relevant to the potential resolution of time-travel paradoxes?
3. How does the theory of relativity support the scientist's explanation of time travel?
4. The article suggests time-travel paradoxes may not be real problems for physics. Do you think time travel will ever be possible, or is it just science fiction? Why?
5. If time travel were invented, who should be allowed to use it — only scientists, governments, everyone, or no one?
6. Should time travel, if possible, be classified as a human right, a privilege, or an absolute taboo?
7. If you could travel back in time, would you change something in your own life? Should you? What are the potential consequences?
8. Would you want to travel to the future if you could? Or would that spoil the natural experience of living life day by day?
9. If physicists could prove that our actions are predetermined to avoid paradoxes, would that change how you view personal responsibility and free will?
10. Is it morally right to interfere in historical events if you could know the consequences?

14. Discuss the text with a partner: *"Is time travel possible? Analyzing scientific ideas and paradoxes in the context of modern physics."* Express your opinion and compare your impressions.

Use the following vocabulary: time loop, kickstart, immutability, draw a fundamental distinction between, paradox nullification, conceive, theory of relativity, spacetime, fly in the face of, assertion, quantum physics, self-consistency principle, ramification, hinge on, wink out of existence.

Recommendations for the task:

- **Read the text carefully** – Take your time to understand the main ideas. Focus on the scientific concepts like *time loop*, *self-consistency principle*, *theory of relativity*, and *quantum physics*. Try to understand how the author explains the paradoxes of time travel.
- **Highlight and study new vocabulary** – Make a list of difficult or new words such as *kickstart, hinge on, wink out of existence, immutability*. Write down their definitions, synonyms, and antonyms. Use these words in your own sentences to improve retention.
- **Take notes** – Summarize each paragraph or section in your own words. Note the cause-and-effect relationships, examples, and important statements (*assertions*).
- **Work with a partner** – Discuss the text together. Ask questions if you do not understand a concept. Explain your understanding to your partner, which helps deepen comprehension.
- **Use examples and illustrations** – When explaining concepts like *paradox nullification* or a *time loop*, try to give examples from the text, scientific hypotheses, or everyday situations. This helps make abstract ideas more concrete.
- **Practice speaking and discussion** – Use the target vocabulary in sentences and during discussion. For example, explain how a *time loop* works or what it means for a term to *wink out of existence*.
- **Connect with prior knowledge** – Relate the ideas in the text to other scientific knowledge, legal concepts, or daily life. For example, discuss why consistency (*self-consistency principle*) is important in both physics and law.

- **Answer comprehension and discussion questions** – Check your understanding by answering questions about the main ideas, vocabulary, and consequences (*ramifications*) of the concepts discussed.
- **Reflect and summarize** – After reading and discussing, summarize the text orally or in writing. Highlight the most important points, key vocabulary, and scientific principles.
- **Review and repeat** – Go over the vocabulary and main ideas several times. Repetition helps you remember complex concepts like *fly in the face of* or *draw a fundamental distinction between*.

  Example of how to start the dialogue:

  Student A: Hi! Did you read the article about the time-travel paradox? I found it really interesting.

  Student B: Yes, I did. The idea of a *time loop* and the *self-consistency principle* is fascinating. What do you think about it?

  Student A: I think the scientist's approach to *paradox nullification* makes sense, but I'm not sure if it's possible in real life. How about you?

  Student B: I agree. It's exciting to *conceive* such theories, but it seems very difficult to test them.

15. Present your point of view. Speak about your opinion on the topic *"Should scientists try to* kickstart *experiments with time travel, even if it may* fly in the face of *our current understanding of physics?"* related to the article "A Scientist Claims He's Solved a Major Time-Travel Paradox"

Use the following vocabulary: : time loop, kickstart, immutability, draw a fundamental distinction between, paradox nullification, conceive, theory of relativity, spacetime, fly in the face of, assertion, quantum physics, self-consistency principle, ramification, hinge on, wink out of existence

Example starter sentences:

- *In my opinion, time travel is … because …*
- *I believe that scientists should/should not …*
- *From my perspective, the self-consistency principle shows that …*
- *One possible consequence (ramification) of time travel could be …*
- *I think the idea of a time loop is … because …*
- *It seems to me that experimenting with time travel could fly in the face of …*
- *I agree/disagree with the assertion that … because …*

Recommendations for the task:

1. **Understand the main ideas**. Focus on concepts from the text like *time loop, self-consistency principle,* and *paradox nullification*. Be ready to explain them clearly.
   Example: "A *time loop* occurs when events repeat themselves, and the *self-consistency principle* ensures that contradictions do not happen."
2. **Organize your thoughts**. Plan the structure of your monologue: introduction, main points, and conclusion. Decide which examples and vocabulary you will use.
   Example: "First, I will explain what a *time loop* is, then discuss the *ramifications* of time travel, and finally present my opinion."
3. **Use key vocabulary correctly**. Include words like *kickstart, hinge on, wink out of existence, conceive, fly in the face of*.
   Example: "The experiment to *kickstart* a time loop *hinges on* following the correct rules, otherwise particles may *wink out of existence*."
4. **Explain causes, effects, and consequences**. Mention potential outcomes or risks of time travel.
   Example: "If a time loop occurs, it could have serious *ramifications* for our understanding of causality."

5. **Conclude with your opinion**. Summarize your ideas and clearly state your point of view.
   Example: "In my opinion, while the concept of time travel is fascinating, experimenting with it could *fly in the face of* our current understanding of physics, so it should be approached carefully."

16. Think back to the article "A Scientist Claims He's Solved a Major Time-Travel Paradox" Based on what you've read, write a story (200–250 words) discussing the topic: *"A Journey Through Time: Exploring the Possibilities and Paradoxes of Time Travel"*
You may respond to the article's ideas, share your personal opinion, or reflect on the issues it raises.
Use the following vocabulary: time loop, kickstart, immutability, draw a fundamental distinction between, paradox nullification, conceive, theory of relativity, spacetime, fly in the face of, assertion, quantum physics, self-consistency principle, ramification, hinge on, wink out of existence.
Recommendations for the task:

- **Read and understand the article carefully**. Focus on key concepts such as *time loop, paradox nullification, self-consistency principle,* and *theory of relativity*. Make sure you understand how the scientist explains the time-travel paradox.
- **Plan your story**. Think about the structure: introduction, main events, and conclusion. Decide what kind of story you want to tell (adventure, science experiment, or hypothetical scenario).
- **Use the target vocabulary**. Include key terms like *kickstart, hinge on, wink out of existence, conceive, fly in the face of, ramification,* and others naturally in your story. Try to show their meaning through context.
- **Include causes, effects, and consequences**. Show how time travel could create challenges or paradoxes. Mention possible *ramifications* of events and how the *self-consistency principle* could prevent contradictions.
- **Conclude clearly**. Wrap up your story with a clear ending or reflection. You can state your opinion about the possibility of time travel or what lessons can be learned from the events in your story.

What is a narrative?
Narrative – a story or account of events, experiences, or ideas, whether true or fictional, told in a structured way. A narrative usually has a clear beginning, middle, and end. It often includes characters, a setting, a plot, a conflict, and a resolution. Narratives can be written, spoken, or visual.
Key features of a narrative:

- It has a logical sequence of events.
- It contains a conflict or problem that drives the story.
- It shows the development of characters or changes in the situation.
- It ends with a conclusion, outcome, or lesson for the audience.

STRUCTURE OF A NARRATIVE:

- **Title** – Give your story an interesting title that reflects the main idea.
  Example: "A Journey Through Time: Exploring the Paradoxes of Time Travel"
- **Introduction** – Introduce the setting, main characters, and the situation. Give the reader context for what is going to happen.
  Example: "Dr. Lee had always dreamed of *kickstarting* an experiment to explore a *time loop*. One day, she finally decided it was time."
- **Rising Action** – Present the events leading up to the main problem or conflict. Include key ideas and vocabulary.
  Example: "As she activated the machine, she realized the experiment *hinged on* the *self-consistency principle*. Any mistake could make events *wink out of existence*."

- **Climax** – Describe the most exciting or important moment of the story. This is where the main problem or paradox occurs.
  Example: "Suddenly, Dr. Lee noticed a *paradox* forming, as if the universe itself was trying to *nullify* the contradictions in time."
- **Falling Action** – Show the events following the climax and how the characters deal with the consequences.
  Example: "Using the rules of *quantum physics* and the *theory of relativity*, she managed to stabilize the *time loop*."
- **Conclusion / Resolution** – End the story with a reflection or final outcome. Include the consequences (*ramifications*) and personal insight.
  Example: "In the end, Dr. Lee realized that even though she could *conceive* the impossible, some things like the *immutability* of certain events might always *fly in the face of* human attempts to change them.

Part III: Stating and Supporting Your Ideas

Video 1

1. Watch the video "Are cruises worth it? The pros and cons of a cruise vacation"
https://www.youtube.com/watch?v=nsac8iRxCMs
2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**affordable travel** /əˈfɔːdəbl ˈtrævəl/ *Affordable travel allows students to see the world on a small budget.*	traveling that does not cost too much money	доступні (фінансово) подорожі
2	**bummer** /ˈbʌmə/ *Missing the flight was a real bummer.*	something disappointing or unpleasant	прикрість, розчарування
3	**choppy sea** /ˈʧɒpi siː/ *The choppy sea made many passengers feel sick.*	a sea with many small, rough waves	бурхливе, неспокійне море
4	**expenses can add up quickly** /ɪkˈspensɪz kən æd ʌp ˈkwɪkli/ *When traveling abroad, expenses can add up quickly.*	costs increase faster than expected over time	витрати можуть швидко зрости
5	**foody** /ˈfuːdi/ *As a foody, she loves trying local dishes when she travels.*	a person who is very interested in food	гурман, любитель їжі
6	**get a taste of different cultures** /get ə teɪst əv ˈdɪfrənt ˈkʌltʃəz/ *Traveling helps you get a taste of different cultures.*	to experience aspects of various cultures	познайомитися з різними культурами
7	**get restless** /get ˈrestləs/ *He gets restless if he stays in one place for too long.*	to become bored or impatient	не знаходити собі місця, бути неспокійним, непосидючим
8	**itinerary** /aɪˈtɪnəreri/ *We planned a detailed itinerary before the trip.*	a detailed plan of a journey	маршрут, план подорожі

9	**kick back** /kɪk bæk/ *After sightseeing all day, we kicked back at the hotel.*	to relax and enjoy yourself	розслаблятися
10	**lackluster** /ˈlaklʌstə/ *The tour was lackluster and poorly organized.*	lacking excitement or interest	невиразний, нецікавий; тьмяний
11	**lug around your baggage from place to place** /lʌg əˈraʊnd jɔː ˈbægɪdʒ frəm pleɪs tə pleɪs/ *Backpackers often lug around their baggage from place to place.*	to carry heavy luggage while moving	тягати багаж з місця на місце
12	**pamper** /ˈpæmpə/ *The resort pampers guests with luxury services.*	to treat with special care	балувати
13	**perk** /pɜːk/ *Free breakfast is a nice perk of staying at this hotel.*	an extra benefit or advantage	додаткова перевага
14	**seasickness** /ˈsiːsɪknəs/ *She suffers from seasickness during long boat trips.*	nausea caused by sea travel	морська хвороба, закачування
15	**vacation planning** /vəˈkeɪʃn ˈplænɪŋ/ *Good vacation planning helps avoid stress.*	the process of organizing a trip	планування відпустки

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. bummer	a) spoil	p) pleasure
2. choppy sea	b) budget travel	q) work hard
3. expenses can add up quickly	c) benefit	r) drawback
4. get a taste of different cultures	d) disappointment	s) stay within budget
5. get restless	e) rough water	t) calm sea
6. itinerary	f) travel plan	u) spontaneity
7. kick back	g) experience new cultures	v) neglect

8. lackluster	h) dull	w) remain culturally isolated
9. pamper	i) relax	x) exciting
10. perk	j) costs increase	y) travel light
	k) become impatient	z) feel content

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. Careful _____ helps avoid unnecessary stress before a trip.
2. Many travelers suffer from _____ when sailing in rough weather.
3. If you don't plan your budget, _____ during a long vacation.
4. One major _____ of staying at this hotel is free airport transfer.
5. Backpackers often have to _____ as they move between cities.
6. After visiting the same place for too long, some tourists begin to _____.
7. A detailed _____ makes it easier to manage time while traveling.
8. Traveling abroad allows you to _____ and understand local traditions.
9. As a true _____, he always searches for authentic local food.
10. _____ makes it possible for students to explore new countries on a budget.
11. Luxury resorts often _____ their guests with spa treatments and fine dining.
12. After a busy week of sightseeing, it's nice to _____ by the pool.
13. The _____ made the ferry crossing uncomfortable for passengers.
14. Missing the concert because of a delayed flight was a real _____.
15. The tour turned out to be rather _____ and poorly organized.

5. Check your understanding of the video "Are cruises worth it? The pros and cons of a cruise vacation" by answering the following questions.

1. Why might a foody find a cruise vacation particularly appealing?
2. How do cruise companies pamper their guests, according to the video?
3. Many people see cruises as easy and convenient holidays, but others say they're boring and mass-tourist traps. What type of traveler do you think benefits most from a cruise — and who doesn't? What about you?
4. Cruises may last for a week or two or may take months. Which duration is the best in your opinion?
5. The traveling part of cruises tends to be quite superficial. Would it be enough for you to see many places, but in a limited way?
6. Is a cruise truly travel, or is it more like a floating resort vacation? What do you think defines "real travel"?
7. Some people love cruising because there are activities for everyone, from relaxation to shows and excursions. Do you think travel is more about the destination or the experience itself?
8. Cruises organize everything for you but can get expensive when extras are added. Would you rather pay for everything to be preplanned for you or plan your own cheaper trip?
9. If you could design the perfect cruise (destinations, duration, activities), what would it look like — and would it be better or worse than traditional travel?
10. Do you have seasickness? What is the best way to travel for such people?

6. Provide your perspective on the issue. Share your personal opinion on whether cruise vacations are truly worth it compared to other forms of travel. Talk about your views based on the ideas presented in the video "Are cruises worth it? The pros and cons of a cruise vacation."

Context: After watching the video, reflect on cruises as a modern travel option. The speaker discusses convenience, cost, comfort, limited cultural immersion, environmental concerns, and the balance between relaxation and exploration.
Use the following vocabulary: vacation planning, seasickness, expenses can add up quickly, perk, itinerary, get a taste of different cultures, affordable travel, pamper, kick back, lackluster.
Consider the following points:

- Why do you think cruises have become so popular in recent years?
- What are the main advantages and disadvantages of cruise vacations compared to independent travel?
- Do you believe cruises can be considered affordable travel, or do hidden costs reduce their value?
- How might life onboard a cruise ship affect travelers' social interactions and travel experience?
- What challenges (environmental, economic, personal comfort) do you think cruise tourism creates?

Starter Sentences:

- *After watching the video, I started to think differently about…*
- *In my opinion, cruise vacations are worth it because… / are not worth it because…*
- *One of the most convincing points in the video was…*
- *I believe cruises are especially suitable for people who want to…*
- *Sometimes I feel that this type of travel can be both relaxing and…*

7. Think back to the video "Are cruises worth it? The pros and cons of a cruise vacation". Based on what you've seen, write a story (200–250 words) inspired by the ideas presented in the video. Your story may be fictional or semi-personal**,** but it should clearly reflect the advantages and disadvantages of a cruise vacation discussed in the video.
Context: The video explores different aspects of cruise travel, including convenience, entertainment, costs, limited freedom, seasickness, and whether cruises offer real cultural experiences. Through your story, show how a character experiences these pros and cons during a cruise trip.
Use the following vocabulary: vacation planning, itinerary, perk, seasickness, get restless, expenses add up, kick back, choppy sea, get a taste of different cultures, lackluster, bummer, pampered.
Consider the following points:

- Why did the main character choose a cruise vacation?
- What expectations did they have before the trip?
- Which perks of cruising did they enjoy the most?
- What problems or disappointments did they face during the journey?
- How did the experience change their attitude toward cruise travel?

What is a narrative?
A narrative – a story or account of events, experiences, or ideas, whether true or fictional, told in a structured way. Here, the narrative explores the experience of taking a cruise vacation and weighs its pros and cons.
Key features of this narrative:

- Logical sequence of events from planning to returning home.
- Conflict or problem (e.g., challenges during the cruise).
- Development of the traveler's perspective.
- Reflection or lesson learned at the end.

STRUCTURE OF THE NARRATIVE:

Title: The title should attract the reader's attention, hint at the main event or experience, set the mood (adventurous, reflective, emotional, etc.). A good title is often creative rather than factual and may include: a question, a metaphor, an emotionally charged phrase. **Example:** *"Sailing the High Seas: Is a Cruise Vacation Worth It?"*
Introduction: Introduce the characters (traveler(s)), the setting (ship, ports, destinations), and context. The introduction sets the scene (time, place, situation), introduces the narrator and the context, grabs the reader's attention with a hook (a question, a surprising fact, or a vivid description). It should clearly signal that a story is about to be told**. Example:** *"Emma had always dreamed of going on a cruise. When she finally booked a Mediterranean cruise, she wondered if the experience would live up to her expectations."*
Rising Action: Describe the journey from boarding to exploring onboard activities, excursions, and services. Introduce both positive and negative points. The main body describes events in the order they happened, focuses on key moments rather than unnecessary details, uses past tenses**,** time linkers (e.g. *at first, later, suddenly*), and descriptive language. This part often includes challenges or unexpected situations, personal reactions and emotions, interactions with people or places. **Example:** *"From the moment she stepped on board, the luxury and variety amazed her. The spa, buffet, and evening shows seemed perfect – but navigating the crowds and waiting in lines for excursions hinted at potential challenges ahead."*
Climax: Highlight the peak of the experience, including a major realization or conflict. The climax is the most intense or important moment of the story, the point where something changes, goes wrong, or is clearly understood. It keeps the reader emotionally involved and curious about the outcome. **Example:** *"During a storm at sea, Emma felt seasick and wondered if she had made a mistake. She debated whether the convenience of everything on the ship outweighed the unpredictability of the voyage."*
Falling Action: Show how the traveler deals with challenges and enjoys the remaining trip.
Example*: "By the second day, she adjusted to the schedule, discovered quiet corners of the ship, and enjoyed cultural excursions at each port. The pros of convenience, entertainment, and breathtaking views became clear."*
Conclusion / Resolution: Reflect on the overall experience, weigh pros and cons, and give a final insight. The conclusion shows the result of the experience, reflects on what was learned or how the narrator felt afterward, may explain how the experience changed the narrator's perspective. A strong ending leaves the reader with a clear message, feeling, or insight**. Example**: *"In the end, Emma realized that cruises offer a unique way to explore multiple destinations comfortably, but they are not for everyone. The experience taught her that careful planning and realistic expectations can make a cruise truly worth it."*

Video 2

8. Watch the video "Traveling To The Least Visited Country In The World"
https://www.youtube.com/watch?v=ODuEl4oNae0
9. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**air strip** /ˈeə strɪp/ *The plane landed on a tiny air strip on the island.*	a narrow runway for small planes, often in remote areas	злітно-посадкова смуга

2	**board a flight** /ˌbɔːd ə ˈflaɪt/ *We boarded the flight early in the morning.*	to get on an airplane in order to travel	сісти на літак
3	**cash only** /ˌkæʃ ˈəʊnli/ *The café is cash only, so cards are not accepted.*	a situation where payments can be made only with cash	тільки готівка, де розраховуються тільки готівкою
4	**communal (living)** /ˈkɒmjʊnəl (ˈlɪvɪŋ)/ *They experienced communal living with local families.*	shared by a group of people; based on living together	спільний побут
5	**deserted paradise island** /dɪˈzɜːtɪd ˈpærədaɪs ˈaɪlənd/ *It felt like a deserted paradise island.*	a beautiful island with no or very few people	безлюдний райський острів
6	**feel connected to sb/sth** /fiːl kəˈnektɪd tə ˌsʌmbədi ˈsʌmθɪŋ/ *She felt connected to nature there.*	to feel emotionally or spiritually close to someone or something	відчувати зв’язок з
7	**fully comprehend** /ˈfʊli ˌkɒmprɪˈhend/ *It took time to fully comprehend the experience.*	to understand something completely	повністю усвідомити
8	**in the middle of nowhere** /ɪn ðə ˈmɪdl əv ˈnəʊweə/ *The village is in the middle of nowhere.*	in a very remote or isolated place	у глушині
9	**most / least visited destination** /məʊst / liːst ˈvɪzɪtɪd ˌdestɪˈneɪʃn/ *It is one of the least visited destinations in the region.*	a place that attracts the highest or lowest number of tourists	найбільш / найменш відвідуване місце
10	**pass out** /pɑːs ˈaʊt/ *He nearly passed out from the heat.*	to lose consciousness for a short time	знепритомніти
11	**place out of a dream** /pleɪs ˌaʊt əv ə ˈdriːm/ *The beach looked like a place out of a dream.*	a place that seems unreal or extremely beautiful	місце наче з мрії

12	**see what it's all about** /siː wɒt ɪts ɔːl əˈbaʊt/ *She joined the tour to see what it was all about.*	to experience something in order to understand it better	побачити, у чому суть
13	**spot sb/sth** /spɒt ˌsʌmbədi ˈsʌmθɪŋ/ *We spotted dolphins near the boat.*	to notice or see someone or something	помітити
14	**tag along** /ˌtæg əˈlɒŋ/ *I decided to tag along with my friends.*	to go somewhere with someone, often without being invited	піти за компанію
15	**the heart of the Pacific** /ðə ˈhɑːt əv ðə pəˈsɪfɪk/ *The island lies in the heart of the Pacific.*	the central, most remote area of the Pacific Ocean	серце Тихого океану

10. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. board a flight	a) join someone casually	p) avoid experiencing
2. cash only	b) feel emotionally close	q) ignore
3. communal (living)	c) faint	r) miss a flight
4. feel connected to sb/sth	d) dreamlike place	s) travel alone
5. fully comprehend	e) get on a plane	t) pay by card
6. in the middle of nowhere	f) shared accomodation	u) misunderstand
7. pass out	g) explore or experience something	v) crowded city
8. place out of a dream	h) notice	w) wake up
9. see what it's all about	i) only paper money accepted	x) private space
10. spot sb/sth	j) remote area	y) ordinary place
	k) fully grasp	z) remain separate

11. Choose the correct option (A, B, or C) to complete each sentence.

1. Living abroad helped me _____ my host family in a way I never expected.
   A) feel connected to
   B) spot
   C) tag along
2. The small plane landed on a grassy _____ just as the sun was rising over the island.
   A) air strip
   B) communal living
   C) deserted paradise island
3. The ancient village was like a _____, with its misty mountains and traditional wooden houses.
   A) place out of a dream

B) deserted paradise island
C) cash only

4. We need to _____ our flight at least two hours before departure to avoid any last-minute stress.
   A) pass out
   B) board
   C) tag along
5. The little café in the village was charming but frustratingly _____, so we couldn't pay by card.
   A) cash only
   B) in the middle of nowhere
   C) most visited destination
6. My little sister always wants to _____ whenever I go out with my friends, which can be annoying.
   A) feel connected to
   B) pass out
   C) tag along
7. Growing up in a _____ arrangement taught him how to share everything and respect others' space.
   A) communal living
   B) deserted paradise island
   C) air strip
8. After a long hike, we finally reached a _____ with white sand and not another soul in sight.
   A) place out of a dream
   B) deserted paradise island
   C) the heart of the Pacific
9. It took me years to _____ just how much my parents had sacrificed for my education.
   A) pass out
   B) see what it's all about
   C) fully comprehend
10. From the boat, we managed to _____ a group of dolphins playing in the distance.
    A) tag along
    B) board
    C) spot
11. Their cabin was _____, with no neighbors for miles and only the sound of wind in the trees.
    A) most visited destination
    B) cash only
    C) in the middle of nowhere
12. Antarctica remains one of the _____ on Earth, attracting only a handful of brave travelers each year.
    A) most visited destinations
    B) least visited destinations
    C) communal living
13. The tiny island nation of Tuvalu lies in _____, far from any major continent.
    A) the heart of the Pacific
    B) a deserted paradise island
    C) communal living
14. After walking for hours under the scorching sun, he began to feel dizzy and nearly _____.
    A) boarded a flight

B) passed out
C) spotted

15. I decided to visit the famous market just to _____ and understand why everyone raves about it.
    A) see what it's all about
    B) fully comprehend
    C) spot

12. Answer the comprehension questions referring to the key points in the video "Traveling To The Least Visited Country In The World"

1. Why is the country described as the least visited destination in the world?
2. What does the traveler say about communal living on the island, and how is it different from life in big cities?
3. What can you tell about the shape and location of Tuvalu? What other interesting features of this island do you remember?
4. Who of the people the author encountered do you remember the most?
5. Which countries have you travelled to? Are they popular among tourists?
6. What are the most popular tourist countries? Are any of them overrated in your opinion?
7. Do you know any of the rarely visited countries? Would you like to go there and why?
8. Would you feel safe traveling to a country with very little tourist infrastructure?
9. Would you like to go to Tuvalu and why?
10. Some people believe that the best experiences happen outside the comfort zone. Do you agree, or is this idea overrated?

13. Provide your perspective on the issue. Share your personal opinion on whether traveling to extremely remote and least visited countries is worth it compared to visiting popular tourist destinations. Base your views on the ideas presented in the video *"Traveling To The Least Visited Country In The World."*

Context: After watching the video, reflect on travel to isolated destinations as a modern travel choice. The speaker explores remoteness, limited infrastructure, cultural authenticity, simple living, strong community ties, and the contrast between mass tourism and meaningful travel experiences.

Use the following vocabulary: vacation planning, in the middle of nowhere, board a flight, air strip, cash only, communal living, get a taste of different cultures, see what it's all about, tag along, deserted paradise island.

Consider the following points:

- Why do you think some countries remain among the least visited destinations in the world?
- What are the main advantages and disadvantages of traveling to a very remote place compared to a popular tourist destination?
- Do you believe such trips can be considered affordable travel, or do the expenses add up quickly because of limited flights and services?
- How might communal living and close interaction with locals affect a traveler's experience?
- What challenges (isolation, limited comfort, environmental vulnerability, personal safety) do you think travelers may face in such destinations?

Starter Sentences:

- *After watching the video, I started to think differently about traveling to remote places.*
- *In my opinion, visiting a least visited country is worth it because… / is not worth it because…*
- *One of the most striking moments in the video was…*
- *I believe this type of travel is especially suitable for people who want to…*

- *Sometimes I feel that traveling to a place in the middle of nowhere can be both challenging and…*

14. Think back to the video "Traveling To The Least Visited Country In The World". Based on what you've seen, write a story (200–250 words) inspired by the ideas presented in the video. Your story may be fictional or semi-personal, but it should clearly reflect the realities of traveling to a very remote and rarely visited country, as shown in the video.

Context: The video explores travel to an isolated destination, focusing on remoteness, limited infrastructure, simple living, close interaction with locals, and the contrast between mass tourism and authentic travel experiences. Through your story, show how a character experiences both the appeal and the challenges of visiting such a place.

Use the following vocabulary: vacation planning, least visited destination, board a flight, in the middle of nowhere, air strip, cash only, communal living, get a taste of different cultures, see what it's all about, deserted paradise island.

Consider the following points:

- Why did the main character choose to travel to a least visited destination?
- What expectations did they have before the journey began?
- What challenges did they face because the country was **in the middle of nowhere**?
- How did living among locals and experiencing **communal living** affect the character?
- How did the experience change their attitude toward travel and tourism?

What is a narrative?

A **narrative** is a story or account of events, experiences, or ideas, whether true or fictional, told in a structured way. In this version, the narrative explores the experience of traveling to one of the least visited countries in the world and reflects on the realities, challenges, and rewards of visiting an extremely remote destination.

Key features of this narrative:

- Logical sequence of events from preparation and travel to arrival and return
- A central challenge or conflict (isolation, limited comfort, cultural shock)
- Development of the traveler's perspective on tourism and travel values
- Reflection or lesson learned at the end

STRUCTURE OF A NARRATIVE

Title: The title should attract the reader's attention; hint at remoteness, discovery, or adventure; set the mood (reflective, adventurous, meaningful). A good title is often creative rather than factual and may include: a question, a metaphor, an emotionally charged phrase. **Example:** *"At the Edge of the Map: Was Traveling to the World's Least Visited Country Worth It?*

Introduction: Introduce the character(s), the destination, and the context of the journey.

The introduction sets the scene (time, place, situation); explains why the traveler chose such an unusual destination; uses a hook (curiosity, doubt, or anticipation). It should clearly signal that a story about an uncommon travel experience is about to be told. **Example:** *"When I told people I was traveling to one of the least visited countries in the world, most of them were confused. Still, after months of vacation planning, I boarded a flight heading into the middle of nowhere."*

Rising Action: Describe the journey itself: boarding the flight, landing on a small air strip, first impressions of the destination.

The main body: follows events in chronological order, balances positive impressions and difficulties, uses past tenses, time linkers, and descriptive language. This part often includes culture shock, limited infrastructure (cash only, few services), first encounters with locals and communal living. **Example:** *"At first, the island felt like a deserted paradise. However, the lack of shops, internet, and transport quickly made daily life more challenging than I had expected."*

Climax: The climax is the turning point of the story:the moment when the traveler fully understands the reality of the place, a situation that tests comfort, patience, or expectations. It is the

most emotionally intense or meaningful moment. **Example:** *"That evening, sitting in the dark with no electricity and no way to contact home, I realized how far removed I was from everything familiar."*

Falling Action: Show how the traveler adapts: adjusting to simple routines, forming connections with locals, beginning to get a taste of different cultures. This part shows growth, acceptance, or appreciation of the experience. **Example:** *"Slowly, I stopped rushing and learned to follow the island's rhythm. Sharing meals and stories with locals changed the way I viewed travel."*

Conclusion: Reflect on the experience as a whole: weigh the advantages and disadvantages, explain how the journey changed the traveler's attitude toward tourism, offer a final insight or lesson. A strong ending leaves the reader with a sense of meaning or personal transformation. **Example:***"By the end of the trip, I understood that traveling to a least visited destination is not about comfort, but about connection. It taught me that sometimes the most meaningful journeys take us far away from everything we know."*

Key Language Features of a Narrative

- Past Simple, Past Continuous, Past Perfect
- Descriptive adjectives and adverbs
- Linking words for sequence and contrast
- Personal pronouns and reflective language

EXTRA INFORMATION
Unit 6

Article 1

https://www.msn.com/en-gb/travel/article/i-spent-9-months-traveling-the-world-i-had-a-great-time-but-i-d-never-do-it-again/ar-AA1nIoN8

I spent 9 months traveling the world. I had a great time, but I'd never do it again.

Story by insider@insider.com (Dasha Kofman)

- I spent nine months traveling the world, and although I had a great time, I wouldn't do it again.
- Because I was on a tight budget, I often found myself turning down cool experiences to save money.
- I also struggled to make genuine friendships and missed having a space to call my own.

When I was working remotely in 2021, my boyfriend and I packed up and traveled to 22 countries across Europe and Latin America.

Although these were some of the best days of my life, I quickly learned that a lot of the videos I saw on social media that glorified full-time travel didn't always showcase the downfalls of the lifestyle.

More and more people are becoming digital nomads — countries like Italy have even implemented specific visas for remote workers. However, during my nine months abroad, I learned that the lifestyle isn't all it's cracked up to be.

Here's why I wouldn't travel full time again.

I kept looking for places and experiences that felt like home

While traveling full time, I found myself constantly looking for places and experiences that felt like home.

In some ways, it was cool to feel like a local in a new city. However, when I returned home and took shorter vacations, I started to value the places I was visiting for their differences rather than trying to find some semblance of home.

Nowadays, I like having a home base. Shorter trips help me to break up the monotony of life without sacrificing the comfort of home.

It felt like I was constantly thinking about money

When I was traveling full-time, I was on a strict budget. I either drained my wallet or ate cheap food to maintain some sort of financial security while on the road.

I talked myself out of going to every museum I wanted to and purchased cheap meals for dinner instead of indulging in local cuisine that might have been out of my budget.

The moments I would slip up on my spending were when I forgot this wasn't a never-ending vacation, but rather, my new everyday life.

During the first two weeks of our trip, I wanted to go to all of the must-try restaurants in Paris. However, I soon realized that came at the cost of establishing a strict daily budget for the remainder of our three weeks there.

Of course, it was worth it in the end to save money so I could travel for nine months. However, now that I take a few shorter trips a year, I have more flexibility to make them everything I want them to be.

My friendships at home changed, and the new ones I made were fleeting

I think what travelers yearn for the most is community. When I was traveling, it was really hard to find the same quality of friends I have at home.
When I did meet friends abroad, it was often short-lived. I found that many people traveling full time were only in a city for a few days. Even when I did find someone I connected with, it was hard to maintain a long-distance friendship.
Traveling full time also took a lot out of my friendships at home, as it seemed like they learned to live without me.
When I returned home, it felt like we didn't have as much in common as we used to. It took me months to get my friendships back to where they were before I left.

I missed having a space to call my own

While traveling, I stayed in 25 different places across nine months. Although seeing so many new places was cool, I missed having a space to call my own.
After spending so many nights in beds that weren't my own, it was an indescribable feeling to come back home. In fact, when I got back, I was able to create a space that took inspiration from the places I'd been.
I think traveling is something everyone should prioritize, but there are ways to see the world that don't involve doing it full time.
Nowadays, I plan to take at least four international trips a year, ranging from one to two weeks. This allows me to live a travel-filled life without giving up the comforts of home, career, and relationships.

Article 2

https://www.popularmechanics.com/science/a63395644/time-travel-paradox-solved/

A Scientist Claims He's Solved a Major Time-Travel Paradox

He's giving the green light to jumping into the past.
BY JACKIE APPELPUBLISHED: JAN 14, 2025 8:30 AM EST



- One of the most famous paradoxes ever, the grandfather paradox, cautions against making changes that could break the timeline if you were to ever travel back in time.
- But, according to one scientist, the paradox may not even be possible in the first place.
- Using a combination of theoretical physics and established quantum mechanics, physicist Lorenzo Gavassino argues that any paradox that were to occur on a time loop would simply undo itself, or be impossible to kickstart at all.

If I go back in time and kill my own grandfather, will I have ever existed at all? And if I suddenly never existed, who killed my grandfather? That's what's known as the "grandfather paradox," and it's one of the most well-known potential paradoxes that could theoretically be caused by human time travel.

Except… maybe it couldn't happen at all. According to a new study—written by, a physicist from Vanderbilt University, and published in the journal Classical and Quantum Gravity—even if we could figure out how to go back in time, any changes we make might not actually stick, thanks to the laws of physics.

At the center of this idea lie three concepts, the first of which is entropy, which can functionally be thought of as the level of disorder of things. As we move forward through time, entropy increases as things break down. And it only increases. For example, if you have a vase, and you break it, it's now in all sorts of little pieces. Its entropy has increased. Even if you glue all the little pieces back together, they didn't actually re-become one single object. You can't undo an increase in disorder, no matter how hard you try.

Because of the immutability of that fact, many physicists actually argue that increasing entropy dictates the 'arrow of time,' or the direction in which time moves, rather than time dictating an increase in entropy. In fact, Gavassino states in his paper that "entropy increase is the only physical law that enables us to draw a fundamental distinction between past and future."

The second central concept to Gavassino's attempt at paradox nullification is that of the closed timelike curve. First conceived as a result of Einstein's general theory of relativity, closed timelike curves are the hypothetical results of rotating gravity wells being able to basically drag spacetime (which is both space and time in one) along with their motion. We see weird effects of gravity on spacetime around things like black holes all the time, but if you take the idea that gravity could drag spacetime around to its conclusion, a spinning gravity well could eventually get the time flowing in a circle. That circle is a closed timelike curve, or CTC, which could theoretically be traveled along to go back in time. After all, if time is a circle, you can head into the future for a long while and end up in the past, behind where you started.

But, hold on. If you start off traveling forward in time, you're traveling in the direction of increasing entropy. And if you end up back in time, somehow, you would have had to undo entropy. Which is impossible… right?

Maybe not. The overall conclusion of Gavassino's work is that CTCs function not like continuous loops, but like two half-circles, each beginning and ending at the points on the CTC with the least and most entropy, respectively. Which might seem like it flies in the face of a lot of the assertions we've made so far, until we bring to the stage the third and final concept needed to bring this whole argument together—quantum physics.

We might experience the effects of classical physics most prominently in our day-to-day lives, but we live in a quantum universe, and quantum rules all (even in ways we don't understand just yet). And the quantum realm follows what is called a "self-consistency principle" which, according to the paper, means "the only histories of the Universe that actually happen are those where everything works out consistently." Gavassino argues that this principle would basically make it so that any changes made to the past on a time-traveling adventure wouldn't 'stick,' thus allowing the two-half-circle CTC to function without breaking entropy rules and negate pretty much any time-travel paradoxes that might arise. Basically, you couldn't kill your grandfather because you exist. And if you did, it wouldn't hold.

Gavassino claims that this could have a huge number of ramifications, including de-aging, "spontaneous memory erasure," and a complete inability to ever meet your younger self by going back in time. But, to be clear, all of this hinges on the existence of the highly hypothetical CTCs in the first place, which Gavassino does not attempt to assert or prove in his study.
So, interesting? Very much so. But we still have a long way to go—and will need to get very lucky with the realities of a few not-yet-understood laws of physics—before it's even really worth worrying about the ramifications of, say, stepping on a butterfly and winking out of existence.

Unit 7 History
PART I Language Focus

Text 1

1. Read the text: *"History Lessons".*
2. Familiarize yourself with and commit the active vocabulary to memory.

№	Words & Phrases	Definition	Translation
1	**chances are** /ˈtʃɑːnsɪz ɑː(r)/ *Chances are that historians will discover new documents that explain the event more clearly.*	used to say that something is likely to happen or be true	швидше за все, ймовірно
2	**conquer** /ˈkɒŋkə(r)/ *The empire attempted to conquer new territories in the region.*	to take control of a country or land by force	завойовувати
3	**contain a grain of truth** /kənˈteɪn ə greɪn əv truːθ/ *The legend about the lost city may contain a grain of truth.*	to include a small amount of truth, even if most of it is false	містити частку правди
4	**cut and dried** /ˌkʌt ən ˈdraɪd/ *The case seemed cut and dried, but new evidence changed historians' opinions.*	already decided or clear; not open to debate	остаточний, вирішений наперед
5	**declaration of independence** /ˌdekləˈreɪʃn əv ˌɪndɪˈpendəns/ *The declaration of independence marked the moment when the nation officially separated from colonial rule.*	an official statement announcing that a country or region is free from another state	декларація незалежності
6	**draft of a treaty** /drɑːft əv ə ˈtriːti/ *The diplomats carefully discussed every paragraph of the draft of a treaty before signing it.*	a preliminary version of an official agreement that can still be changed	проєкт (чернетка) договору
7	**expedition** /ˌekspəˈdɪʃn/ *The scientific expedition to Antarctica collected valuable climate data.*	a journey organized for a specific purpose such as exploration or research	експедиція

8	**give sb credit for sth** /gɪv ˈkredɪt fə(r) ˈsʌmθɪŋ/ *We should give the historian credit for discovering new archival materials.*	to praise someone or acknowledge them for something they have done	віддати належне комусь за щось
9	**historical figure** /hɪˈstɒrɪkəl ˈfɪgə(r)/ *Napoleon Bonaparte is considered an important historical figure who changed the political map of Europe.*	a person from history who had a significant impact on events	історична постать
10	**indigenous people** /ɪnˈdɪdʒənəs ˈpiːpl/ *European settlers often ignored the rights of indigenous people living on the land.*	the original inhabitants of a region	корінні народи
11	**peace treaty** /ˈpiːs ˌtriːti/ *The two countries finally signed a peace treaty after years of conflict.*	a formal agreement between countries to end a war	мирний договір
12	**presumably** /prɪˈzjuːməbli/ *The document was presumably written by a government official.*	used to say that something is believed to be true based on available evidence	ймовірно, є вірогідність, очевидно
13	**reliable source** /rɪˈlaɪəbl sɔːs/ *A good researcher always checks whether the information comes from a reliable source.*	a source of information that can be trusted	надійне джерело
14	**take with a pinch of salt** /teɪk wɪð ə pɪntʃ əv sɔːlt/ *You should take that historical anecdote with a pinch of salt because it may be exaggerated.*	to doubt something or not accept it as completely true.	сприймати зі скепсисом, ставитися з недовірою
15	**the thing is** /ðə ˈθɪŋ ɪz/ *The thing is that historians often interpret the same event in very different ways.*	used to introduce an explanation or the main point of a situation	справа в тому, що

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. conquer	a) partly true	p) it is unlikely

2. reliable source	b) recognize someone's achievement	q) questionable source
3. take with a pinch of salt	c) defeat and take control of	r) evidence
4. expedition	d) famous person from the past	s) surrender
5. historical figure	e) straightforward	t) staying at home
6. chances are	f) preliminary agreement	u) complex
7. give sb credit for sth	g) trustworthy origin	v) ordinary person
8. contain a grain of truth	h) it is likely	w) war
9. peace treaty	i) agreement to end a war	x) accept unquestioningly
10. cut and dried	j) view with skepticism	y) ignore someone's efforts
	k) journey for exploration	z) complete falsehood

4. Complete each sentence with suitable words and phrases from the active vocabulary.

1. Many historians still study Napoleon because he was an important _____ who influenced European history.
2. The journalist said the information came from a _____, so it could probably be trusted.
3. The two countries finally signed a _____ after many years of conflict.
4. The explorer organized an _____ to study unknown regions of the Arctic.
5. We should _____ the researcher _____ these rare historical documents.
6. Some old legends about lost cities may actually _____.
7. You should _____ that story _____ because it might be exaggerated.
8. The country officially became independent after signing the _____.
9. _____ that new documents will change historians' understanding of this event.
10. The Romans sought to _____ vast territories across Europe, Africa, and Asia, building one of history's largest empires.
11. _____ historians often disagree about the interpretation of the same historical event.
12. The two nations spent months negotiating a _____ before finally presenting it to their respective governments.
13. At first, the situation seemed _____, but as we learned more details, it became far more complicated.
14. The letter was _____ sent last week, though we haven't received any confirmation yet.
15. Many _____ have fought for generations to preserve their languages, traditions, and ancestral lands.

5. Practice your vocabulary by translating these sentences into English.

1. Ми повинні **віддати належне вченому за його дослідження**, оскільки вони були дуже важливими.
2. У XIX столітті була організована наукова **експедиція** для дослідження нових територій.
3. Деякі старі легенди можуть **містити частку правди**.
4. Наполеон Бонапарт є відомою **історичною постаттю**, яка значно вплинула на історію Європи.
5. **Швидше за все**, дослідники знайдуть нові архівні матеріали про цю подію.
6. **Справа в тому**, що різні історики можуть по-різному пояснювати ті самі факти.
7. Країна офіційно стала незалежною після підписання **Декларації незалежності**.
8. Європейські поселенці часто ігнорували права **корінних народів**.
9. Дипломати довго обговорювали **проєкт договору**, перш ніж представити його урядам.
10. Після тривалих переговорів сторони підписали **мирний договір**.

11. У минулому могутні імперії намагалися **завоювати** нові території.
12. Історики намагаються використовувати лише **надійні джерела** інформації.
13. На перший погляд справа здавалася **остаточно вирішеною**, але нові факти змінили ситуацію.
14. **Імовірно**, цей документ був написаний урядовим чиновником.
15. Такі історії потрібно **сприймати зі скепсисом**, тому що вони можуть бути перебільшеними.

6. Answer the following questions about the text *"History Lessons".*

1. When you learn about a historical event or figure, do you usually question the information, or do you tend to trust it? Why?
2. When you meet new information that contradicts what you were taught before, do you tend to accept it or resist it?
3. Do you think it is possible to write completely objective history, or is all history influenced by personal or cultural bias?
4. Do you trust school textbooks as reliable sources of history, or do you think they present a biased version of events?
5. Have you ever discovered that something you believed about history was actually a myth or only partially true? How did it change your perspective?
6. Why do societies create and maintain historical myths, even when more accurate information is available?
7. Have you ever experienced the Mandela Effect when you are 100% sure of a memory or a "fact" from the past, including yours, only to find out later that it never happened that way?
8. If a historical figure did 90% terrible things but 10% world-changing good (like a medical breakthrough), should we still celebrate the 10%? (e.g. Fritz Haber invented the synthetic fertilizer, preventing a global mass starvation, and it is estimated that several billion people are alive today only thanks to his invention. He also personally pioneered and oversaw the use of chlorine gas in WWI, and later his work was used to develop Zyklon B, the gas used in the Holocaust.)
9. Should the great-grandchildren of "conquerors" inherit guilt and feel responsible for the actions of their ancestors?
10. Most people think they were born in the most "important" or "pivotal" time in history. Is this just ego? If you had to bet, do you think humanity's "Golden Age" is in the past, right now, or 500 years in the future?

7. Discuss with your friend:

- Why is it important to study history today?
- Can people really learn lessons from the past?
- Why do historians sometimes disagree about the same historical events?
- How can we understand whether historical information comes from a trustworthy source?
- Do you think historical myths can sometimes be partly true?

Use the following vocabulary: historical figure, reliable source, chances are, the thing is, presumably, contain a grain of truth, cut and dried, peace treaty, expedition, take with a pinch of salt.

Recommendations for the discussion task:

- ✓ Express your opinion and explain your ideas.
- ✓ Ask your partner questions and react to their answers.
- ✓ Try to use at least **four or five vocabulary expressions** from the list.
- ✓ Give examples from history if possible.

Example of an Answer

I think studying history is very important because it helps us understand how the world developed. For example, when we learn about a famous ***historical figure****, we can see how their decisions influenced many people.*
Also, it is important to use a ***reliable source*** *when learning about the past. Otherwise we may believe stories that are not completely true. Some legends about historical events may* ***contain a grain of truth****, but we should often* ***take them with a pinch of salt****.*
The thing is*, history is not always* ***cut and dried****. Different historians may interpret the same events differently. Still,* ***chances are*** *that new discoveries will help us understand the past better. For example, archaeological* ***expeditions****sometimes discover new evidence about ancient civilizations.*
Finally, history shows us how countries solved conflicts in the past, sometimes by signing a ***peace treaty****, which can teach us valuable lessons today.*

8. Express your opinion: choose one of the options and follow the recommendations.
Options:

- A. Studying history is more about memorizing dates and events than understanding people and their actions.
- B. Learning about history helps us make better decisions in the present.

Use the following vocabulary: historical figure, reliable source, chances are, the thing is, presumably, contain a grain of truth, cut and dried, peace treaty, expedition, give sb credit for sth.
Recommendations for the task:

- Choose one of the options and explain why you agree or disagree.
- Support your opinion with examples from the text or real historical events.
- Try to use at least **four or five vocabulary expressions** from the list.
- Ask your partner questions and respond to their ideas.

Example of an Answer:
I agree with option B: learning about history helps us make better decisions today. ***The thing is****, when we study the lives of a* ***historical figure****, we can see how their choices affected many people. This helps us understand the consequences of similar decisions now.*
Also, ***chances are*** *that by looking at past mistakes, we can avoid repeating them. Historians use a* ***reliable source*** *to ensure the information is accurate. Some stories may* ***contain a grain of truth*** *even if they seem exaggerated, and we should* ***give credit to historians for their work*** *in uncovering these facts.*
For example, when countries resolved conflicts by signing a ***peace treaty****, we can learn about negotiation and compromise. In addition,* ***expeditions*** *often reveal unknown facts about the past that change our understanding of history.*
Do you think learning about mistakes from the past is more useful than studying victories?

9. Based on what you've read, write a narration about the importance of studying history and how people learn lessons from the past.
Context: Imagine you are writing a short article for a school magazine. Describe how studying history helps people understand the world today. You may refer to famous events, discoveries, or a **historical figure**. Explain why historical information is sometimes difficult to interpret and how people should approach it.
Use the following vocabulary: historical figure, reliable source, chances are, the thing is, presumably, contain a grain of truth, cut and dried, peace treaty, expedition, take with a pinch of salt.
STRUCTURE OF THE NARRATION
Introduction:

- Introduce the topic (why history is important).

Main Body (Paragraph 1):

- Explain how studying history helps people learn lessons.
- Mention examples (e.g. a **historical figure**, an **expedition**, or a **peace treaty**).

Main Body (Paragraph 2):

- Explain why history is not always clear (**cut and dried**).
- Mention the importance of a **reliable source** and critical thinking.
- Include ideas such as myths that may **contain a grain of truth**.

Conclusion:

- Summarize your opinion.
- Suggest how people should study history (e.g. not believe everything, **take with a pinch of salt**).

Example of an Answer

*History plays an important role in helping people understand the world they live in today. By studying the past, we can learn how societies developed and why certain events happened. Many people are especially interested in the life of a famous **historical figure**, whose actions influenced the course of history.*

*For example, great discoveries were often made during important **expeditions**, which changed people's understanding of the world. In addition, countries have often solved conflicts by signing a **peace treaty**, showing that cooperation is possible even after serious disagreements. **Chances are** that by studying such events, we can avoid making the same mistakes in the future.*

*However, history is not always **cut and dried**. **The thing is**, different historians may interpret the same facts in different ways. That is why it is important to use a **reliable source** when studying history. Some popular stories may only **contain a grain of truth**, so we should always think critically and not accept everything we hear.*

*In conclusion, history teaches us valuable lessons, but we must approach it carefully. We should always check facts and sometimes **take information with a pinch of salt** to form our own understanding of the past.*

Text 2

10. Read the text: *"Amelia, where are you?".*

11. Familiarize yourself with and commit the active vocabulary to memory.

№	Words & Phrases	Definition	Translation
1	**aerial stunts** /ˈeəriəl stʌnts/ *The pilot became famous for performing dangerous aerial stunts.*	dangerous or impressive tricks performed in the air	повітряні трюки
2	**be bright** /bi braɪt/ *She was bright and quickly learned how to solve complex problems.*	to be intelligent or quick to understand things	бути розумним
3	**be surrounded by mystery** /bi səˈraʊndɪd baɪ ˈmɪstri/ *Her disappearance is still surrounded by mystery.*	to be unclear or not fully explained	бути оповитим таємницею

4	**courageous** /kəˈreɪdʒəs/ *It was a courageous decision to continue the mission despite the risks.*	showing bravery and confidence	сміливий
5	**death-defying** /ˈdeθ dɪfaɪɪŋ/ *The stunt performer amazed the audience with his death-defying tricks.*	extremely dangerous, risking death	смертельно небезпечний
6	**deliberately** /dɪˈlɪbərətli/ *He deliberately ignored the warning signs.*	done on purpose, intentionally	навмисно
7	**earn respect** /ɜːn rɪˈspekt/ *She worked hard to earn respect in a male-dominated profession.*	to gain admiration through actions or achievements	здобути повагу
8	**engine failure** /ˈendʒɪn ˈfeɪljə(r)/ *The accident was caused by sudden engine failure during the flight.*	a situation when a machine's engine stops working	поломка двигуна
9	**establish a record** /ɪˈstæblɪʃ ə ˈrekɔːd/ *The athlete managed to establish a record that remained unbeaten for years.*	to achieve the best result in a particular activity	встановити рекорд
10	**odd job** /ɒd dʒɒb/ *He took on an odd job to earn some extra money during his studies.*	small temporary work done to earn money	підробіток
11	**promote sth for women** /prəˈməʊt ˈsʌmθɪŋ fə ˈwɪmɪn/ *She worked hard to promote education for women in her country.*	to support or encourage something related to women	пропагувати щось для жінок

12	**rebellious** /rɪˈbeljəs/ *As a teenager, she was rebellious and refused to follow strict rules.*	showing a desire to resist authority or control	бунтівний
13	**the goal is worth the risk** /ðə gəʊl ɪz wɜːθ ðə rɪsk/ *She believed that the goal was worth the risk, even if the journey was dangerous.*	used to say that the possible success justifies the danger or effort involved	гра варта свічок, мета варта ризику
14	**unsettled childhood** /ʌnˈsetld ˈtʃaɪldhʊd/ *His unsettled childhood influenced his desire to travel and explore.*	a childhood without stability, often involving frequent changes or difficulties	неспокійне дитинство
15	**wreckage** /ˈrekɪdʒ/ *The rescuers searched the wreckage of the plane for survivors.*	the remains of something destroyed, especially after an accident	уламки

12. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. courageous	a) temporary work	p) whole object
2. rebellious	b) brave	q) dull
3. be bright	c) pioneer	r) lose respect
4. odd job	d) extremely dangerous	s) permanent job
5. engine failure	e) gain admiration	t) stable upbringing
6. death-defying	f) intelligent	u) routine flying
7. earn respect	g) remains after destruction	v) cowardly
8. wreckage	h) disobedient	w) obedient
9. deliberately	i) breakdown of a machine	x) accidentally
10. unsettled childhood	j) unstable early life	y) proper functioning
	k) intentionally	z) safe

13. Choose the correct option (A, B, or C) to complete each sentence.

16. She believed that _____, so she agreed to take part in the dangerous flight.
    A) the goal is worth the risk
    B) odd job
    C) wreckage
17. His _____ made him independent but also emotionally unstable.
    A) peace treaty
    B) unsettled childhood
    C) reliable source

18. She was very _____ and quickly learned how to solve complex problems.
    A) rebellious
    B) bright
    C) wreckage
19. The pilot became famous for performing incredible _____.
    A) aerial stunts
    B) engine failure
    C) record
20. He took an _____ to earn some extra money during his studies.
    A) expedition
    B) mystery
    C) odd job
21. The accident was caused by sudden _____ during the flight.
    A) respect
    B) aerial stunts
    C) engine failure
22. The performer amazed the audience with his _____ tricks.
    A) reliable
    B) death-defying
    C) deliberate
23. She worked hard to _____ in a male-dominated profession.
    A) establish a record
    B) earn respect
    C) conquer
24. The rescuers searched the _____ for survivors.
    A) expedition
    B) wreckage
    C) childhood
25. Her disappearance is still _____.
    A) surrounded by mystery
    B) cut and dried
    C) deliberate
26. He _____ ignored the warning signs and continued his experiment.
    A) presumably
    B) brightly
    C) deliberately
27. As a teenager, she was quite _____ and often broke the rules.
    A) courageous
    B) rebellious
    C) reliable
28. It was a _____ decision to continue the mission despite the danger.
    A) mysterious
    B) unsettled
    C) courageous
29. She worked hard to _____ education for women in her country.
    A) promote
    B) establish
    C) contain
30. The athlete managed to _____ that remained unbeaten for years.
    A) earn respect
    B) establish a record
    C) take with a pinch of salt

14. Practice your vocabulary by translating these sentences into English.

1. Вона наполегливо працювала, щоб **здобути повагу** колег.
2. У підлітковому віці вона була досить **бунтівною**.
3. Вона вірила, що **гра варта свічок**, навіть якщо це означало небезпечний політ.
4. Спортсмен зміг **встановити рекорд**, який залишався неперевершеним багато років.
5. Аварія сталася через раптову **поломку двигуна**.
6. Його **неспокійне дитинство** змусило його рано стати самостійним.
7. Вона була дуже **розумною** і швидко навчалася новому.
8. Пілот став відомим завдяки своїм небезпечним **повітряним трюкам**.
9. Під час навчання він виконував різні **підробітки**, щоб заробити гроші.
10. Вона намагалася **пропагувати освіту для жінок** у своїй країні.
11. Це було дуже **сміливе** рішення — продовжити місію.
12. Глядачі були вражені його **смертельно небезпечними** виступами.
13. Рятувальники досліджували **уламки** літака.
14. Його зникнення досі **оповите таємницею**.
15. Він **навмисно** проігнорував попередження.

15. Answer the following questions about the text *"Amelia, where are you?"*.

1. Do you think people like Amelia are driven more by passion, ambition, or the desire for recognition? What usually motivates people to take big risks?
2. How do you usually react to uncertainty and risk in your own life? Does it challenge you to act decisively or are you more cautious?
3. Would you personally risk your life to achieve something great or become famous? Why or why not?
4. Do you think it is better to live a short, exciting life or a long, safe one? Why?
5. How important was Amelia Earhart's role in changing attitudes toward women? Do we still need such "pioneers" today?
6. Can you name the most influential women in history and in modern days? What are they famous for?
7. Do you think Amelia would have been as famous without her husband as a "manager" behind her?
8. Amelia's instructor had doubts about her actual flying skills, yet Amelia became the most famous pilot in the world. Is it more important to be the best at something, or the most determined? Can passion replace raw talent?
9. A lot of people are obsessed with the mystery around her disappearance. If we found her plane tomorrow at the bottom of the sea, would her story become less interesting because the mystery was gone?
10. Her last message was about running out of fuel and bad weather. If you were in a high-stakes situation and knew you might not make it, what would you want your "final message" to the world to be?

16. Discuss with your friend:

- Why do you think Amelia Earhart became so famous?
- How did her **unsettled childhood** influence her personality and career?
- Do you think taking **death-defying** risks is worth it?
- How did Amelia **earn respect** from her peers and the public?
- Why is she still **surrounded by mystery** today?

Use the following vocabulary: unsettled childhood, be bright, aerial stunts, odd job, engine failure, death-defying, earn respect, wreckage, surrounded by mystery, deliberately, rebellious, courageous, promote sth for women, establish a record, the goal is worth the risk.

Context:

Imagine you are two students discussing Amelia Earhart's life and her contributions to aviation. Share your opinions about her achievements, the risks she took, and the impact she had on women in aviation.

Recommendations for the task:

- ✓ Express your own opinion and justify it.
- ✓ Ask your partner questions and respond to their answers.
- ✓ Try to use at least **five vocabulary expressions** from the list.
- ✓ Give examples from the story or real-life events if possible.

Example of an Answer:

*I think Amelia Earhart became famous because she was very **courageous** and always tried to **establish a record** in aviation. **The thing is**, she also had an **unsettled childhood**, which might have made her more independent and willing to take risks. She performed **death-defying** flights and even **deliberately** chose difficult routes to prove herself.*

*She definitely **earned respect** from other pilots, and she worked hard to **promote aviation for women**. **Chances are** that her adventurous spirit inspired many girls to follow careers in aviation. I think her story is amazing because it shows that sometimes **the goal is worth the risk**.*

17. Express your opinion:

- Do you think Amelia Earhart's achievements would have been possible without her **rebellious** nature?
- Was it more important for her to **establish a record** or to inspire women in aviation?
- Do you believe taking **death-defying** risks is justified if **the goal is worth the risk**?
- How much did her ability to **be bright** and make smart decisions contribute to her success?
- Would you take on challenges as she did, even if it meant facing potential **engine failure** or danger?

Use the following vocabulary: rebellious, establish a record, death-defying, the goal is worth the risk, be bright, courageous, aerial stunts, earn respect, wreckage, deliberately, promote sth for women, unsettled childhood, odd job, surrounded by mystery.

Recommendations for the task:

- Choose one of the questions and clearly explain your opinion.
- Give examples from Amelia's life or from real-life situations.
- Ask your partner questions and respond to their answers.
- Try to use at least **five vocabulary expressions** from the list in your discussion.
- Focus on expressing reasoning and showing your agreement or disagreement politely.

Example of an Answer:

*I think Amelia's **rebellious** nature helped her challenge social norms, which was necessary for her to **establish a record**and achieve so much in aviation. **The goal was worth the risk**, because she wanted to prove that women could succeed in a male-dominated field. She was also very **bright** and made careful decisions during her flights, even when facing **death-defying** challenges. By taking these risks, she **earned respect** from other pilots and inspired women worldwide.*

18. Based on what you've read, write a narration about Amelia Earhart's life, her achievements, and the mystery surrounding her disappearance.

Context: Imagine you are a journalist writing a short article or a diary entry about Amelia Earhart. Describe her early life, her passion for flying, the risks she took, and the influence she had on

aviation and women around the world. Include details about her courage, adventurous spirit, and the mystery of her final flight.

Use the following vocabulary: the goal is worth the risk, unsettled childhood, be bright, aerial stunts, odd job, engine failure, death-defying, earn respect, wreckage, be surrounded by mystery, deliberately, rebellious, courageous, promote sth for women, establish a record.

Recommendations for the task:

- Use a clear **narrative style**, telling the story of Amelia's life from beginning to end.
- Include at least **five to seven of the active vocabulary expressions**.
- Use **chronological order** or logical flow in your narration.
- Write in **paragraphs**: introduction, main events, and conclusion.
- Try to show **personal reflections** about her actions and choices.

STRUCTURE OF THE NARRATION

Introduction:

- Introduce Amelia Earhart and explain why she is famous.
- Mention her **unsettled childhood** or early life experiences.

Main Body (Paragraph 1):

- Describe how she became interested in flying.
- Include **aerial stunts**, **odd jobs**, or early achievements.

Main Body (Paragraph 2):

- Discuss the risks she took — **death-defying** flights, **engine failure**, or **deliberately** challenging routes.
- Explain how she **earned respect** and **established records**.

Main Body (Paragraph 3):

- Talk about her influence on women — how she worked to **promote aviation for women**.
- Mention the **mystery** of her disappearance and the **wreckage** of her plane.

Conclusion:

- Reflect on her courage and determination — why **the goal was worth the risk**.
- End with a personal opinion about her impact on history and aviation.

Example of an Answer:

*Amelia Earhart was one of the most famous pilots of her time. She had an **unsettled childhood**, moving frequently and facing challenges, but she was always **bright** and determined to follow her dreams.*

*From a young age, Amelia became fascinated by flying and even practiced **aerial stunts**. To earn money for her lessons, she took various **odd jobs**, showing both determination and resourcefulness.*

*Many of her flights were **death-defying**, as she sometimes faced **engine failure** or severe weather, but she **deliberately** chose challenging routes to test her limits. Her skill and courage allowed her to **earn respect** from fellow pilots and the public, and she successfully **established records** for solo flights across long distances.*

*Amelia also worked to **promote aviation for women**, encouraging girls to enter a field dominated by men. Her final flight remains **surrounded by mystery**, as the **wreckage** of her plane was never found.*

*Despite the risks, she showed that **the goal was worth the risk**. Amelia's life continues to inspire generations of pilots and adventurers, proving that courage, intelligence, and determination can change the world.*

19. Step into the meaning! Read the quotations below. Say the same idea in your own words (paraphrase). Do you agree with the message? Why or why not? Share your opinion and be ready to discuss with others.

1. "Those who cannot remember the past are condemned to repeat it." – *George Santayana*
2. "History is not a burden on the memory but an illumination of the soul." – *Lord Acton*

3. “The more you know about the past, the better prepared you are for the future.” – *Theodore Roosevelt*
4. “History is written by the victors.” – *Winston Churchill (attributed)*
5. “Study the past if you would define the future.” – *Confucius*
6. “History is a guide to navigation in perilous times.” – *David McCullough*
7. “We are not makers of history. We are made by history.” – *Martin Luther King Jr.*
8. “History always repeats itself, but in such cunning disguise that we never detect the resemblance until the damage is done.” – *Sydney J. Harris*
9. “The past is a foreign country; they do things differently there.” – *L.P. Hartley*
10. “History is who we are and why we are the way we are.” – *David McCullough*

Part II: Critical Thinking & Dialogue

Article 1

1. Read the article: "Nostalgia Bias: Understanding Our Perception of the Past."
2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**a sense of longing** /ə sens əv ˈlɒŋɪŋ/ *Looking at old photos gave her a sense of longing.*	a strong feeling of missing something or someone	почуття туги
2	**contemplate** /ˈkɒntəmpleɪt/ *She sat by the window to contemplate her future.*	to think deeply about something for a long time	розмірковувати, обдумувати
3	**exacerbate** /ɪgˈzæsəbeɪt/ *The argument only exacerbated the conflict between them.*	to make a problem or bad situation worse	погіршувати, загострювати
4	**grapple with uncertainties and insecurities** /ˈgræpəl wɪð ˌʌnsɜːˈtɛntiz ænd ˌɪnsɪˈkjʊərɪtiz/ *Young people often grapple with uncertainties and insecurities about their future.*	to struggle with difficult problems or emotions	боротися з невизначеністю та невпевненістю
5	**hinder** /ˈhɪndə/ *Lack of experience can hinder career development.*	to make progress difficult	перешкоджати
6	**lament** /ləˈment/ *Many people lament the loss of traditional culture.*	to express sadness or regret about something	оплакувати, жалкувати про щось
7	**nonsensical comparisons** /ˌnɒnˈsensɪkəl kəmˈpærɪsənz/ *The article criticizes nonsensical comparisons between past and present.*	comparisons that are illogical or meaningless	безглузді порівняння

8	**perceive their past through rose-tinted glasses** /pəˈsiːv ðeə pɑːst θruː rəʊz ˈtɪntɪd ˈglɑːsɪz/ *People often perceive their past through rose-tinted glasses.*	to see past events in an unrealistically positive way	дивитися на минуле крізь «рожеві окуляри»
9	**perpetuate** /pəˈpetʃueɪt/ *False stereotypes can perpetuate discrimination.*	to cause something to continue for a long time	увічнювати, продовжувати, підтримувати
10	**recollection** /ˌrekəˈlekʃən/ *Her recollection of childhood was full of vivid details.*	the act of remembering something	спогад
11	**reflect on the past** /rɪˈflekt ɒn ðə pɑːst/ *He often reflects on the past and his life choices.*	to think carefully about previous events	розмірковувати про минуле
12	**reinforce misconceptions** /ˌriːɪnˈfɔːs ˌmɪskənˈsepʃənz/ *Social media sometimes reinforces misconceptions about history.*	to strengthen false ideas or beliefs	посилювати / підкріплювати хибні уявлення
13	**reminisce** /ˌremɪˈnɪs/ *They like to reminisce about their university days.*	to talk or think about past experiences with pleasure	з радістю згадувати минуле, поринати у спогади
14	**romanticize the past** /rəʊˈmæntɪsaɪz ðə pɑːst/ *Movies often romanticize the past.*	to describe the past as better or more beautiful than it was	ідеалізувати минуле
15	**selective memory** /sɪˈlektɪv ˈmeməri/ *Selective memory makes people forget unpleasant events.*	remembering only certain parts of events	вибіркова пам’ять

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. contemplate	a) exaggerate	p) ignore
2. exacerbate	b) worsen	q) rational analysis
3. hinder	c) mourn	r) focus only on the future
4. lament	d) recall fond memories	s) oblivion

5. nonsensical comparisons	e) idealize earlier times	t) alleviate
6. perpetuate	f) ponder	u) facilitate
7. recollection	g) illogical parallels	v) criticize the past
8. reflect on the past	h) continue indefinitely	w) end
9. reminisce	i) obstruct	x) celebrate
10. romanticize the past	j) remembrance	y) forget
	k) look back thoughtfully	z) accelerate

4. Complete each sentence with suitable words and phrases from the active vocabulary.

1. Many older people tend to _____ and talk about their childhood and youth with great affection.
2. When historians study old documents, they try to avoid _____ and instead rely on objective evidence.
3. Sometimes people _____ and believe that life was much better decades ago.
4. When facing major life decisions, it is important to _____ carefully before taking action.
5. Constant criticism can _____ existing problems rather than solve them.
6. The author's memoir is based on personal _____ of events that happened many years ago.
7. Some political myths continue because media narratives often _____ instead of correcting them.
8. Moving to another country may create _____ for one's homeland and childhood memories.
9. Researchers must _____ while working with incomplete historical information.
10. The new regulations may _____ economic development if they are too restrictive.
11. Many people prefer to _____ in order to understand how past experiences shaped their identity.
12. Over time, certain traditions _____ and become part of a culture for generations.
13. Nostalgic movies sometimes _____ and present earlier decades as happier than they actually were.
14. Due to _____, people often remember positive moments but forget unpleasant details.
15. Some documentaries _____ social injustice in order to draw public attention to the issue.

5. Check your understanding of the article "Nostalgia Bias: Understanding Our Perception of the Past" by answering the following questions.

1. Do you often feel that the past was better than the present? Is it a good or a bad thing to often delve into the past?
2. What time/age do especially miss? Would you like to go back to the "perfect" moment from your past?
3. Do you think nostalgia is mostly helpful (comforting) or harmful (misleading)? Why?
4. Have you ever returned to something from your childhood (music, place, activity, book…) and felt disappointed? Why do you think that happens?
5. Do films, social media, or culture influence the idea that "the past was better"?
6. How is nostalgia used to manipulate people (for example, in politics, advertising, or media)?
7. If brain prioritizes positive experience, then why does it also remember our smallest fails and embarrassments so well?
8. Some people miss the times before the modern era of brain-rotting technology. Do you?
9. Some cultures prioritize progress (looking forward), while others value tradition (looking back). Which mindset is healthier for a society? Should we drop some traditions for the sake of progress or refuse some progress to preserve traditions?
10. What positive things in todays world can you name that will probably become nostalgic in the future?

6. Discuss the text with a partner. Read the article again. With a partner, discuss the effects of nostalgia bias on how people perceive events from the past. Compare your impressions and experiences with those described in the article.

Use the following vocabulary: bias, perception, memory distortion, idealize, selective recall, emotional attachment, irrational comparisons, positive/negative framing, subjective interpretation, reflection.

Guiding questions (use these during discussion):

1. Which memories or events do you think are most affected by nostalgia bias in your own life? Why?
2. Do you think it is easy to notice when nostalgia changes our perception of the past? Explain.
3. How does nostalgia bias shape people's perception of historical events or childhood experiences?
4. Can nostalgia sometimes lead us to idealize the past? Give examples from the article or your own experience.
5. How do emotional attachments influence memory distortion and selective recall?
6. What are the possible negative consequences of interpreting the past too positively or too negatively?
7. Would you say your perception of your own past is mostly accurate or affected by nostalgia? Why?
8. How can reflection and awareness help reduce the effects of nostalgia bias?
9. How do irrational comparisons between past and present affect our satisfaction with current life?
10. What challenges might arise when trying to evaluate past events objectively?

Recommendations for the task:

- Work in pairs and take turns asking and answering the questions. Make sure both partners participate actively and have enough time to speak.
- Use at least **five vocabulary items** from the given list naturally and correctly.
- Support your answers with examples from the article. You can also share personal experiences.
- Listen carefully to your partner and respond to their ideas. Ask follow-up questions to show interest and keep the conversation going.
- Take short notes on interesting or important points your partner mentions. These notes may be useful for further discussion or reflection.

7. Present your point of view. Speak about your opinion on how nostalgia bias affects the way people remember and interpret past events. Consider both the positive aspects often highlighted in media or personal reflection and the practical challenges of recognizing and managing this bias in everyday life.

Use the following vocabulary: bias, perception, memory distortion, idealize, selective recall, emotional attachment, irrational comparisons, positive/negative framing, subjective interpretation, reflection**.**

Recommendations for the task:

- Explain whether you think nostalgia bias is a natural and useful phenomenon or a distortion that can mislead us.
- Discuss the psychological, social, and emotional aspects of nostalgia bias, including how memory distortion and selective recall influence our judgments.
- Reflect on how realistic it is for people to maintain an objective perception of past events.
- Use at least **five vocabulary items** from the list.
- Support your opinions with examples from the article, your own experiences, or observations.

- Speak clearly and logically, giving reasons and examples for your points.

Questions to guide your answer:

1. How does nostalgia bias shape people's perception of the past, and why is it significant?
2. How do emotional attachments influence memory distortion and selective recall?
3. What are the advantages and disadvantages of idealizing past events?
4. How do irrational comparisons between past and present affect our current satisfaction or decisions?
5. What challenges might individuals face if they try to evaluate their own past objectively?

8. Think back to the article "Nostalgia Bias: Understanding Our Perception of the Past." Based on what you've read, write a story (200–250 words) illustrating how nostalgia bias can influence the way people remember past events. Your story may focus on a personal memory, a fictional character, or a situation where someone compares the past with the present and realizes that their perception may not be completely accurate.

Use the following vocabulary: bias, perception, memory distortion, idealize, selective recall, emotional attachment, irrational comparisons, positive framing, subjective interpretation, reflection, contemplate, ponder.

Context: After reading the article, reflect on how nostalgia can shape the way people remember their childhood, past relationships, school years, or earlier periods of life. People often **idealize** the past and forget its difficulties due to **selective recall** and **emotional attachment**. The article explains that our **perception** of past experiences can be influenced by **memory distortion**, leading us to make **irrational comparisons** between the past and the present. Your story should demonstrate how nostalgia bias works in real life and how a character eventually reflects on their memories.

Requirements for your story

- Write **200–250 words**.
- Use **at least five vocabulary items** from the given list (e.g. bias, perception, idealize, selective recall, memory distortion, emotional attachment, reflection, subjective interpretation).
- Organize your story with a **clear beginning, middle, and ending**.
- Show how nostalgia bias influences the character's thoughts and feelings.
- Make your story engaging and descriptive while clearly demonstrating the idea from the article.

STRUCTURE OF A STORY

A **story** is a narrative text that describes events, experiences, or situations involving characters. It usually presents a sequence of actions that lead to a realization, change, or important moment.

Stories can be written in the **first person (I)** to describe personal experiences or in the **third person (he/she/they)** to tell about fictional characters.

A good story should have a **clear beginning, development of events, and a meaningful ending**. It should also include **description, emotions, and reflection** to make the narrative engaging and meaningful.

Before writing, it is important to **plan your story**. Planning helps organize the events logically, develop characters, and ensure the story clearly illustrates the main idea (for example, how nostalgia bias influences our perception of the past).

1) Introduction (Beginning of the story). The introduction sets the scene and introduces the main situation. It should include:

- **Setting:** Describe where and when the story takes place. Example: *"One rainy afternoon, I found an old photo album that reminded me of my childhood summers."*
- **Characters:** Introduce the main character (you or another person).
- **Initial situation or memory:** Present the event or memory that triggers nostalgia. The character may begin to **idealize the past** or remember it through **positive framing**.

Example: *"At first, those memories seemed perfect, and I believed those years had been the happiest time of my life."*

Tip: Keep the introduction brief but engaging. Give enough information to help the reader understand the situation.

2) Main Body (Development of the story). The main body describes the sequence of events and develops the main idea. It can be divided into several paragraphs.

Description of the memory or situation. Explain what the character remembers or experiences. For example: *A childhood event, school memory, past friendship, or earlier stage of life. The character's* ***emotional attachment*** *to the past. Examples of* ***selective recall*** *where only positive moments are remembered.*

Development and conflict. Show how the character's perception begins to change. For example:

The character starts to ***ponder*** *or* ***contemplate*** *whether their memory is accurate.*

They notice details they previously ignored.

They realise that their memory may involve ***memory distortion*** *or* ***subjective interpretation***.

Example: *"However, when I thought more carefully about that time, I remembered that not everything had been as perfect as I first believed."*

Realisation or turning point. Describe the moment when the character understands how **nostalgia bias** has influenced their perception.

For example:

- The character recognises **irrational comparisons** between the past and the present.
- They understand how emotions shaped their memories.

Use linking expressions to guide the reader: *At first… Later… Suddenly… Eventually…*

3) Conclusion (Ending of the story).The conclusion brings the story to a meaningful end. It should include:

- **Reflection:** The character reflects on the experience and what they have learned. Example: *"In the end, I realised that my memories were shaped by nostalgia, and the past was not as perfect as I once thought."*
- **Final thought or message:** Connect the story to a broader idea about memory, perception, or nostalgia.

Example: *"Sometimes we idealize the past because it feels safer than the present, but reflection helps us see our memories more clearly."*

Additional tips

- **Title:** Give your story an interesting title, for example:

"The Summer That Seemed Perfect"

"A Memory Through the Lens of Nostalgia"

- **Narrative language:** Use descriptive details and emotions to make the story vivid.
- **Chronological order:** Present events in a clear sequence so the reader can easily follow the story.
- **Vocabulary:** Use words from the topic naturally (e.g. **bias, perception, idealize, selective recall, memory distortion, reflection**).
- **Engagement:** Make the story personal, descriptive, and reflective to keep the reader interested.

Article 2

9. Read the article: "15 Facts That Will Warp Your Perception of Time"

10. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation

1	**albeit** /ɔːlˈbiːɪt/ *The plan was successful, albeit difficult to implement.*	although; even though something is true	хоча, незважаючи на те що
2	**be convicted of** /bi kənˈvɪktɪd əv/ *He was convicted of fraud after a long investigation.*	to be officially found guilty of a crime by a court	бути засудженим за (злочин)
3	**bizarre coincidence** /bɪˈzɑː(r) kəʊˈɪnsɪdəns/ *Meeting my childhood friend in another country was a bizarre coincidence.*	a very strange or unusual situation in which two events happen by chance	дивний / неймовірний збіг
4	**circa** /ˈsɜːkə/ *The castle was built circa 1450.*	used to indicate an approximate date	приблизно, близько (про дату)
5	**direct predecessor** /dəˈrekt ˈpriːdɪsesə/ *This smartphone model improves on its direct predecessor.*	the person or thing that came immediately before another	безпосередній попередник
6	**esteemed paper** /ɪˈstiːmd ˈpeɪpə/ *The article was published in an esteemed paper.*	a highly respected newspaper or academic journal	авторитетне / шановане видання
7	**heyday** /ˈheɪdeɪ/ *The company reached its heyday in the early 2000s.*	the time when someone or something is most successful or popular	розквіт, період найбільшого успіху
8	**hold the reins** /həʊld ðə reɪnz/ *After the election, the new leader held the reins of government.*	to be in control or in charge of something	тримати кермо влади, керувати
9	**lump sth together** /lʌmp ˌsʌmθɪŋ təˈgeðə/ *It is unfair to lump all young people together.*	to group different things together, often unfairly	об’єднувати все разом, узагальнювати, скидати в одну купу
10	**misnomer** /ˌmɪsˈnoʊmə(r)/ *Calling it a 'driveway' is a bit of a misnomer because you park there, you don't drive on it.*	a wrong or inaccurate name or term for something	невдала / неправильна назва

11	**pioneer** /ˌpaɪəˈnɪə(r)/ *Marie Curie was a pioneer in the field of radioactivity and the first woman to win a Nobel Prize.*	a person who is among the first to explore or settle a new area or develop a new field of knowledge	першовідкривач, новатор, піонер
12	**surrender** /səˈrendə(r)/ *After a long siege, the army was forced to surrender to the enemy forces.*	to cease resistance and submit to the authority of an opponent; to give up	здаватися, капітулювати, відмовлятися
13	**terminate** /ˈtɜːrməneɪt/ *The company decided to terminate the contract due to repeated delays.*	to bring something to an end; to stop or finish	припиняти, завершувати, розривати
14	**wagon** /ˈwægən/ *Pioneers traveling west across America often loaded all their belongings into a covered wagon.*	a four-wheeled vehicle for transporting goods or people, typically pulled by horses or oxen	віз, фургон, вагонетка
15	**warp your perception of time** /wɔːrp jɔː(r) pərˈsepʃən əv taɪm/ *Living in a foreign country can really warp your perception of time; some days feel endless while months fly by.*	to distort or alter the way you experience the passage of time	спотворювати сприйняття часу

11. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. lump sth together	a) be in control	p) be acquitted of
2. be convicted of	b) incorrect name	q) accurate term
3. circa	c) innovator	r) resist
4. direct predecessor	d) to group	s) lose control
5. heyday	e) contemporary	t) obscure
6. hold the reins	f) be found guilty of	u) exactly
7. misnomer	g) approximately	v) to distinguish
8. pioneer	h) previous version	w) decline
9. surrender	i) cart	x) follower
10. wagon	j) give up	y) successor
	k) peak	z) sports car

12. Choose the correct option (A, B, or C) to complete each sentence.

1. The journalist wrote an article for an _____ that is known for its high editorial standards.
   A) esteemed paper

B) bizarre coincidence
C) wagon

2. The company decided to _____ the contract after several violations of the agreement.
   A) surrender
   B) terminate
   C) pioneer
3. Many historians consider her a _____ in the field of digital journalism.
   A) predecessor
   B) wagon
   C) pioneer
4. It was a _____ that we met again in a small café in another country.
   A) direct predecessor
   B) misnomer
   C) bizarre coincidence
5. The old factory building dates back to _____ 1890.
   A) heyday
   B) circa
   C) albeit
6. During the company's _____, its products were sold all over the world.
   A) heyday
   B) surrender
   C) wagon
7. The manager finally decided to _____ and accept the competitors' terms.
   A) lump everything together
   B) surrender
   C) hold the reins
8. Critics argue that the term "overnight success" is often a _____.
   A) misnomer
   B) pioneer
   C) wagon
9. Stress and lack of sleep can _____, making a short day feel extremely long.
   A) hold the reins
   B) warp your perception of time
   C) terminate the contract
10. It is unfair to _____ and assume they all have the same opinions.
    A) lump students together
    B) surrender students
    C) pioneer students
11. The new leader promised to _____ and guide the organization through the crisis.
    A) hold the reins
    B) terminate
    C) be convicted of
12. The court decided that the businessman should _____ fraud.
    A) be convicted of
    B) circa
    C) heyday
13. This software version is much faster than its _____.
    A) wagon
    B) direct predecessor
    C) bizarre coincidence
14. Farmers used a wooden _____ to transport crops across the field.
    A) pioneer

B) wagon
C) misnomer

15. The plan was successful, _____ it required a lot of effort and time.
A) surrender
B) circa
C) albeit

13. Check your understanding of the article *"15 Facts That Will Warp Your Perception of Time"* by answering the following questions.

1. Which fact from the text surprised you the most, and why did it change your perception of time?
2. Why do people sometimes lump historical events together even if they happened in different periods?
3. Do "mind-blowing" historical facts change your understanding of history, or do they just entertain you for a moment?
4. Have you ever discovered a historical fact that completely changed your view of a period or event? What was it?
5. The article compares different historical facts that happened around the same time, albeit in different parts of the world. Why does this make the information surprising?
6. Why do we tend to imagine history as a simple "clean" timelines rather than complex and overlapping ones?
7. How do you remember events, including historical: straightforward order of events or as a multilayered system?
8. If history feels confusing or contradictory, does that make it more interesting or more frustrating for you?
9. What perception of "long ago" and "recently" do you have? Was it different when you were younger? Do you always realize clearly what year it is now?
10. 100 years from now, what "modern" thing of ours will seem impossibly ancient to people. What will they be shocked to find existed at the same time?

14. Discuss the text with a partner. Read the article again. With a partner, discuss how surprising historical facts can change our understanding of time and historical periods. Compare your impressions and reactions to the examples described in the article.

Use the following vocabulary: warp your perception of time, bizarre coincidence, lump things together, pioneer, be convicted of, esteemed paper, circa, heyday, hold the reins, terminate, surrender, wagon, direct predecessor, misnomer.

Guiding questions (use these during discussion):

1. Which fact from the article most **warped your perception of time**? Why did you find it surprising?
2. What **bizarre coincidence** mentioned in the article surprised you the most?
3. Why do people often **lump historical events together** even if they happened in different historical periods?
4. Which person mentioned in the article could be considered a **pioneer**, and what contribution did they make?
5. What example in the article shows the **heyday** of a historical figure, invention, or empire?
6. Can you think of a historical term or idea that might actually be a **misnomer**? Why might it be misleading?

Recommendations for the task:

- Work in pairs and take turns asking and answering the questions. Make sure both partners participate actively and have enough time to speak.

- Use **at least five vocabulary items** from the given list naturally and correctly.
- Support your answers with examples from the article. You can also add comparisons from your own knowledge or experiences.
- Listen carefully to your partner and respond to their ideas. Ask follow-up questions to show interest and keep the conversation going.
- Take short notes on interesting or important points your partner mentions. These notes may be useful for further discussion or reflection

15. Present your point of view. Discussion Task: Rethinking Historical Timelines.Read the article again. Work with a partner and discuss how learning unexpected facts about history can challenge common assumptions about different historical periods. Consider how people often misunderstand the timing of important events, inventions, and historical figures. Use examples from the article.
Use the following vocabulary: warp your perception of time, bizarre coincidence, lump things together, pioneer, be convicted of, esteemed paper, circa, heyday, hold the reins, terminate, surrender, wagon, direct predecessor, misnomer.
Discussion questions

1. Why do people often have incorrect ideas about when certain historical events happened? How can this **warp our perception of time**?
2. Which example in the article shows a **bizarre coincidence** between two historical events or figures? Why is it surprising?
3. Do you think people sometimes **lump historical periods together** because of the way history is taught in school? Explain.
4. Which person mentioned in the article could be described as a **pioneer**, and how did their work influence later developments?
5. Why might some historical names or labels actually be a **misnomer**? Can you think of an example from the article?
6. The article mentions events that happened **circa** the same time period. Why does learning this change the way we imagine history?

Recommendations for the task

- Work in pairs and take turns asking and answering the questions.
- Use **at least five vocabulary items** from the given list during your discussion.
- Support your ideas with examples from the article or from your knowledge of history.
- Listen carefully to your partner and respond to their ideas. Ask follow-up questions to keep the discussion active.
- Take short notes on the most surprising points mentioned during your conversation.

16. Think back to the article "15 Facts That Will Warp Your Perception of Time." Based on what you've read, write a story (200–250 words) illustrating how surprising historical facts or unusual time-related information can influence the way people perceive past events, timelines, or periods in history. Your story may focus on a personal experience, a fictional character, or a situation where someone compares historical events with modern life and realizes that their perception may not be completely accurate.
Use the following vocabulary: perception, time distortion, unexpected, contrast, reinterpret, reflection, contemplate, subjective view, assumptions, surprise**.**
Context: After reading the article, reflect on how surprising facts can change the way we understand history, time periods, or even our personal timeline. People often make assumptions about the past based on what seems familiar or "logical," but learning unexpected details can warp our perception and make us reinterpret earlier events. The article explains that our understanding of time can be influenced by subjective views, contrasts with the present, and cognitive biases. Your

story should demonstrate how these factors work in real life and show a character reflecting on their assumptions.

Requirements:

- Write 200 – 250 words.
- Use at least five vocabulary items from the given list.
- Organize your story with a clear beginning, middle, and ending.
- Show how unexpected facts and subjective views influence the character's thoughts and feelings.

Tip: Think creatively – your character could be a student, a historian, or even yourself – reflecting on how surprising facts reshape their perception of time.

STRUCTURE OF A STORY

A story is a narrative text that describes events, experiences, or situations involving characters. It usually presents a sequence of actions that lead to a realization, change, or important moment. Stories can be written in the **first person (I)** to describe personal experiences or in the **third person (he/she/they)** to tell about fictional characters.

A good story should have:

- **Clear beginning, middle, and ending**
- **Description and emotions** to make it engaging
- **Reflection** to show the character's learning or insight

Before writing, **plan your story**:

- Organize events logically
- Develop characters
- Make sure the story clearly illustrates how surprising facts can warp perception of time

1) Introduction (Beginning of the story). The introduction sets the scene and introduces the main situation. Include:

- **Setting**: Where and when the story takes place
- **Characters**: Introduce the main character
- **Initial situation or thought**: Show the character's first perception of history or time
- **Positive framing or assumptions**: Character may initially have a fixed timeline or simplified view

Example: *"When I first read that Cleopatra lived closer in time to the moon landing than to the Great Pyramid, I couldn't believe it. I always pictured history as neatly ordered."*

2) Main Body (Development of the story). The main body develops the story:

- **Description of the fact or event**: Show the surprising information the character encounters
- **Effect on perception**: How their assumptions or subjective view are challenged
- **Reflection or contemplation**: The character begins to ponder whether their timeline or view of history is accurate
- **Contrast or reinterpretation**: Highlight time distortion, gaps, or unexpected connections

Example: *"As I pondered more, I realized my mental timeline was full of gaps. History was far more surprising and complex than I had imagined."*

3) Conclusion (Ending of the story). The conclusion brings the story to a meaningful end:

- **Reflection**: Character understands how their perception of time was warped
- **Lesson or insight**: Explain why assumptions or ignoring contrasts can be misleading
- **Final thought**: Connect personal insight to a broader understanding of history or time

Example: *"In the end, I realized that history isn't a straight line but a web of surprising events that challenge the way we think about the past."*

Additional Tips

- **Title:** Give your story an interesting title (e.g., *"When Time Played Tricks on Me"*)
- **Narrative language:** Use descriptive details and emotions
- **Chronological order:** Present events clearly so readers can follow
- **Vocabulary:** Use words from the topic naturally (e.g., perception, time distortion, contrast, reflection, contemplate)

- **Engagement:** Make it personal, reflective, and vivid

Part III: Stating and Supporting Your Ideas

Video 1

1. Watch the video "The Great Depression Explained with Bananas"
https://www.youtube.com/watch?v=zszKDZwYYV0
2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**age well** /eɪdʒ wel/ *This traditional design has aged well and is still popular today.*	to remain attractive, valuable, or useful over time	добре зберігатися; не втрачати цінності з часом, залишатись актуальним
2	**buy now pay later** /baɪ naʊ peɪ ˈleɪtə/ *Many online stores offer a buy now pay later option to attract customers.*	a system that allows people to buy something immediately and pay later in installments	купуй зараз — плати пізніше, оплата частинами
3	**civilian goods** /səˈvɪliən gʊdz/ *After the war, factories started producing civilian goods instead of weapons.*	products made for ordinary people rather than for the military	товари цивільного призначення
4	**cover up real value** /ˈkʌvə ʌp rɪəl ˈvælju:/ *The company tried to cover up the real value of the property.*	to hide or disguise the true value of something	приховувати реальну вартість
5	**cut wages** /kʌt ˈweɪdʒɪz/ *The company decided to cut wages during the economic crisis.*	to reduce the amount of money workers are paid	зменшувати заробітну плату
6	**decline of industry** /dɪˈklaɪn əv ˈɪndəstri/ *The town suffered from the decline of industry in the 1990s.*	a decrease or weakening of industrial activity	занепад промисловості
7	**demand is higher than supply** /dɪˈmɑ:nd ɪz ˈhaɪə ðæn səˈplaɪ/ *House prices rise when demand is higher than supply.*	a situation where people want more goods than are available	попит перевищує пропозицію

8	**economic collapse** /ˌiːkəˈnɒmɪk kəˈlæps/ *The country faced economic collapse after years of financial problems.*	a sudden and severe breakdown of a country's economy	економічний крах
9	**interest rate** /ˈɪntrəst reɪt/ *The bank increased the interest rate on loans.*	the percentage charged for borrowing money	відсоткова ставка
10	**lay off** /leɪ ɒf/ *The company had to lay off hundreds of workers.*	to dismiss workers from their jobs	звільняти працівників
11	**luscious** /ˈlʌʃəs/ *The garden was full of luscious green plants.*	rich, appealing, or very attractive	соковитий; дуже привабливий
12	**property market** /ˈprɒpəti ˈmɑːkɪt/ *The property market has grown rapidly in recent years.*	the system of buying and selling real estate	ринок нерухомості
13	**shanty town** /ˈʃænti taʊn/ *Many migrants were forced to live in a shanty town outside the city.*	a poor settlement of small, roughly built houses	нетрі; поселення халуп, трущоби
14	**take a hands-off approach** /teɪk ə ˌhændz ˈɒf əˈprəʊtʃ/ *The government decided to take a hands-off approach to the market.*	to avoid direct involvement or control	не втручатися; пустити на самоплив
15	**triumph over poverty** /ˈtraɪʌmf ˈəʊvə ˈpɒvəti/ *His story is an inspiring example of triumph over poverty.*	to successfully overcome extreme poverty	подолати бідність

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. age well	a) hide true worth	p) plain and unattractive
2. civilian goods	b) financial crash	q) industrial sector
3. cover up real value	c) lending rate	r) reveal true value
4. lay off	d) financial success	s) military equipment

5. demand is higher than supply	e) dismiss employees	t) deteriorate quickly
6. economic collapse	f) remain valuable over time	u) pay upfront
7. interest rate	g) step back	v) intervene directly
8. luscious	h) consumer products	w) hire workers
9. property market	i) real estate market	x) surplus
10. take a hands-off approach	j) rich and appealing	y) no borrowing cost
	k) shortage	z) economic stability

4. Complete each sentence with suitable words and phrases from the active vocabulary.

1. Some people manage to _____ and live comfortable lives despite difficult circumstances.
2. The 1929 stock market crash led to a worldwide _____.
3. During peaceful times, factories focus on producing _____ rather than weapons.
4. When _____, stores struggle to keep enough products for customers.
5. Banks may increase the _____ to control inflation.
6. Certain wines and cheeses _____, becoming more valuable and flavorful over time.
7. Many investors are worried about the fluctuating _____ and property prices.
8. Some companies try to _____ of their goods to attract buyers.
9. The cake looked so _____ that everyone wanted a slice.
10. The _____ in steel and coal towns caused widespread unemployment.
11. To save money, the company decided to _____ for the next quarter.
12. Due to poor sales, the factory had to _____ several workers.
13. Many families moved into a _____ on the outskirts of the city after losing their homes.
14. Some governments choose to _____ and let the market regulate itself.
15. The store offered a "_____" scheme, allowing customers to pay over time.

5. Check your understanding of the video *"The Great Depression Explained with Bananas"* by answering the following questions.

1. So, how did the Great Depression happen?
2. Does the "banana" explanation help understand complex historical events like the Great Depression better, or does it oversimplify a serious topic?
3. Why do you think people kept investing and borrowing money even when it was risky? Do people behave the same way today?
4. Do you think ordinary people are responsible for economic crises, or is it mostly the fault of governments and banks?
5. Some businesses tried to cover up real value of their products. Is it similar to what is happening in the AI sphere today?
6. The "buy now pay later" culture contributed to financial problems. Do you think we have a problem with this method of payment today or is it just a convenient way to get what you want without significant one-time spends?
7. Do you think something like the Great Depression could happen again today? In a certain country or on a global scale?
8. Why do governments sometimes give people false confidence during economic crises? Is this helpful or harmful?
9. Have you ever followed a trend just because "everyone else was doing it"?
10. Have you ever considered investing to get "money from thin air"? Is it possible for an ordinary person to get successful in this field?

6. Present your point of view on the key message of the video *"The Great Depression Explained with Bananas"*. In your answer, discuss how the economic collapse affected individuals,

companies, and society, and reflect on lessons we can learn about financial systems and consumer behavior. Consider both the events shown in the video and the broader social and economic pressures of the time.

Use the following vocabulary: triumph over poverty, economic collapse, civilian goods, demand is higher than supply, interest rate, age well, property market, cover up real value, luscious, decline of industry, cut wages, lay off, shanty town, take a hands-off approach, buy now pay later.

Points to guide your answer:

- Explain whether you agree with the video's argument that financial mismanagement and risky investments were the main causes of the Great Depression.
- Discuss the social and economic consequences of the crash, including unemployment, poverty, and the decline of industry.
- Reflect on how realistic it is for individuals, companies, and governments to recover after such a collapse.
- Consider lessons about consumer behavior, debt, and speculation.
- Use at least **five vocabulary items** from the list.
- Support your opinions with examples from the video, your own country, or personal observations.
- Speak clearly and logically, giving reasons and examples for your points.

Questions to guide your answer:

1. How did the stock market crash contribute to the **economic collapse** in the 1930s?
2. How did the loss of jobs and wages affect families' ability to buy **civilian goods**?
3. Why did people use schemes like **buy now pay later**, and how did this worsen financial problems?
4. How did the **decline of industry** and factory closures impact local communities?
5. What were the living conditions like in **shanty towns**, and how did people survive?
6. How did companies try to **cover up real value** or save money during the Depression?
7. Why is it said that some investments or goods can **age well**, even during financial turmoil?
8. How did governments that chose to **take a hands-off approach** affect the recovery process?
9. How did the crash influence the **property market** and housing prices?
10. Can individuals still **triumph over poverty** in times of economic hardship, according to the video?

7. Think back to the video *"The Great Depression Explained with Bananas".* Based on what you've seen, write a story (200–250 words) illustrating how surprising historical facts or unusual economic information can influence the way people perceive past events, financial systems, or social conditions during the Great Depression. Your story may focus on a personal experience, a fictional character, or a situation where someone compares historical events with modern life and realizes that their perception may not be completely accurate.

Use the following vocabulary: triumph over poverty, economic collapse, civilian goods, demand is higher than supply, interest rate, age well, property market, cover up real value, luscious, decline of industry, cut wages, lay off, shanty town, take a hands-off approach, buy now pay later.

Requirements:

- 200–250 words.
- Use at least **five vocabulary items** from the list.
- Organize the story with a clear beginning, middle, and ending.
- Show how unexpected facts and subjective views influence the character's thoughts and feelings.

STRUCTURE OF A STORY

A story is a narrative text that describes events, experiences, or situations involving characters. It usually presents a sequence of actions that lead to a realization, change, or important moment.

Stories can be written in the first person (I) to describe personal experiences or in the third person (he/she/they) to tell about fictional characters.

A good story should have:

- Clear beginning, middle, and ending
- Description and emotions to make it engaging
- Reflection to show the character's learning or insight

Before writing, plan your story:

- Organize events logically
- Develop characters
- Make sure the story clearly illustrates how surprising facts about the Great Depression can warp perception of economic history, social conditions, or personal assumptions

1. Introduction (Beginning of the story)

The introduction sets the scene and introduces the main situation. Include:

- **Setting:** Where and when the story takes place (e.g., a classroom, library, or online video viewing)
- **Characters:** Introduce the main character
- **Initial situation or thought:** Show the character's first perception of the Great Depression (e.g., thinking it was only total despair or purely about stock market crashes)
- **Positive framing or assumptions:** Character may initially have a simplified or fixed view of economic history

Example: *"When I first watched the video about the Great Depression, I imagined everyone as completely hopeless and unemployed. I never considered how families survived or how some clever strategies helped them make it through."*

2. Main Body (Development of the story)

The main body develops the story:

- **Description of the fact or event:** Show the surprising historical or economic information the character encounters (e.g., stories about **shanty towns**, **buy now pay later** schemes, or people finding ways to survive)
- **Effect on perception:** How their assumptions or subjective view are challenged
- **Reflection or contemplation:** The character begins to **contemplate** whether their understanding of the Great Depression was accurate
- **Contrast or reinterpretation:** Highlight unexpected economic behaviors, gaps in knowledge, or surprising resilience of people

Example: *"As I learned about families trading small luxuries like bananas and managing meager resources, I realized my understanding of the Depression was too neat. I began to notice the contrast between my modern assumptions and the realities of the 1930s, realizing the human experience was far more complex."*

3. Conclusion (Ending of the story)

The conclusion brings the story to a meaningful end:

- **Reflection:** Character understands how their perception of the Great Depression was limited or distorted
- **Lesson or insight:** Explain why assumptions or ignoring historical contrasts can be misleading
- **Final thought:** Connect personal insight to a broader understanding of history, human resilience, or economic systems

Example: *"In the end, I understood that the Great Depression was not just a story of failure, but also of resilience, creativity, and unexpected survival strategies. My perception of history had been warped by assumptions, and now I could appreciate the depth and complexity of past events."*

Additional Tips

- **Title:** Give your story an interesting title (e.g., "Bananas, Bills, and Broken Assumptions")
- **Narrative language:** Use descriptive details and emotions
- **Chronological order:** Present events clearly so readers can follow

- **Vocabulary:** Use words from the topic naturally (e.g., **economic collapse, shanty town, buy now pay later, demand is higher than supply, triumph over poverty**)
- **Engagement:** Make it personal, reflective, and vivid

Video 2

8. Watch the video "Why Do We HAVE To Study HISTORY?!"
https://www.youtube.com/watch?v=wq8Wu1erCFU

9. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**alleviate the effects** /əˈliːvieɪt ðiɪˈfekts/ *New policies were introduced to alleviate the effects of the economic crisis.*	to make the negative results of something less severe	пом'якшити наслідки
2	**competing explanations** /kəmˈpiːtɪŋ ˌekspləˈneɪʃənz/ *Historians often offer competing explanations for the causes of major events.*	different theories or interpretations that explain the same event	конкуруючі пояснення
3	**construct persuasive arguments** /kənˈstrʌkt pəˈsweɪsɪv ˈɑːgjuməntsˈ/ *Students must construct persuasive arguments based on reliable sources.*	to build convincing explanations supported by logic and evidence	будувати переконливі аргументи
4	**disparate** /ˈdɪspərət/ *The report combines information from several disparate sources.*	very different from each other; not connected	різнорідний; несхожий
5	**fiery political debates** /ˈfaɪəri pəˈlɪtɪkəl dɪˈbeɪts/ *The reform sparked fiery political debates across the country.*	very passionate political discussions	запеклі політичні дебати
6	**havoc** /ˈhævək/ *The storm caused havoc in several coastal towns.*	great destruction or chaos	хаос; руйнування
7	**listen before judging** /ˈlɪsən bɪˈfɔːˈdʒʌdʒɪŋ/ *Good leaders listen before judging other people's decisions.*	to understand someone before forming an opinion	слухати перед тим, як робити висновки

8	**make claims based on evidence** /meɪk kleɪmz beɪst ɒn ˈevɪdəns/ *Scientists must make claims based on evidence rather than assumptions.*	to support statements with proof	робити твердження на основі доказів
9	**merit** /ˈmerɪt/ *The proposal has merit, but it still needs improvement.*	the quality of being worthy or valuable	цінність; заслуга
10	**navigate the present moment** /ˈnævɪgeɪt ðə ˈpreznt ˈməʊmənt/ *Understanding history helps us navigate the present moment.*	to deal with current challenges	орієнтуватися в теперішній ситуації, справлятися з поточними викликами
11	**recounting of barren facts of the past** /rɪˈkaʊntɪŋ əv ˈbærən fækts əv ðə pɑːst/ *Good history teaching is more than a recounting of barren facts of the past.*	simple retelling of facts without analysis	сухе перелічення фактів минулого
12	**stand on the threshold** /stænd ɒn ðə ˈθreʃhəʊld/ *Society stands on the threshold of major technological change.*	to be at the beginning of something new	стояти на порозі
13	**STEM disciplines** /stem ˈdɪsəplɪnz/ *Many universities encourage students to study STEM disciplines.*	fields of science, technology, engineering, and mathematics	природничо-математичні дисципліни, точні науки
14	**tumultuous waters** /tjuːˈmʌltʃuəs ˈwɔːtəz/ *The country is navigating the tumultuous waters of political change.*	a metaphor for unstable situations	бурхливі води; складні обставини
15	**utter complexity of the world** /ˈʌtə kəmˈpleksəti əv ðə wɜːld/ *History helps us understand the utter complexity of the world.*	extreme or complete complexity	надзвичайна складність світу

10. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. alleviate the effects	a) fundamentally different	p) simple view of the world

2. competing explanations	b) total destruction or chaos	q) humanities fields
3. disparate	c) be on the verge	r) critical analysis of historical events
4. fiery political debates	d) reduce the negative impact	s) similar
5. havoc	e) support statements with proof	t) worsen the situation
6. make claims based on evidence	f) turbulent situations	u) unified explanation
7. stand on the threshold	g) scientific and technical fields	v) assert without proof
8. recounting of barren facts of the past	h) conflicting interpretations	w) judge without listening
9. STEM disciplines	i) retelling of dry historical facts	x) be far from
10. utter complexity of the world	j) extreme complexity of reality	y) order and stability
	k) intense political discussions	z) calm agreement

11. Choose the correct option (A, B, or C) to complete each sentence.

1. Universities often encourage students to pursue careers in _____ such as engineering, computer science, and biotechnology.
   A) STEM disciplines
   B) fiery political debates
   C) tumultuous waters
2. Governments introduced new policies to _____ of the economic crisis on vulnerable communities.
   A) construct persuasive arguments
   B) alleviate the effects
   C) recount the barren facts
3. Good history teaching should go beyond the simple _____ and instead explain causes and consequences.
   A) recounting of barren facts of the past
   B) competing explanations
   C) utter complexity of the world
4. In academic writing, researchers must _____ rather than rely on personal opinions.
   A) listen before judging
   B) make claims based on evidence
   C) stand on the threshold
5. In debates, students are expected to _____ supported by logical reasoning and examples.
   A) construct persuasive arguments
   B) navigate the present moment
   C) alleviate the effects
6. Historians try to understand the _____ by examining multiple perspectives and contexts.
   A) merit
   B) STEM disciplines
   C) utter complexity of the world
7. Although the proposal still needs improvement, it has clear _____ and deserves serious consideration.
   A) merit
   B) havoc
   C) disparate
8. The research combines information from several _____ sources, including economics, sociology, and political science.

A) tumultuous
B) persuasive
C) disparate

9. The election campaign sparked _____ across the country, with politicians strongly defending their views.
   A) fiery political debates
   B) barren facts
   C) competing waters
10. The hurricane caused _____ in several coastal cities, destroying homes and infrastructure.
   A) merit
   B) threshold
   C) havoc
11. Many societies now _____ of major technological change due to rapid advances in artificial intelligence.
   A) stand on the threshold
   B) make claims based on evidence
   C) alleviate the effects
12. Historians often present _____ for why major events happened in a particular way.
   A) competing explanations
   B) tumultuous waters
   C) STEM disciplines
13. Studying history helps people better _____ and understand current global challenges.
   A) recount barren facts
   B) navigate the present moment
   C) construct debates
14. During periods of crisis, leaders must guide their countries through _____ of political and economic instability.
   A) utter complexity
   B) tumultuous waters
   C) disparate merit
15. Good communication requires us to _____ and try to understand other perspectives before forming conclusions.
   A) listen before judging
   B) cause havoc
   C) stand on the merit

12. Answer the comprehension questions referring to the key points in the video *"Why Do We HAVE To Study HISTORY?!"*

1. How does studying history help people navigate the present moment?
2. How do historians construct persuasive arguments about past events?
3. Why is it important to recognize the utter complexity of the world when studying history?
4. Historians often present competing explanations for historical events. Is there such a thing as the right side of history, i.e. the only correct view of events?
5. In what way were you taught history at school: as a memorization of dates and facts or as a way of thinking?
6. Can STEM subjects help us understand political and social crises, or is history more useful in this area?
7. Do modern media and politics encourage people to see the world as "us versus them"? Can studying history help people avoid this way of thinking?
8. Can studying history make a person more humble, or does character depend on personality rather than education?

9. What would happen if one day history disappeared from this world and our memories? Would it stop long-running conflicts or cause new ones?
10. When you meet new people, do you try to learn about their "history" — where they grew up, what shaped them, what they've experienced?

13. Provide your perspective on the issue. Present your point of view on the key message of the video ***"Why Do We HAVE To Study HISTORY?!"***. In your answer, discuss how studying history affects individuals, societies, and decision-making today. Reflect on lessons we can learn about human behavior, politics, and social development. Consider both the examples shown in the video and broader historical and social contexts.

Use the following vocabulary: STEM disciplines, alleviate the effects, recounting of barren facts of the past, make claims based on evidence, construct persuasive arguments, utter complexity of the world, merit, disparate, fiery political debates, havoc, stand on the threshold, competing explanations, navigate the present moment, tumultuous waters, listen before judging.

Points to guide your answer:

- Explain whether you agree with the video's argument that studying history is essential to understand the **utter complexity of the world**.
- Discuss the consequences of ignoring historical lessons, including **havoc** in politics, economics, or society.
- Reflect on how realistic it is for individuals, organizations, and governments to **navigate the present moment** without knowledge of past events.
- Consider the benefits of learning from history rather than simply **recounting barren facts of the past**.
- Use at least **five vocabulary items** from the list.
- Support your opinions with examples from the video, your own country, or personal observations.
- Speak clearly and logically, giving reasons and examples for your points.

Questions to guide your answer:

1. How does studying history help us **navigate the present moment** and make better decisions?
2. Why is it important to **listen before judging** people or events in the past?
3. How does history reveal the **utter complexity of the world**?
4. What are the consequences of ignoring past mistakes and simply **recounting barren facts of the past**?
5. How can learning about **disparate** historical events improve critical thinking?
6. How does history allow us to **construct persuasive arguments** in debates about politics or society?
7. What **merit** does historical knowledge have for people studying other fields, including **STEM disciplines**?
8. How do **competing explanations** of the same events help us understand history more fully?

14. Think back to the video "Why Do We HAVE To Study HISTORY?!". **Based on what you've seen, write a story** (200–250 words) illustrating how surprising historical facts, unusual interpretations, or competing explanations can influence the way people perceive past events, societies, or human behavior. Your story may focus on a personal experience, a fictional character, or a situation where someone reflects on history and realizes that their perception of the past may have been too simple or inaccurate.

Use the following vocabulary: STEM disciplines, alleviate the effects, recounting of barren facts of the past, make claims based on evidence, construct persuasive arguments, utter complexity of the

world, merit, disparate, fiery political debates, havoc, stand on the threshold, competing explanations, navigate the present moment, tumultuous waters, listen before judging.

Requirements:

- 200–250 words.
- Use at least **five vocabulary items** from the list.
- Organize the story with a clear beginning, middle, and ending.
- Show how unexpected historical facts, evidence, or perspectives influence the character's thoughts and feelings.

STRUCTURE OF A STORY

A story is a narrative text that describes events, experiences, or situations involving characters. It usually presents a sequence of actions that lead to a realization, change, or important moment. Stories can be written in the first person to describe personal experiences or in the third person (he/she/they) to tell about fictional characters.

A good story should have:

- Clear beginning, middle, and ending
- Description and emotions to make it engaging
- Reflection to show the character's learning or insight

Before writing, plan your story:

- Organize events logically
- Develop characters
- Make sure the story clearly illustrates how surprising historical facts or ideas about the importance of studying history can change perception of the past, society, or personal assumptions

1) Introduction (Beginning of the story). The introduction sets the scene and introduces the main situation. Include:

- **Setting:** Where and when the story takes place (e.g., classroom, library, or online video viewing)
- **Characters:** Introduce the main character
- **Initial situation or thought:** Show the character's first perception of history (e.g., thinking it's boring, irrelevant, or just memorizing dates)
- **Positive framing or assumptions:** Character may initially have a simplified or fixed view of why history matters

Example: *"When I first watched the video about studying history, I thought it was just about memorizing names and dates. I never considered how understanding the past could help me make sense of today's world or influence my decisions."*

2) Main Body (Development of the story). The main body develops the story:

- **Description of the fact or event:** Show the surprising historical idea or information the character encounters (e.g., history helps understand social systems, economic patterns, human behavior, or prevent repeating mistakes)
- **Effect on perception:** How their assumptions or subjective view are challenged
- **Reflection or contemplation:** The character begins to contemplate whether their understanding of history was accurate
- **Contrast or reinterpretation:** Highlight unexpected lessons, surprising insights, or practical relevance of historical knowledge

Example: *"As I learned how past decisions shaped societies and how similar challenges keep reappearing, I realized history wasn't just memorization. I noticed the contrast between my previous assumptions and the broader patterns of human behavior, understanding that the past can guide us in solving present problems."*

3) Conclusion (Ending of the story). The conclusion brings the story to a meaningful end:

- **Reflection:** Character understands how their perception of history was limited or distorted
- **Lesson or insight:** Explain why ignoring historical knowledge or underestimating its value can be misleading

- **Final thought:** Connect personal insight to a broader understanding of society, human behavior, or decision-making

Example: *"In the end, I understood that studying history is not just a school requirement—it is a way to understand human resilience, patterns, and decisions. My perception of history had been too narrow, and now I could see its power in shaping our choices and understanding the world."*

Additional Tips

- **Title:** Give your story an interesting title (e.g., *"Lessons From the Past: Why History Matters"*)
- **Narrative language:** Use descriptive details and emotions
- **Chronological order:** Present events clearly so readers can follow
- **Vocabulary:** Use words from the topic naturally (e.g., historical patterns, human behavior, societal change, prevent mistakes, influence decisions)
- **Engagement:** Make it personal, reflective, and vivid

EXTRA INFORMATION
Unit 7

Article 1

https://allactive.co.uk/2024/10/01/nostalgia-bias-understanding-our-perception-of-the-past/

Nostalgia bias: Understanding our perception of the past

Posted: 1st Oct 2024 by Dave Lee

In recent conversations with my children, I found myself echoing the sentiments of my own father. For instance, I found myself lamenting the music of my youth, asserting that it was far superior to what is currently popular, how we used to learn far more at school, and other such nonsensical comparisons. This prompted me to contemplate whether the past was genuinely better than the present. Ultimately, I concluded that it was not; the past was simply different. Nonetheless, I remain intrigued by why so many people seem to perceive their past through rose-tinted glasses, convinced that it was a more favourable time.

Nostalgia bias is a psychological phenomenon wherein individuals tend to perceive the past as better than the present. Many people find themselves reminiscing with a sense of longing, convinced that life was superior during earlier times. Despite this shared tendency, nostalgia is not universally experienced; individuals may view their past differently based on various factors.

A significant contributor to nostalgia bias is the brain's selective memory. Our minds often prioritise positive experiences while minimising or forgetting negative ones. This natural filtering mechanism helps us cope with life's challenges and maintain psychological well-being. Consequently, as we reflect on our earlier years, the struggles we faced may fade into the background, leaving behind a blissful yet distorted recollection of our past.

Age also plays an important role in shaping nostalgia. With the accumulation of life experiences, older individuals often gain a deeper appreciation for joyful moments, fostering a sense of contentment. In contrast, younger people frequently grapple with uncertainties and insecurities that can hinder their enjoyment of the present. As we age, our shifting priorities can further influence our nostalgic feelings. Younger individuals may feel burdened by responsibilities, whereas older adults often prioritise relationships and personal fulfilment, leading to a perception that life was better in simpler times.

Cultural narratives significantly impact our nostalgia as well. Societies often romanticise the past, presenting bygone eras as times of charm and simplicity. Films, music, and literature frequently depict earlier periods with a sense of longing, reinforcing the belief that life was superior "then". Such portrayals can fuel nostalgia, making it easier to overlook the complexities of those times.

Emotional regulation is another factor that evolves with age. Older adults typically develop better skills for managing their emotions, allowing them to approach stressors with greater calmness. This emotional resilience can result in a more positive outlook on life, making past experiences seem more favourable compared to contemporary challenges. Additionally, as individuals grow older, they often place greater emphasis on social connections, which can foster a sense of belonging and fulfilment, further enhancing nostalgic feelings.

While nostalgia bias is widespread, it is not a universal experience. Personal experiences play a vital role; those with predominantly positive memories are more likely to indulge in nostalgia, while

individuals who have faced trauma or hardship may recall their past with sadness or regret. Cultural attitudes also shape nostalgia; societies that prioritise progress may lead to a more critical view of history, while those that value tradition can foster a deeper sense of longing for the past.

Mental health significantly influences nostalgia as well. Individuals struggling with depression or anxiety may have a distorted perception of their past and present. For some, reminiscing can exacerbate feelings of loss or dissatisfaction rather than provide comfort. Furthermore, social comparisons can alter nostalgia experiences; individuals who perceive their current situation as less desirable than others may romanticise the past as a coping mechanism, idealising earlier times in contrast to their present circumstances.

Despite its many benefits, nostalgia can perpetuate misconceptions about the past. Romanticising history often involves excluding negative memories, leading to a skewed understanding of historical events. This selective memory can create a disconnect from the present, as individuals become preoccupied with idealised memories rather than engaging with current realities. Such romanticisation can hinder critical analysis, preventing individuals from understanding the complexities of past events and learning from historical mistakes.

In conclusion, nostalgia serves multiple purposes, both positive and negative. It can enhance well-being, act as a coping mechanism, and foster social connections while playing an essential role in shaping self-identity. However, idealising the past can reinforce misconceptions and hinder critical thought. By recognising these dynamics, individuals can appreciate the benefits of nostalgia while remaining aware of its potential drawbacks.

Article 2

https://www.rd.com/list/facts-warp-perception-time/

15 Facts That Will Warp Your Perception of Time

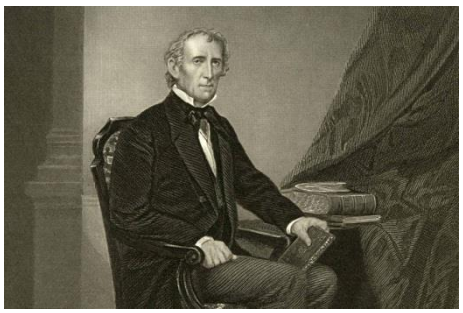
BY Meghan Jones
FACT-CHECKED BY Robin Honig Willens
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Think you've seen it all? This list will make you realize we really haven't been around that long

When’s the last time you had your mind blown? History is filled with bizarre coincidences and interesting factoids, but when it comes to our perception of time, things can get a little … intense. The farther away we get from major events in history, the more we tend to lump them together. But these obscure facts that mess with your perception of time are everywhere you look!

Ready to be amazed? From the dinosaurs through human flight and beyond, these 15 facts that mess with your perception of time will have you questioning everything your teachers once taught you. Keep reading.

1 / 15



The 10th president of the United States …

… had a living grandchild until earlier this year. John Tyler was born in 1790 and was inaugurated as president in 1841. He had children with his second wife pretty late in life, including a son, Lyon Gardiner Tyler, who was born in 1853.

Lyon also had children in his later years: Lyon Tyler Jr. was born in 1924, and Harrison Tyler was born in 1928. Lyon died in 2020, and Harrison passed away on May 25, 2025.

2 / 15



The artist Salvador Dalí designed…

… the Chupa Chups logo. It would be hard to teach an art history class without mentioning Salvador Dalí's The Persistence of Memory. At this point, the pioneering painter seems more like a historical figure than a contemporary celebrity. So it might surprise you to learn that Dalí only died in 1989. During his life he also witnessed the invention of a microwave, the discovery of penicillin, and the Moon Landing. And while Dalí was in his final years in the late 80s, Madonna was already a global superstar. He lived through the entire rise of MTV.

3 / 15



When the printing press was invented …

… the Roman Empire still existed. Johannes Gutenberg began work on the device that would revolutionize publishing, and civilization itself, in the late 1430s. The first printing press was completed in 1440, while the Roman Empire was not dissolved until 1453.

That was the year the Ottoman Empire conquered Constantinople, the capital of the Eastern Roman (aka Byzantine) Empire, and only two years before the mass production of the Gutenberg Bible began.

4 / 15



The last criminal execution by guillotine in France …

… occurred the year the first Star Wars movie was released. The execution of Hamida Djandoubi, who was convicted of killing his girlfriend, on Sept. 10, 1977, marked the final time a criminal was officially executed by guillotine in France. Three and a half months previously, Star Wars: Episode IV (then just called Star Wars) had hit theaters.

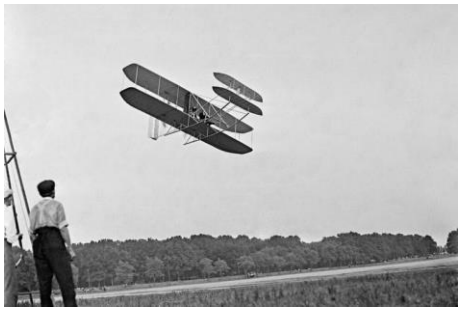
5 / 15



During her reign, Queen Elizabeth II …

… met 13 different U.S. presidents, starting with the 33rd, Harry S. Truman, who was president when she was crowned in 1952. Before her death in 2022, she met every subsequent U.S. leader except Lyndon Johnson. She lived through the span of 17 presidents, beginning with Calvin Coolidge, who was president when she was born in 1926.

6 / 15



The New York Times predicted it would take a million years for humans to fly …

… in the same year the Wright brothers would later fly their plane. In October 1903, in an editorial called "Flying Machines Which Do Not Fly," the esteemed paper commented on a disastrous failed flight attempt by a man named Samuel Pierpont Langley, declaring: "… the flying machine which will really fly might be evolved by the combined and continuous efforts of mathematicians and mechanicians in from one million to ten million years."

More like one to 10 weeks. In December of 1903, the Wright brothers launched their first successful flights in Kitty Hawk, North Carolina.

7 / 15



The Ottoman Empire was still around when…

…Walt Disney released his first cartoons. Though Osman I established the empire circa 1299, its real heyday didn't happen until Suleiman the Magnificent held the reins in the mid-16th century. The Ottoman Empire is also often associated with 1453: The year Ottoman forces captured the city of Constantinople, effectively terminating the Byzantine Empire.

But the Ottoman Empire didn't dissolve in the 1600s, 1700s, or even 1800s. It was still around when Walt Disney released his first animated cartoons in 1920.

The Ottoman army fought with the Central Powers during World War I, suffered catastrophic losses, and surrendered most of its land holdings to Allied Powers in the aftermath. The precise end date of the empire is typically cited as 1922, when Turkish leaders did away with the title of sultan for good.

8 / 15



Oxford University has been around …

… longer than the Aztecs. Much longer, in fact. Oxford is the oldest university in the English-speaking world. (People were teaching at Oxford as long ago as 1096.) The Aztecs founded the city of Tenochtitlán, which would become the heart of their empire, in 1325. The ancient Aztecs don't seem so ancient anymore!

9 / 15



Harvard University has been around …

… since before Sir Isaac Newton published his Laws of Motion. That's right, professors at this prestigious university in Cambridge, Massachusetts, have been teaching science since before scientists knew that every action has an equal and opposite reaction.

The university was founded in 1636, making it the oldest higher learning institution in the United States. Newton, meanwhile, published his Philosophiæ Naturalis Principia Mathematica, containing his Laws of Motion, in 1687.

10 / 15



The Eiffel Tower was opened to the public …

… the same year Nintendo was founded. (Yes, that Nintendo.) Construction of the Eiffel Tower took place from 1887 to 1889. In March 1889, the monument opened to the public as part of a celebration honoring 100 years since the French Revolution. The year Fusajiro Yamauchi founded Nintendo (albeit as a playing card company) in Kyoto, Japan? 1889.

11 / 15



When the Great Pyramids of Giza were being built …

… woolly mammoths were still living. You might lump woolly mammoths together with dinosaurs as extinct animals that were around ages ago. But the tusked pachyderm ancestor actually shared the globe with humans.

The last population of mammoths lived on Wrangel Island, located off the coast of Russia in the Arctic Ocean, and didn't go completely extinct until around 2000 BC. Construction of the Great Pyramids took place hundreds of years before that, from 2580 to 2560 BC.

Another interesting fact is that Cleopatra actually lived closer in time to the moon landing than to the construction of the Great Pyramids — from late year 70 BC to 30 BC. But that's a whole other story.

12 / 15



When the first fax machine was invented …

… people were still traveling the Oregon Trail. Today, when people joke about the fax machine being old tech, they probably don't realize just how true that is.
Covered wagons were heading out west in the mid-nineteenth century, with the first major wagon train hitting the trail in 1843. That same year, a Scottish inventor named Alexander Bain received a patent for a machine he'd developed called an "Electric Printing Telegraph." This machine was the direct predecessor of the 1980-invented fax machines that were a staple of office buildings everywhere in the late twentieth century.

13 / 15



Humans are closer in time to Tyrannosaurus Rexes …

… than T. Rexes are to their dino brethren Stegosauruses. If you thought dinosaurs all roamed the earth together, boy are you in for a surprise!
The spiky-backed, herbivorous Stegosaurus thrived in the land that would become North America around 150 million years ago, in the late Jurassic period. But according to Smithsonian Magazine, the bipedal predator T. Rex didn't rear its toothy head until about 80 million years later, in the Cretaceous period, approximately 67 million years before today.
The Cretaceous period is the period that also saw the heyday of the velociraptor and the triceratops. So it seems Jurassic Park, a film featuring mostly Cretaceous dinos, is something of a misnomer.

14 / 15



Some Greenland sharks alive today may have been around…

…before Henry VIII was crowned king of England.
In a 2016 study, scientists radiocarbon-dated tissue from the eyes of Greenland sharks to determine their ages. The oldest one — a nearly 16-and-a-half-foot-long female — was estimated to be 392, give or take 120 years.
Let's assume the shark fell on the conservative side of the spectrum: a sprightly 272 years young. That meant she would've been born around 1744 — making her older than some of the Founding Fathers. The opposite end of the spectrum would put her at 512 years old, with a birthday in 1504. That's a good five years before Henry VIII was crowned king of England. There are very possibly sharks still swimming in the ocean right now that predate the United States — every modern-day country in the Americas, in fact.
Bowhead whales boast lengthy lifespans too — live for over 200 years, one of the longest lifespans for any species of mammal. This means that some have been alive since before Moby-Dick was published in 1851, which was 174 years ago. So, some whales born before Melville's novel was released could have decades of life left.

15 / 15



From the time Pluto was discovered until the time Pluto lost its planet status …

… it didn't even complete one orbit around the sun. Poor, poor Pluto. The tiny demoted planet was discovered, and named an official planet, in 1930. Its status was downgraded to that of "dwarf planet" in 2006, 76 years later.

The amount of time it takes Pluto to revolve fully around the sun? That's 248 Earth-years. So not only did Pluto not complete an orbit around the sun during its time of planethood, it won't complete one until well into the next century. The year 2178, to be exact.

Unit 9 Planet Issues
PART I Language Focus

Text 1

1. Read the text: *"The Antarctic: Key to Planet Earth".*

2. Familiarize yourself with and commit the active vocabulary to memory.

№	Words & Phrases	Definition	Translation
1	**atmospheric gases** /ˌætməsˈferɪk ˈgæsɪz/ *Atmospheric gases such as carbon dioxide trap heat and affect the Earth's climate.*	Gases that make up the Earth's atmosphere.	атмосферні гази
2	**contribute to changes** /kənˈtrɪbjuːt tuː ˈtʃeɪndʒɪz/ *Human activities contribute to changes in climate and ecosystems.*	To help cause something to happen.	сприяти змінам
3	**dispose of** /dɪˈspəʊz ɒv/ *Factories must dispose of toxic waste responsibly to avoid pollution.*	To get rid of something properly.	викидати, утилізувати, позбуватися
4	**environmental awareness** /ɪnˌvaɪrənˈmentl əˈweənəs/ *Environmental awareness campaigns help people understand the impact of their actions.*	Understanding of environmental problems and their consequences.	екологічна обізнаність, екологічна свідомість
5	**food chain** /fuːd tʃeɪn/ *Pollutants enter the food chain and eventually affect human health.*	A series of organisms through which energy passes.	харчовий ланцюг
6	**global pollution** /ˈgləʊbl pəˈluːʃn/ *Global pollution has reached alarming levels due to industrial activity and waste.*	Pollution that affects the entire planet.	глобальне забруднення
7	**hold the key to** /həʊld ðə kiː tuː/ *Education holds the key to improving environmental awareness among young people.*	To be the most important factor in achieving something.	бути дуже важливим для чогось

8	**ice sheet** /ˈaɪs ʃiːt/ *The melting of the Antarctic ice sheet is contributing to rising sea levels worldwide.*	A large mass of ice covering extensive areas of land.	льодовиковий щит, льодовий покрив
9	**marine litter** /məˈriːn ˈlɪtə/ *Marine litter such as plastic bags poses a serious threat to ocean life.*	Waste found in seas and oceans.	сміття в морі
10	**protected by regulation** /prəˈtektɪd baɪ ˌregjuˈleɪʃn/ *Many endangered species are protected by regulation at national and international levels.*	Legally safeguarded by official rules or laws.	захищений законодавством
11	**represent the ultimate challenge** /ˌreprɪˈzent ðiˈʌltɪmətˈtʃælɪndʒ/ *Climate change represents the ultimate challenge for modern society, requiring global cooperation and immediate action.*	To be the greatest or most difficult problem to deal with.	становити величезний виклик
12	**sediment** /ˈsedɪmənt/ *Toxic chemicals accumulate in river sediment and cause long-term environmental damage.*	Solid material that settles at the bottom of a liquid.	осад, донні відкладення
13	**sewage** /ˈsuːɪdʒ/ *Untreated sewage released into rivers causes serious environmental problems.*	Waste water from homes and industry.	стічні води, каналізація
14	**strict measures** /strɪktˈmeʒəz/ *Governments must introduce strict measures to reduce industrial emissions.*	Severe or strongly enforced actions.	жорсткі заходи
15	**to be driven to extinction** /tə biːˈdrɪvn tuːɪkˈstɪŋkʃn/ *Several animal species are being driven to extinction by habitat loss.*	To disappear completely as a species.	бути доведеним до межі вимирання

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. represent the ultimate challenge	a) pose the greatest difficulty	p) environmental cleanliness
2. hold the key to	b) ecological consciousness	q) growth ë
3. sediment	c) die out	r) be easy to solve
4. ice sheet	d) get rid of	s) vacuum
5. global pollution	e) be crucial to	t) keep
6. environmental awareness	f) preservation	u) drinking water
7. protected by regulation	g) deposit	v) unregulated
8. be driven to extinction	h) glacier	w) survive
9. sewage	i) worldwide contamination	x) be irrelevant to
10. dispose of	j) wastewater	y) desert
	k) legally safeguarded	z) environmental ignorance

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. Climate scientists warn that melting the Greenland _____ could raise sea levels dramatically.
2. Plastics dumped into the ocean often break down into small particles, adding to _____.
3. Trees and oceans _____ the removal of carbon dioxide from the atmosphere.
4. Learning to reduce waste and recycle is an important part of raising _____.
5. Certain endangered species are _____ if we do not protect their habitats immediately.
6. Laws ensure that rare plants and animals are _____.
7. Industrial activities release _____ like carbon dioxide and methane, contributing to global warming.
8. Proper treatment of _____ is essential to prevent contamination of rivers and lakes.
9. Soil layers accumulate _____ over centuries, which can reveal past environmental conditions.
10. Scientists are searching for strategies that _____ for slowing climate change.
11. Reducing emissions and deforestation are actions that _____ in the global climate.
12. Some problems, like climate change, _____ for humanity.
13. If not addressed, chemicals and waste can enter the _____, affecting humans and wildlife.
14. Governments have implemented _____ to curb the spread of invasive species and pollution.
15. People must learn how to safely _____ hazardous household waste.

5. Practice your vocabulary from *"The Antarctic: Key to Planet Earth"* by translating these sentences into English.

1. Танення великого **льодовикового щита** Антарктиди може підняти рівень моря на метри.
2. Хімічні відходи, що потрапляють у океан, стають частиною **морського сміття**.
3. Ліси і океани **є дуже важливими для** поглинання вуглецю з атмосфери.
4. Виховання **екологічної свідомості** серед молоді є важливим для захисту планети.
5. Деякі види тварин можуть **бути доведені до межі вимирання**, якщо їх середовище не буде захищене.
6. Рідкісні рослини та тварини в національних парках **захищені законом**.
7. Промислові заводи виділяють **атмосферні гази**, які сприяють глобальному потеплінню.
8. Правильне очищення **стічних вод** запобігає забрудненню річок і озер.

9. Відкладення в ґрунті або на дні морів накопичують **осад**, який розповідає про минулі кліматичні умови.
10. Пошук нових стратегій для зменшення зміни клімату **є величезним викликом** для вчених.
11. Зменшення викидів і вирубки лісів **сприяє змінам** у глобальному кліматі.
12. Людство стикається з проблемами, які **є величезним викликом** для планети.
13. Забруднення може потрапляти у **харчовий ланцюг**, впливаючи на людей і тварин.
14. Уряди запровадили **жорсткі заходи**, щоб обмежити забруднення та вторгнення інвазивних видів.
15. Люди повинні навчитися правильно **викидати** небезпечні відходи.

6. Answer the following questions about the text *"The Antarctic: Key to Planet Earth".*

1. How does the Antarctic hold the key to the history of our planet?
2. Wildlife in Antarctica is increasingly threatened by human impact. Do you think protecting animals should sometimes be prioritised over human needs (jobs, research, resources)? Where would you draw the line?
3. What do you think should be done to protect wildlife in Antarctica?
4. In what ways does Antarctica offer insights into current environmental issues like ozone depletion and warming?
5. What climate predictions do you know and do you find them convincing?
6. In what way do changes in Antarctica affect the entire planet?
7. Marine litter has been found even in remote Antarctic waters. Who do you think is most responsible for this problem: governments, corporations, or individual consumers? Can individuals really make a difference?
8. Should human activity (tourism, research stations, fishing) in Antarctica be strictly limited, even if it slows scientific progress or economic development? Why or why not?
9. Some people argue that environmental problems are exaggerated and that nature is resilient. After reading about Antarctica, do you agree or disagree with this view?
10. How do you feel about climate change concern overall?

7. Discuss with your friend: Express your opinion on one of the following options. Use the recommended vocabulary and follow the guidelines below. Speak for **2–3 minutes**.

Options (choose one):

1. **The Antarctic should remain fully protected from human activity, even if it limits scientific research.**
2. **Scientific research in Antarctica should be expanded, even if it increases risks of pollution and environmental impact.**
3. **Countries should balance economic interests with environmental protection in Antarctica.**

Use the following vocabulary: represents the ultimate challenge, hold the key to, sediment, ice sheet, atmospheric gases, global pollution, contribute to changes, environmental awareness, protected by regulation, marine litter, food chain, to be driven to extinction, strict measures, sewage, dispose of.

Recommendations for the discussion task:

- ✓ Start by **stating your opinion clearly**: "I think that…" or "In my opinion…"
- ✓ **Support your opinion** with examples from the text: mention **ice sheets**, **sediment**, or **atmospheric gases**.
- ✓ Discuss possible **consequences** for the environment, such as **marine litter**, risks to the **food chain**, or species being **driven to extinction**.
- ✓ Use at least **five words/expressions from the active vocabulary**.

- ✓ Conclude by summarizing your position and suggesting a **practical measure** or solution.

Model Answers

Option 1 (Protection over research):

- I believe Antarctica should remain fully protected because it **represents the ultimate challenge** for humans and any disruption could harm fragile ecosystems.
- The **ice sheet** and **sediment** layers **hold the key to** understanding past climate, and preserving them ensures that we can study them safely in the future.
- Increased **environmental awareness** has shown that human activity can introduce **marine litter** and **global pollution**, which may enter the **food chain**.
- Strict international laws **protected by regulation** help prevent species from being **driven to extinction**.

Option 2 (Research over strict protection):

- I think scientific research should be expanded because studying **ice sheets** and **atmospheric gases contributes to changes** in our understanding of climate.
- While there is a risk of **marine litter** and **sewage**, researchers can follow **strict measures** to **dispose of** waste safely.
- The Antarctic **holds the key to** predicting future global environmental trends.
- Controlled research can increase **environmental awareness** worldwide and help fight **global pollution**.

Option 3 (Balance):

- In my opinion, countries should find a balance between economic interests and environmental protection.
- Activities should follow **strict measures** to avoid introducing **marine litter** or harming the **food chain**.
- Research that studies **sediment** and **ice sheets contributes to changes** in knowledge without increasing **global pollution**.
- By combining science with regulation, we can prevent species from being **driven to extinction** while still gaining valuable data.

8. Express your opinion: choose one of the options and follow the recommendations. Human Impact and the Antarctic

Instructions:

Express your opinion on one of the following options. Use the recommended vocabulary and follow the guidelines below. Speak for **2–3 minutes**.

Options (Choose One):

1. **Tourism in Antarctica should be strictly limited to protect its fragile environment.**
2. **Tourism can be allowed if visitors follow strict environmental rules.**
3. **Tourism and scientific research should be balanced to protect the Antarctic ecosystem.**

Use the following vocabulary: represents the ultimate challenge, hold the key to, sediment, ice sheet, atmospheric gases, global pollution, contribute to changes, environmental awareness, protected by regulation, marine litter ,food chain ,to be driven to extinction, strict measures, sewage, dispose of.

Recommendations for the task:

- ✓ Begin by **stating your opinion clearly**: "I think that…" / "In my opinion…"
- ✓ Use examples from the text, such as the role of **ice sheets**, **sediment**, or **atmospheric gases**.
- ✓ Discuss possible **environmental consequences**, like **marine litter**, risks to the **food chain**, or species being **driven to extinction**.
- ✓ Use at least **five expressions from the active vocabulary**.
- ✓ Conclude by summarizing your opinion and suggesting a **practical solution or action**.

Model Answers

Option 1 (Limit tourism):

- I believe tourism in Antarctica should be very limited because the region **represents the ultimate challenge** and any human activity can easily disrupt its fragile environment.
- The **ice sheet** and **sediment** in Antarctica **hold the key to** understanding past climate, so protecting them is essential.
- Human activity can cause **global pollution**, introduce **marine litter**, and affect the **food chain**.
- Tourists must follow **strict measures** or avoid visiting sensitive areas to prevent species from being **driven to extinction**.

Option 2 (Allow tourism with rules):

- I think tourism can be allowed if visitors follow **strict measures** to avoid harming the environment.
- Waste such as **sewage** and trash must be properly **disposed of**.
- Tourists should learn about **environmental awareness** and the importance of Antarctica's **ice sheet** and **sediment**.
- Following rules can prevent **global pollution** and protect wildlife from being **driven to extinction**.

Option 3 (Balance tourism and research):

- In my opinion, tourism and scientific research should be balanced.
- Tourists can be allowed under **strict measures**, while scientists study **atmospheric gases**, **ice sheets**, and **sediment** that **hold the key to** climate knowledge.
- Both activities should be **protected by regulation** to prevent **marine litter**, avoid harming the **food chain**, and reduce the risk of species being **driven to extinction**.
- This balance ensures that humans can enjoy Antarctica responsibly while preserving its environment for future generations.

9. Based on what you've read in "The Antarctic: Key to Planet Earth", write a review of the text. Include your opinion about the content, its importance, and its relevance to environmental issues. Use the suggested vocabulary.

Context: You have read a text about Antarctica and its role in understanding Earth's climate, history, and environmental challenges. The text explains the importance of ice sheets, sediment, and atmospheric gases, the threats of global pollution, and the measures in place to protect wildlife and ecosystems.

Use the following vocabulary: represents the ultimate challenge, hold the key to, sediment, ice sheet, atmospheric gases, global pollution, contribute to changes, environmental awareness, protected by regulation, marine litter ,food chain ,to be driven to extinction, strict measures, sewage, dispose of.

STRUCTURE OF THE REVIEW:

1. **Introduction:**
    - State the title of the text and its topic.
    - Give a general impression of the text.
2. **Summary of Content:**
    - Briefly summarize the main points.
    - Mention scientific aspects such as **ice sheets**, **sediment**, and **atmospheric gases**.
3. **Evaluation / Opinion:**
    - Comment on the importance of the text.
    - Use vocabulary to discuss environmental issues: **global pollution**, **marine litter**, **food chain**, species at risk **to be driven to extinction**.
4. **Conclusion / Recommendation:**
    - State whether you would recommend the text and why.
    - Mention how it raises **environmental awareness** and supports protective actions like **strict measures**, proper **disposal of sewage**, and areas **protected by regulation**.

Model Review:

Introduction:

- "The Antarctic: Key to Planet Earth" is an informative text about Antarctica and its vital role in understanding our planet's past and future. The text immediately impressed me because Antarctica **represents the ultimate challenge** for scientists and explorers alike."

Summary of Content:

- The text explains how **ice sheets** and **sediment** in Antarctica **hold the key to** understanding climate change and the history of Earth. Scientists study trapped **atmospheric gases** to learn about past environments and how human activity has led to **global pollution**.

Evaluation / Opinion:

- I found the text extremely valuable because it shows how human actions can **contribute to changes** in the environment. It emphasizes that pollution and **marine litter** can enter the **food chain**, and that some species risk being **driven to extinction** if no protective measures are taken. The text raises important **environmental awareness**.

Conclusion / Recommendation:

- I would highly recommend this text to anyone interested in environmental science. It encourages readers to follow **strict measures**, properly **dispose of** waste, and respect areas **protected by regulation**. Overall, it is both informative and inspiring, highlighting why Antarctica is a crucial part of our planet.

Text 2

10. Read the text: *"Save Our Seeds".*

11. Familiarize yourself with and commit the active vocabulary to memory.

№	Words & Phrases	Definition	Translation
1	**become extinct** /bɪˈkʌm ɪkˈstɪŋkt/ *Many species of animals become extinct due to habitat destruction.*	To no longer exist; to die out completely.	вимерти
2	**deforestation** /ˌdiːfɒrɪˈsteɪʃən/ *Deforestation of the Amazon rainforest threatens biodiversity.*	The removal of large areas of forests, usually for agriculture or logging.	вирубка лісів
3	**developing world** /dɪˈvɛləpɪŋ wɜːld/ *Many countries in the developing world face challenges like poverty and deforestation.*	Countries with lower levels of industrialization and income per capita.	країни, що розвиваються
4	**endangered species** /ɪnˈdeɪndʒəd ˈspiːʃiːz/ *The tiger is one of the most famous endangered species in Asia.*	Animals or plants that are at serious risk of extinction.	зникаючі види

5	**face extinction** /feɪs ɪkˈstɪŋkʃən/ *Many marine species face extinction due to overfishing.*	To be at risk of dying out completely.	бути під загрозою зникнення
6	**flooding** /ˈflʌdɪŋ/ *Heavy rains have caused severe floodingin low-lying areas.*	The overflow of water onto normally dry land.	повінь
7	**global warming** /ˌgləʊbəl ˈwɔːmɪŋ/ *Global warming is causing polar ice to melt faster than ever.*	The gradual increase in the Earth's average temperature caused by greenhouse gases.	глобальне потепління
8	**human activities** /ˈhjuːmən ækˈtɪvɪtiz/ *Many environmental problems are caused by human activities such as pollution and deforestation.*	Actions performed by humans that can impact the environment.	діяльність людини
9	**population growth** /ˌpɒpjʊˈleɪʃən grəʊθ/ *Rapid population growth puts pressure on natural resources.*	The increase in the number of people in a particular area or globally.	зростання населення
10	**preserve plant life** /prɪˈzɜːv plɑːnt laɪf/ *National parks help preserve plant life in fragile ecosystems.*	To protect and maintain plants so they continue to exist.	зберігати рослинний світ
11	**preserve the diversity** /prɪˈzɜːv ðə daɪˈvɜːsɪti/ *Wildlife reserves aim to preserve the diversity of species.*	To protect the variety of different species in an ecosystem.	зберігати різноманіття
12	**provide valuable information** /prəˈvaɪd ˈvæljuəbl ˌɪnfəˈmeɪʃən/ *Studying glaciers can provide valuable information about climate change.*	To give useful data or knowledge.	надавати цінну інформацію

13	**rainforest** /ˈreɪnˌfɒrɪst/ *The Amazon rainforest is home to thousands of unique species*.	A dense forest with heavy annual rainfall, usually tropical.	тропічний ліс
14	**remote corner of the world** /rɪˈməʊt ˈkɔːnər əv ðə wɜːld/ *Antarctica is a remote corner of the world where few people live*.	A place far away from cities or populated areas.	віддалений куточок світу
15	**restore a natural habitat** /rɪˈstɔːr ə ˈnætʃrəl ˈhæbɪtæt/ *Conservationists are working to restore natural habitats for endangered animals*.	To return a habitat to its original, healthy state.	відновлювати природне середовище

12. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. endangered species	a) tropical forest	p) thrive
2. deforestation	b) be at risk of disappearing	q) population decline
3. flooding	c) forest destruction	r) abundant species
4. population growth	d) die out	s) desert
5. remote corner of the world	e) human actions	t) developed countries
6. become extinct	f) isolated place	u) survive
7. rainforest	g) protect variety	v) drought
8. face extinction	h) rise in population	w) destroy vegetation
9. preserve the diversity	i) protect vegetation	x) reforestation
10. preserve plant life	j) threatened animals	y) hide information
	k) overflow	z) reduce variety

13. Choose the correct option (A, B, or C) to complete each sentence.

31. Many animal species may _____ if climate change continues at the current rate.
    A) preserve the diversity
    B) become extinct
    C) restore a natural habitat
32. Scientists warn that _____ is melting glaciers and polar ice caps worldwide.
    A) population growth
    B) global warming
    C) flooding
33. Rapid _____ increases pressure on food supplies and natural resources.
    A) population growth
    B) rainforest
    C) endangered species
34. Large-scale _____ destroys ecosystems and accelerates climate change.
    A) flooding

B) deforestation
C) preserve plant life

35. Coastal regions are increasingly affected by _____ due to rising sea levels.
A) flooding
B) global warming
C) developing world
36. Many species now _____ because of habitat loss and pollution.
A) preserve the diversity
B) face extinction
C) provide valuable information
37. National parks are essential to _____ in fragile ecosystems.
A) population growth
B) preserve plant life
C) human activities
38. Tigers and rhinos are examples of _____ that need urgent protection.
A) rainforests
B) endangered species
C) human activities
39. Antarctica is often described as a _____ with minimal human presence.
A) developing world
B) remote corner of the world
C) rainforest
40. The Amazon _____ plays a crucial role in regulating the global climate.
A) flooding
B) rainforest
C) population growth
41. Conservation projects aim to _____ for animals that have lost their homes.
A) restore a natural habitat
B) become extinct
C) provide valuable information
42. Environmental problems are often more severe in the _____ due to limited resources.
A) rainforest
B) developing world
C) remote corner of the world
43. Wildlife reserves help _____ by protecting different species.
A) preserve the diversity
B) face extinction
C) deforestation
44. Ice cores and fossils can _____ about Earth's past climate.
A) face extinction
B) provide valuable information
C) population growth
45. Many environmental problems are caused by _____ such as industrial pollution.
A) human activities
B) endangered species
C) preserve plant life

14. Practice your vocabulary from the text *"Save Our Seeds"* by translating these sentences into English.

1. Через **глобальне потепління** багато рослин можуть повністю **вимерти**.
2. Швидке **зростання населення** збільшує потребу в їжі та загрожує біорізноманіттю.

3. Насіння зберігають у банках, щоб **зберегти різноманіття** рослинних видів.
4. **Вирубка лісів** у тропічних регіонах призводить до знищення **тропічних лісів.**
5. Деякі культури перебувають **під загрозою зникнення** через зміну клімату.
6. Банки насіння можуть **надати цінну інформацію** про минулі кліматичні умови.
7. Захист насіння допомагає **зберегти рослинний світ** для майбутніх поколінь.
8. **Людська діяльність**, зокрема сільське господарство, є прикладом діяльності людини, що впливає на природу.
9. Втрата природних територій змушує науковців **відновлювати природне середовище.**
10. У **країнах, що розвиваються**, продовольча безпека часто залежить від місцевих культур.
11. Деякі рослини ростуть лише у **віддалених куточках світу.**
12. Танення льодів стає частішим через зміну клімату та спричиняє серйозні **повені.**
13. Без захисту багато видів рослин можуть **зникнути**, не залишивши насіння.
14. Насіння допомагає захистити **зникаючі види** рослин.
15. Банки насіння відіграють важливу роль у боротьбі з наслідками **вирубки лісів**

15. Answer the following questions about the text *"Save Our Seeds".*

1. Why does the text explain that global warming is a serious threat to plant species worldwide?
2. How does rapid population growth increase the need to protect agricultural crops and seeds?
3. How does deforestation affect food production and biodiversity, according to the text?
4. Who is more responsible for deforestation: consumers, farmers, or global food industries? Should protecting forests be prioritised even if it limits food production?
5. Scientists preserve seeds of endangered plants to protect biodiversity. Why do you think plant life is often taken less seriously than animal life? Do you think that's fair?
6. Do you think we need to preserve all species of plants and animals? Are there any priorities or preferences?
7. Some critics say that seed banks make people careless, because they think nature can always be "restored later." Do you think this is a real risk?
8. If resources become limited, should governments prioritise saving plants, animals, or human communities affected by climate change?
9. Do you trust scientists and institutions to protect seed collections responsibly, or do you think this power could be misused?
10. Why are seed banks especially important for the developing world?

16. Discuss with your friend:

1. Why do you think seed banks are necessary in the context of global warming and human activities?
2. Which environmental threat mentioned in the text is the most dangerous: deforestation, population growth, or flooding? Explain why.
3. Do you agree that seed banks can help prevent plants from becoming extinct and facing extinction?
4. Why is seed preservation especially important for the developing world?
5. Should governments invest more money in protecting seeds from remote corners of the world? Give reasons.

Use the following vocabulary: global warming, population growth, deforestation, flooding, become extinct, face extinction, preserve plant life, endangered species, rainforest, restore a natural habitat, preserve the diversity, provide valuable information, human activities.

Context: You and your friend have read the text *"Save Our Seeds"*, which explains why seed banks are essential for protecting plant species, food security, and the future of humanity. Discuss

the importance of preserving seeds in the modern world and evaluate possible solutions to environmental threats.

Recommendations for the task:

- ✓ Speak for **2–3 minutes** in total.
- ✓ Give **clear opinions** and **justify them with arguments from the text**.
- ✓ Use **examples** related to agriculture, climate change, or food security.
- ✓ React to your partner's ideas (agree, disagree, or add new points).
- ✓ Use **active vocabulary accurately and naturally**

Model Answer

I believe seed banks are extremely important because global warming and human activities are destroying natural ecosystems. Due to deforestation, many plants in the rainforest may become extinct, which is why it is essential to preserve plant life.

In my opinion, population growth is the biggest threat, as it increases pressure on land and resources. Seed banks help preserve the diversity of crops and can provide valuable information for future farming.

This is especially important for the developing world, where agriculture depends on local plants. If a natural disaster like flooding happens, stored seeds can help restore a natural habitat and protect endangered species

17. Express your opinion:

Choose **ONE** of the options below and express your opinion. Support your ideas with arguments from the text *"Save Our Seeds"*.

Option A:

Seed banks are the most effective way to protect plant species from disappearing.

Option B:

Protecting natural habitats is more important than storing seeds in seed banks.

Use the following vocabulary: become extinct, face extinction, global warming, deforestation, population growth, preserve plant life, endangered species, rainforest, restore a natural habitat, preserve the diversity, provide valuable information, human activities.

Recommendations for the task:

- ✓ Speak for **1.5–2 minutes**.
- ✓ Clearly state your opinion at the beginning.
- ✓ Give **at least two reasons** to support your choice.
- ✓ Refer to ideas from the text *"Save Our Seeds"*.
- ✓ Use the **active vocabulary accurately**.
- ✓ Conclude with a short summary of your opinion.

Model Answer

I support the idea that seed banks are the most effective way to protect plants from disappearing. Because of global warming and deforestation, many species face extinction and may become extinct in the near future.

Due to population growth and other human activities, natural ecosystems such as the rainforest are being destroyed. Seed banks help preserve plant life and preserve the diversity of crops, even if natural habitats are damaged.

In addition, stored seeds provide valuable information for scientists and farmers, which can later help restore a natural habitat and protect endangered species.

18. Based on what you've read, write a review.

Context: You have read the text *"Save Our Seeds"*, which focuses on the importance of seed banks in protecting plant species, ensuring food security, and responding to environmental threats. Write a

review in which you summarise the main ideas of the text and evaluate its relevance for today's world.

Use the following vocabulary: become extinct, face extinction, global warming, population growth, deforestation, preserve plant life, endangered species, rainforest, restore a natural habitat, preserve the diversity, provide valuable information, human activities.

Recommendations for the task:

- ✓ Write **180–220 words**.
- ✓ Maintain a **neutral and academic tone**.
- ✓ Refer to ideas from the text, not personal experience.
- ✓ Use linking words to structure your review.
- ✓ Use the **active vocabulary accurately**.

STRUCTURE OF THE REVIEW

1. **Introduction**
   – State the title and topic of the text.
   – Give a brief general impression.
2. **Summary of the content**
   – Present the main ideas of the text.
   – Mention key problems and solutions discussed.
3. **Evaluation**
   – Explain why the text is important and informative.
   – Comment on its relevance in the modern world.
4. **Conclusion**
   – Give a final opinion or recommendation.

Model Answer

The text *"Save Our Seeds"* deals with the problem of protecting plant species in a rapidly changing world. It explains why seed banks play a crucial role in preventing plants from **becoming extinct** and **facing extinction**. Overall, the text is informative and highly relevant.

The author highlights how **global warming**, **population growth**, and **deforestation** threaten ecosystems, particularly in areas such as the **rainforest**. Many forms of **plant life** are disappearing as a result of **human activities**, which also puts **endangered species** at risk. Seed banks are presented as a solution that helps **preserve the diversity** of crops and wild plants.

One of the strengths of the text is that it shows how stored seeds can **provide valuable information** for future research and help **restore a natural habitat** after environmental disasters. This is especially important for global food security.

In conclusion, *"Save Our Seeds"* is a well-structured and convincing text that successfully raises awareness about the need to **preserve plant life** for future generations

19. Step into the meaning! Read the quotations below. Say the same idea in your own words (paraphrase). Do you agree with the message? Why or why not? Share your opinion and be ready to discuss with others.

1. "The Earth does not belong to us: we belong to the Earth." — Chief Seattle
2. "In nature, nothing exists alone." — Rachel Carson
3. "The environment is where we all meet; where we all have a mutual interest." — Lady Bird Johnson
4. "Take care of the earth and she will take care of you." — Unknown
5. "We do not inherit the Earth from our ancestors; we borrow it from our children." — Native American proverb
6. "Nature provides a free lunch, but only if we control our appetites." — William Ruckelshaus
7. "The greatest threat to our planet is the belief that someone else will save it." — Robert Swan

8. “To forget how to dig the earth and to tend the soil is to forget ourselves.” — Mahatma Gandhi
9. “When the last tree is cut, the last fish caught, and the last river polluted, we will realize we cannot eat money.” — Native American proverb
10. “What we are doing to the forests of the world is but a mirror reflection of what we are doing to ourselves.” — Mahatma Gandhi

Part II: Critical Thinking & Dialogue

Article 1

1. Read the article*: "Sweden Is Great at Turning Trash to Energy".*
2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**decompose** /ˌdiːkəmˈpəʊz/ *Organic waste can decompose naturally in the soil.*	to break down naturally over time	розкладатися
2	**discard** /dɪˈskɑːd/ *People often discard items that could be recycled.*	to throw away or get rid of something	викидати
3	**environmentally friendly** /ɪnˌvaɪrənˈmentəli ˈfrendli/ *The company uses environmentally friendly materials.*	not harmful to the environment	екологічно безпечний
4	**fossil fuels** /ˈfɒsəl ˈfjuːəlz/ *Burning fossil fuels contributes to climate change.*	fuels such as coal, oil, and gas	викопне паливо
5	**household trash** /ˈhaʊshəʊld træʃ/ *Household trash should be sorted before disposal.*	waste produced in homes	побутові відходи
6	**incinerate** /ɪnˈsɪnəreɪt/ *Some countries incinerate waste to reduce landfill use.*	to burn waste at high temperatures	спалювати (відходи)
7	**landfill** /ˈlændfɪl/ *Too much waste still ends up in landfill sites.*	a place where waste is buried	сміттєзвалище, полігон
8	**natural carbon cycle** /ˈnætʃrəl ˈkɑːbən ˈsaɪkəl/ *Human activity can disrupt the natural carbon cycle.*	the movement of carbon through nature	природний кругообіг вуглецю

9	**purified wastewater** /ˈpjʊərɪfaɪd ˈweɪstwɔːtər/ *Purified wastewater can be reused for agriculture.*	treated wastewater with contaminants removed	очищені стічні води
10	**recycling** /ˌriːˈsaɪklɪŋ/ *Recycling reduces the amount of waste sent to landfills.*	the process of reusing materials	переробка
11	**stringent regulations** /ˈstrɪndʒənt ˌregjʊˈleɪʃənz/ *Stringent regulations limit harmful emissions.*	very strict rules or laws	суворі норми
12	**subject of controversy** /ˈsʌbdʒɪkt əv ˈkɒntrəvɜːsi/ *Incineration plants are a subject of controversy.*	an issue causing public debate	предмет суперечок
13	**sustainable consumption** /səˈsteɪnəbl kənˈsʌmpʃən/ *Sustainable consumption encourages responsible use of resources.*	responsible use of resources	стале споживання
14	**toxic chemicals** /ˈtɒksɪk ˈkemɪkəlz/ *Toxic chemicals can pollute water and soil.*	poisonous substances	токсичні хімікати
15	**waste-to-energy plant** /ˌweɪst tə ˈenədʒi plɑːnt/ *The waste-to-energy plant supplies electricity and heat.*	a facility that converts waste into energy	завод з переробки відходів у енергію

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. decompose	a) strict rules	p) renewable energy
2. discard	b) garbage	q) reuse
3. fossil fuels	c) burn waste	r) recycling
4. household trash	d) waste dump	s) abundance
5. incinerate	e) reuse materials	t) preserve
6. landfill	f) break down	u) private matter
7. natural carbon cycle	g) treated water	v) artificial system
8. purified wastewater	h) debated issue	w) compost
9. recycling	i) throw away	x) discard
10. subject of controversy	j) carbon circulation in nature	y) clean environment

	k) non-renewable energy	z) polluted water

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. Pesticides and industrial runoff often contain _____ that can harm wildlife.
2. Most households generate large amounts of _____ every week.
3. Some cities choose to _____ waste instead of sending it to landfills.
4. Many industries must follow _____ to protect the environment and public health.
5. Items that cannot be recycled often end up in a _____.
6. Choosing products carefully and reducing unnecessary consumption is part of _____.
7. A _____ converts waste into electricity, reducing the need for fossil fuels.
8. Cars and power plants that rely on _____ contribute significantly to climate change.
9. Many people try to use products that are _____ in order to reduce their impact on the planet.
10. Organic waste such as food scraps can naturally _____ over time.
11. Some factories treat sewage and release _____ back into rivers safely.
12. Glass, paper, and plastics are common materials that can be processed through _____.
13. Forests play a critical role in the _____ by absorbing and releasing carbon dioxide.
14. It is important not to simply _____ harmful materials, but to handle them properly.
15. The construction of the new airport has become a _____ among local

5. Check your understanding of the article "*Sweden Is Great at Turning Trash to Energy*" by answering the following questions.

1. How does Sweden ensure that its waste-to-energy process remains environmentally friendly?
2. Why is the management of waste sometimes a subject of controversy?
3. How does the process of turning trash into energy affect the natural carbon cycle?
4. In what ways does Sweden promote sustainable consumption among its citizens?
5. Sweden converts much of its waste into electricity and heating. Do you think burning trash for energy is a good environmental solution or only a temporary fix? Why?
6. In Sweden, households carefully separate waste before it is processed. How realistic is it to expect people in your country to sort their trash so strictly?
7. Do you think waste-to-energy systems reduce motivation to recycle?
8. If landfills contain waste and waste-to-energy plants incinerate waste, is recycling still necessary?
9. Should governments invest more in technologies that turn waste into energy, or should they focus primarily on reducing waste altogether?
10. Paper straws are more eco-friendly, than plastic ones in terms of trash, but we need to chop wood to make them. Do you think society sometimes oversimplifies "eco-friendly" choices?

6. Discuss the text with a partner. Express your opinion and compare your impressions.

Read the article **"Sweden Is Great at Turning Trash to Energy"** again. With a partner, discuss the benefits and challenges of Sweden's approach to waste management and energy recovery. Compare it with waste management in your own country or city. Use examples from the article and your own experiences. Consider what is often highlighted in media versus the practical realities of implementing such systems.

Use the following vocabulary: environmentally friendly, waste-to-energy plant, landfill, recycling, household trash, toxic chemicals, sustainable consumption, incinerate, fossil fuels, stringent regulations

Guiding questions (use these during discussion):

1. Which methods of waste management would you **turn down** if they were not safe or environmentally friendly? Why?
2. Do you think it is difficult to implement **stringent regulations** to manage waste effectively? Explain.
3. How does Sweden make its waste management system **environmentally friendly**, and what might other countries struggle to replicate?
4. What are the advantages of using a **waste-to-energy plant** instead of sending trash to a **landfill**?
5. How important is **recycling** in complementing energy recovery?
6. How does Sweden handle waste that contains **toxic chemicals**, and why is this important for public health?
7. Would you like to live in a country where most waste is incinerated rather than sent to a landfill? Why or why not?
8. How does the Swedish system encourage **sustainable consumption** among citizens?
9. Can the reduction of **fossil fuels** through energy-from-waste initiatives have a significant impact on climate change? Discuss.
10. What challenges might a city face when trying to **incinerate** waste safely and efficiently?

Recommendations for the task:

- Work in pairs and take turns asking and answering the questions. Make sure both partners participate actively and have enough time to speak.
- Use at least **five vocabulary items** from the given list naturally and correctly.
- Support your answers with examples from the article. You can also add comparisons from your own country or personal experiences.
- Listen carefully to your partner and respond to their ideas. Ask follow-up questions to show interest and keep the conversation going.
- Take short notes on interesting or important points your partner mentions. These notes may be useful for further discussion or reflection.

7. Present your point of view on Sweden's approach to handling waste and producing energy from trash. In your answer, consider both the benefits often highlighted in the media and the practical challenges of running such a system.

Use the following vocabulary: environmentally friendly, waste-to-energy plant, landfill, recycling, household trash, toxic chemicals, sustainable consumption, incinerate, fossil fuels, stringent regulations

Recommendations for the task:

- Explain whether you think Sweden's methods are effective and sustainable.
- Discuss the environmental, economic, and social aspects of waste-to-energy plants, **recycling**, and landfill reduction.
- Reflect on how realistic it would be for other countries to adopt similar systems.
- Use at least **five vocabulary items** from list.
- Support your opinions with examples from the article, your own country, or personal observations.
- Speak clearly and logically, giving reasons and examples for your points.

Questions to guide your answer:

1. What makes Sweden's system **environmentally friendly**, and why is that important?
2. How do **waste-to-energy plants** help reduce reliance on **fossil fuels**?
3. What are the advantages of reducing the use of **landfills**?
4. How does **recycling** complement energy recovery in Sweden?
5. What challenges might other countries face if they try to implement a similar system?

8. Think back to the article "*Sweden Is Great at Turning Trash to Energy*" Based on what you've read, write a review (200–250 words) discussing Sweden's waste-to-energy system. Consider both the benefits often highlighted in the media and the practical realities of implementing such a system. You can respond to the article's ideas, share your opinion, or reflect on similar experiences in your own country or city.

Use the following vocabulary: environmentally friendly, waste-to-energy plant, landfill, recycling, household trash, toxic chemicals, sustainable consumption, incinerate, fossil fuels, stringent regulations.

Context: After reading the article *"Sweden Is Great at Turning Trash to Energy"*, think critically about both the benefits that are often highlighted in the media and the practical realities of implementing such a system. You can respond to the ideas presented in the article, share your personal opinion, or reflect on similar experiences in your own country or city.

Requirements for your review:

- Use at least five vocabulary items from the list.
- Organize your review with a clear introduction, main body, and conclusion.
- Support your points with examples from the article and, if possible, from your own country or experiences.
- Use linking words such as first, moreover, however, in contrast, therefore to ensure smooth flow and coherence.
- Check your grammar, spelling, and punctuation before submission.

STRUCTURE OF A REVIEW

A review is a critical evaluation of a text, article, book, film, or any other work. It can be written in either the first person (I/we) to give your personal opinion or in a more formal third person (the author, the article) for an objective tone. A review may summarize the main ideas of the work, assess its strengths and weaknesses, and provide your evaluation or recommendations.

Before you start writing, it is important to **plan your review**. Planning helps you organize your ideas clearly, support your opinions with examples, and ensure your review is engaging and coherent.

Introduction. The introduction sets the stage for your review. A strong introduction should include:

- **Title, author, and topic:** Clearly mention the work you are reviewing. **For example**: *"The article 'Sweden Is Great at Turning Trash to Energy' discusses how Sweden manages household waste and produces energy from trash."*
- **Summary of the main idea or purpose:** Explain what the article is about in one or two sentences. Highlight the key focus, e.g., environmental impact, technological solutions, or sustainability.
- **Your overall impression or thesis:** Give your initial opinion about the work. Ask yourself:
    - Is it informative, engaging, or persuasive?
    - Does it achieve its purpose?
    - Example: *"Overall, the article is very informative and shows an effective example of modern waste management, but it could have included more information about the costs and challenges of implementing the system."*

Tips: The introduction should be brief but clear. Avoid giving too many details here—that belongs in the main body.

Main body. The main body is the heart of your review, where you explain, analyze, and evaluate the work in detail. A well-developed main body includes:

- **Summary of key points:** Write in your own words what the article discusses. Identify the main ideas, such as:
    - How Sweden handles **household trash**.
    - The role of **waste-to-energy plants** and **recycling**.
    - Reducing **landfills** and managing **toxic chemicals**.
- **Evaluation of strengths and weaknesses:** Consider what works well and what could be improved. Examples:

    - Strengths: clear explanations, good examples, well-organized content.
    - Weaknesses: missing details, complex terminology, or lack of real-world comparisons.
- **Supporting your opinion:** Use examples from the article. You can also add personal experience or compare with your own country. Example:
    - *"The article shows that Sweden's waste-to-energy plants are very efficient, which reminds me of similar but less advanced systems in my city."*
- **Organize logically:** Use multiple paragraphs and linking words to guide the reader:
    - **First**, Sweden processes household trash efficiently.
    - **Moreover**, recycling reduces the need for raw materials.
    - **However**, building waste-to-energy plants is expensive.
    - **Therefore**, not every country can replicate this system easily.

Tips: Each paragraph should focus on one main idea. Avoid jumping between topics randomly.

Conclusion. The conclusion wraps up your review and leaves the reader with a clear impression. Include:

- **Overall evaluation:** Summarize your opinion on the work, considering both strengths and weaknesses.
- **Recommendations or final comments:** Would you recommend this article to others? Why or why not?
- **Broader implications (optional):** Suggest lessons, insights, or how the information could be applied elsewhere.
  Example: *"In conclusion, the article provides a useful overview of Sweden's waste management system. I would recommend it to anyone interested in sustainable energy solutions. Other countries could learn from Sweden's approach, but financial and technical challenges must be considered."*

Article 2

9. Read the article: "'Choose people and planet over pain': UN chief highlights climate impact of war in New Year's call"

10. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**absorption capacity** /əbˈzɔːrpʃən kəˈpæsɪti/ *Forests have a high absorption capacity for carbon dioxide.*	the ability of a system (e.g., forest, ocean) to take in substances like CO_2	поглинальна здатність
2	**biodiversity** /ˌbaɪ.oʊ.dɪˈvɜːrsɪti/ *Protecting wetlands helps maintain biodiversity.*	the variety of life in a particular habitat or on the planet	біорізноманіття
3	**carbon dioxide** /ˌkɑːrbən daɪˈɒksaɪd/ *Cars and factories produce large amounts of carbon dioxide.*	a colorless gas produced by burning carbon and organic matter, contributing to climate change	вуглекислий газ

4	**climate agreement** /ˈklaɪ.mət əˈgriːmənt/ *Countries signed a climate agreement to reduce emissions.*	a formal international treaty or deal to combat climate change	угода щодо клімату
5	**climate change adaptation** /ˈklaɪ.mət tʃeɪndʒ ˌædæpˈteɪʃən/ *Farmers need climate change adaptation strategies to cope with droughts.*	adjustments in human or natural systems to reduce harm from climate change	адаптація до змін клімату
6	**climate impact** /ˈklaɪ.mət ˈɪmpækt/ *The climate impact of deforestation is severe.*	the effect that human activities or natural events have on the climate	вплив на клімат
7	**fuel-guzzling** /ˈfjuːəl ˌgʌzlɪŋ/ *He decided not to buy the old fuel-guzzling SUV.*	describes vehicles or machines that consume a lot of fuel	що витрачає багато палива, ненажерливий у витраті палива
8	**greenhouse gas emissions** /ˈgriːnˌhaʊs gæs ɪˈmɪʃənz/ *Reducing greenhouse gas emissions is crucial to fight climate change.*	release of gases like CO_2 , CH_4 , or N_2O that trap heat in the atmosphere	викиди парникових газів
9	**heal the planet** /hiːl ðə ˈplænɪt/ *Planting more trees is one way to heal the planet.*	actions aimed at restoring environmental health and sustainability	зцілити планету, відновити природу
10	**invest in development** /ɪnˈvɛst ɪn dɪˈvɛləpmənt/ *Governments should invest in development to improve renewable energy.*	to allocate resources (money, time, effort) to improve infrastructure, technology, or society	інвестувати в розвиток
11	**lay bare** /leɪ ˈbeər/ *The report laid bare the extent of climate destruction.*	to reveal or expose something clearly	викривати, робити очевидним
12	**military spending** /ˈmɪlɪtəri ˈspɛndɪŋ/ *Some argue that excessive military spending could be redirected to green projects.*	money spent by a government on armed forces and defense	військові витрати

13	**opaque** /oʊˈpeɪk/ *The company's carbon reporting is often opaque and hard to understand.*	not transparent; difficult to understand or interpret	непрозорий, незрозумілий
14	**staggering** /ˈstægərɪŋ/ *The amount of plastic waste in the ocean is staggering.*	extremely large, surprising, or shocking	приголомшливий
15	**toxic emissions** /ˈtɒksɪk ɪˈmɪʃənz/ *Factories are regulated to reduce toxic emissions.*	harmful substances released into the air, water, or soil	токсичні викиди

11. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. carbon dioxide	a) energy-inefficient	p) oxygen
2. climate change adaptation	b) restore Earth	q) clean air
3. climate impact	c) environmental effect	r) transparent
4. fuel-guzzling	d) fund growth	s) resistance to climate
5. greenhouse gas emissions	e) CO_2	t) conceal
6. heal the planet	f) sustainable consumption	u) transparent
7. invest in development	g) adjustment to climate	v) harmlessness
8. lay bare	h) unclear	w) fuel-efficient
9. opaque	i) astonishing	x) damage the planet
10. staggering	j) expose	y) ordinary
	k) carbon emissions	z) neglect

12. Choose the correct option (A, B, or C) to complete each sentence.

1. Deforestation has a severe _____ on global temperatures.
   A) climate impact
   B) military spending
   C) staggering
2. Governments should _____ to improve renewable energy and infrastructure.
   A) heal the planet
   B) invest in development
   C) fuel-guzzling
3. Some critics argue that excessive _____ could be redirected to environmental programs.
   A) military spending
   B) climate agreement
   C) biodiversity
4. The amount of plastic in the ocean is truly _____.
   A) opaque
   B) staggering
   C) toxic emissions

5. Planting trees and reducing pollution are ways to _____.
   A) heal the planet
   B) lay bare
   C) absorption capacity
6. Farmers need _____ strategies to cope with droughts and floods caused by climate change.
   A) climate change adaptation
   B) carbon dioxide
   C) invest in development
7. Reducing _____ is crucial to fight global warming.
   A) greenhouse gas emissions
   B) fuel-guzzling
   C) opaque
8. Old SUVs are often very _____ and consume too much fuel.
   A) staggering
   B) fuel-guzzling
   C) military spending
9. Countries signed a _____ to reduce emissions and protect the environment.
   A) opaque
   B) toxic emissions
   C) climate agreement
10. Factories are regulated to limit _____ that harm human health and wildlife.
    A) carbon dioxide
    B) toxic emissions
    C) staggering
11. Cars and power plants produce large amounts of _____.
    A) military spending
    B) opaque
    C) carbon dioxide
12. Investigative reports often _____ the extent of environmental destruction.
    A) climate impact
    B) lay bare
    C) staggering
13. Some companies make their reporting intentionally _____, making it hard to understand.
    A) staggering
    B) opaque
    C) biodiversity
14. Wetlands have a high _____ for absorbing carbon from the atmosphere.
    A) fuel-guzzling
    B) absorption capacity
    C) military spending
15. Protecting forests helps maintain _____ and ecosystem health.
    A) carbon dioxide
    B) climate change adaptation
    C) biodiversity

13. Check your understanding of the article "'Choose people and planet over pain': UN chief highlights climate impact of war in New Year's call" by answering the following questions.

1. Should countries be held responsible for environmental damage caused during conflicts, even many years later?
2. How could countries invest in development to reduce environmental damage caused by conflicts?

3. In what ways does military spending contribute to environmental problems?
4. In your opinion, which causes more long-term harm: economic damage from war or environmental damage?
5. Should environmental protection be included in peace negotiations or international agreements after a war ends?
6. Is war ever truly justified, or is it always a failure of diplomacy?
7. Should countries always defend themselves militarily if attacked, or can surrender sometimes to save more lives?
8. Do you think modern wars are fought more for political interests than for real security needs?
9. Is it morally acceptable to use advanced weapons if they shorten a war but cause large civilian casualties and environmental damage?
10. Who suffers the most in wars — soldiers, civilians, or future generations?

14. Discuss the text with a partner: Express your opinion and compare your impressions. "'Choose people and planet over pain': UN chief highlights climate impact of war in New Year's call". Read the article again.

Context: With a partner, discuss how war affects the climate and the environment, and how global priorities such as military spending, development, and climate action are interconnected. Compare the ideas from the article with your own views, your country's situation, or other conflicts you know about. Consider what is often emphasized in political speeches and media coverage versus the long-term environmental consequences of war.

Use the following vocabulary: climate impact, invest in development, military spending, staggering, heal the planet, climate change adaptation, greenhouse gas emissions, fuel-guzzling, climate agreement, toxic emissions, carbon dioxide, lay bare, opaque, absorption capacity, biodiversity.

Guiding questions (use these during discussion):

1. What does the article say about the **climate impact** of war, and why does the UN chief describe it as staggering?
2. Should governments reduce **military spending** in order to **invest in development** and climate action? Why or why not?
3. How does the article **lay bare** the connection between armed conflict and environmental destruction?
4. Why are **greenhouse gas emissions** and **carbon dioxide** from military activity often overlooked in climate debates?
5. How do **fuel-guzzling** military vehicles and destroyed infrastructure worsen climate change?
6. What kinds of **toxic emissions** can result from war, and how do they affect people and ecosystems?
7. How does war damage nature's **absorption capacity**, such as forests and soil, and why is this dangerous?
8. In what ways is **biodiversity** threatened in conflict zones?
9. Do you think international **climate agreements** can be effective while wars are ongoing? Explain your view.
10. How important is **climate change adaptation** for countries affected by conflict and instability?
11. Do you think governments are being **opaque** about the environmental cost of war? Why?
12. What would it really mean to "**heal the planet**" in a world where conflicts continue?

Recommendations for the task:

- Work in pairs and take turns asking and answering the questions.
- Make sure both partners participate actively and speak for roughly the same amount of time.

- Use **at least five vocabulary items** from the list naturally and correctly.
- Support your answers with examples from the article and, if possible, from your own country or personal observations.
- Listen carefully to your partner's ideas and respond to them. Ask follow-up questions to deepen the discussion.
- Take short notes on key or interesting points your partner mentions for later reflection or class discussion.

15. Present your point of view on the UN Secretary-General's message about the climate impact of war. In your answer, discuss how armed conflicts affect the environment and global climate goals. Consider both the arguments highlighted by the UN and the real political and economic challenges that make climate action difficult during wartime.

Use the following vocabulary: climate impact, military spending, invest in development, greenhouse gas emissions, fuel-guzzling, toxic emissions, carbon dioxide, climate change adaptation, climate agreement, biodiversity, absorption capacity, staggering

Recommendations for the task:

- Explain whether you agree with the UN chief's view that the environmental consequences of war are underestimated.
- Discuss the **environmental, economic, and social** consequences of war, especially in relation to climate change.
- Reflect on how realistic it is for countries involved in conflicts to prioritize climate action and **invest in development**.
- Use **at least five vocabulary items** from the list.
- Support your opinions with examples from the article, your own country, or personal observations.
- Speak clearly and logically, giving reasons and examples for your points.

Questions to guide your answer:

1. What does the article reveal about the **climate impact** of war, and why does the UN describe it as **staggering**?
2. How do **military spending** and **fuel-guzzling** military operations contribute to higher **greenhouse gas emissions**?
3. Why are **toxic emissions** and **carbon dioxide** released during wars often ignored in climate discussions?
4. How does armed conflict weaken nature's **absorption capacity** and threaten **biodiversity**?
5. In what ways does war slow down **climate change adaptation** and the implementation of international **climate agreements**?
6. Do you think governments should redirect resources from warfare to **invest in development** and environmental protection? Why or why not?
7. How realistic is it to "choose people and planet over pain" in the context of ongoing global conflicts?

16. Think back to the article "'Choose people and planet over pain': UN chief highlights climate impact of war in New Year's call" Based on what you've read, write a review (200–250 words) discussing the environmental and climate consequences of war highlighted by the UN Secretary-General. Consider both the moral appeal emphasized in the article and the practical political and economic challenges of prioritising climate action during armed conflicts. You may respond to the article's ideas, share your opinion, or reflect on examples from your own country or recent global events.

Use the following vocabulary: climate impact, greenhouse gas emissions, military operations, fossil fuels, toxic emissions, biodiversity, climate change adaptation, climate agreements, invest in development, environmental destruction, global responsibility, staggering

Context: After reading the article "'Choose people and planet over pain': UN chief highlights climate impact of war in New Year's call", think critically about how warfare affects the climate and the environment. While media discussions often focus on human casualties and political outcomes, the article draws attention to the long-term environmental damage caused by conflict and urges world leaders to rethink their priorities.

Requirements for your review

- Use **at least five vocabulary items** from the given list (e.g. *climate impact, greenhouse gas emissions, military operations, fossil fuels, biodiversity, climate change adaptation, climate agreements, invest in development, toxic emissions, staggering*).
- Organize your review with a **clear introduction, main body, and conclusion**.
- Support your points with **examples from the article** and, if possible, from **your own country or personal experience**.
- Use **linking words** such as *first, moreover, however, in contrast, therefore, finally* to ensure smooth flow and coherence.
- Check your **grammar, spelling, and punctuation** before submission.

STRUCTURE OF A REVIEW

A review is a critical evaluation of a text, article, book, film, or other work. It can be written in the first person (I/we) to express personal opinion or in a more formal third person (the author, the article) for an objective tone. A review usually summarizes the main ideas of the work, evaluates its strengths and weaknesses, and provides the writer's overall assessment or recommendation.

Before writing, it is important to plan your review. Planning helps organize ideas clearly, support opinions with examples, and ensure the review is coherent and well structured.

Introduction. The introduction sets the context for your review. It should include:

- **Title, author, and topic**: Clearly mention the article you are reviewing. **Example:** *"The article "'Choose people and planet over pain': UN chief highlights climate impact of war in New Year's call" focuses on the environmental consequences of modern warfare and the need to prioritise climate action."*
- **Summary of the main idea or purpose**: Briefly explain what the article is about in one or two sentences, highlighting its central message (e.g. the climate impact of war, global responsibility, or the link between conflict and environmental destruction).
- **Overall impression or thesis**: Give your general opinion of the article. Consider:
    - Is it persuasive or informative?
    - Does it successfully draw attention to an often ignored issue?

  Example: *"Overall, the article is powerful and persuasive, as it highlights the staggering environmental damage caused by war, although it offers fewer concrete solutions for governments in conflict situations."*

Tip: Keep the introduction brief and focused. Avoid too many details at this stage.

Main body. The main body develops your analysis and evaluation in detail. It should be divided into clear paragraphs, each focusing on one main idea.

1. Summary of key points

Explain the main ideas of the article in your own words, for example:

- How war contributes to **greenhouse gas emissions** and **toxic emissions**.
- The role of **military operations** and their dependence on **fossil fuels**.
- The damage caused to **biodiversity** and natural ecosystems.
- The UN's call to shift priorities from military spending to climate action and peace.

2. Evaluation of strengths and weaknesses

Assess what the article does well and where it could be improved:

- **Strengths**: strong moral message, clear link between war and climate impact, global perspective.

- **Weaknesses**: limited discussion of political obstacles, lack of detailed policy solutions, or abstract language.

3. Supporting your opinion

Support your evaluation with examples:

- Refer directly to points made in the article.
- Add comparisons with your own country or recent conflicts, if relevant.

Example: *"The article's discussion of environmental destruction caused by war reflects situations in my region, where damaged infrastructure and polluted land continue to affect people long after the fighting has ended."*

4. Logical organization. Use linking words to guide the reader:

- *First*, the article explains the climate impact of war.
- *Moreover*, it highlights the pressure military activity places on the planet.
- *However*, it acknowledges the difficulty of prioritising climate change adaptation during conflict.
- *Therefore*, the author argues for global responsibility and long-term thinking.

Conclusion. The conclusion should clearly summarize and evaluate the article:

- **Overall evaluation**: Restate your opinion, balancing strengths and weaknesses.
- **Recommendations or final comments**: Say whether you would recommend the article and to whom.
- **Broader implications (optional)**: Reflect on what governments or societies could learn from the article.

Example: *"In conclusion, the article provides a compelling reminder that war does not only harm people but also the planet. I would recommend it to readers interested in climate policy and global security, as it encourages a shift towards peace, sustainable development, and environmental responsibility."*

Part III: Stating and Supporting Your Ideas

Video 1

1. Watch the video "The Problem with Consumerism"
https://www.youtube.com/watch?v=x0ckvo2Z5BU
2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**buy one's way out of** /ˌbaɪ weɪ aʊt əv/ *Many governments try to buy their way out of environmental problems instead of addressing the root causes.*	to solve a problem by spending money rather than changing behaviour	«відкупитися» від проблеми
2	**brunt** /brʌnt/ *Developing countries often bear the brunt of climate change and war.*	the main force or impact of something harmful	основний удар
3	**carbon footprint** /ˈkɑːbən ˈfʊtprɪnt/ *Military activity dramatically increases a country's carbon footprint.*	the total amount of greenhouse gases produced	вуглецевий слід, обсяг викиду вуглецю
4	**cumulative** /ˈkjuːmjʊlətɪv/ *The cumulative environmental damage of war can last for decades.*	increasing gradually over time	накопичувальний
5	**epitomize** /ɪˈpɪtəmaɪz/ *Burning oil fields epitomize the environmental cost of armed conflict.*	to be a perfect example of something	уособлювати
6	**far-reaching consequences** /ˌfɑː ˈriːtʃɪŋ ˈkɒnsɪkwənsɪz/ *Wars have far-reaching consequences for the climate and biodiversity.*	long-lasting and wide-ranging effects	далекосяжні наслідки
7	**insidious** /ɪnˈsɪdɪəs/ *Toxic pollution caused by war is often insidious and difficult to* detect.	spreading harm slowly and secretly	підступний

8	**investments in clean energy** /ɪnˈvestmənts ɪn kliːn ˈenədʒi/ *Investments in clean energy are essential for sustainable recovery after war.*	money spent on environmentally friendly energy	інвестиції в чисту (екологічну) енергетику
9	**overconsumption** /ˌəʊvəkənˈsʌmpʃən/ *Overconsumption of resources worsens global environmental crises.*	excessive use of resources	надмірне споживання
10	**renewable energy** /rɪˈnjuːəbl ˈenədʒi/ *Renewable energy can reduce dependence on fossil fuels.*	energy from naturally replenished sources	відновлювана енергія
11	**root cause** /ruːt kɔːz/ *War is often a root cause of environmental destruction.*	the fundamental reason for a problem	першопричина
12	**slumping economy** /ˈslʌmpɪŋ ɪˈkɒnəmi/ *A slumping economy makes climate action more difficult.*	an economy in decline	економіка в стані спаду
13	**spur growth** /spɜː grəʊθ/ *Green policies can spur growth while protecting the planet.*	to encourage development	стимулювати зростання
14	**trinkets** /ˈtrɪŋkɪts/ *Cheap trinkets reflect a culture of overconsumption.*	small objects of little value	дрібнички
15	**vested interest** /ˌvestɪd ˈɪntrəst/ *Some industries have a vested interest in delaying climate action.*	a personal or financial stake	егоїстична зацікавленість, корисливий інтерес

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. spur growth	a) declining economy	p) limited impact
2. slumping economy	b) accumulated	q) booming economy
3. investments in clean energy	c) underutilization	r) misrepresent

4. insidious	d) stimulate development	s) surface symptom
5. cumulative	e) funding renewable energy	t) hinder growth
6. epitomize	f) exemplify	u) overpopulation
7. root cause	g) widespread effects	v) harmless
8. buy our way out of	h) excessive use	w) moderate use
9. overconsumption	i) subtle and harmful	x) face consequences
10. far-reaching consequences	j) underlying reason	y) fossil fuel investment
	k) pay to escape	z) individual

4. **Complete each sentence with suitable words and phrases from the vocabulary.**

1. Governments often try to _____ by providing tax cuts and subsidies to small businesses.
2. The country is struggling with a _____, with unemployment rates rising every month.
3. Many companies are making _____ to reduce reliance on fossil fuels.
4. The effects of misinformation online can be very _____, spreading unnoticed and causing harm.
5. The _____ effect of small daily savings can add up to a large amount over time.
6. Tourists often buy cheap souvenirs and _____ at the local markets.
7. The Olympic athlete seemed to _____ the spirit of dedication and hard work.
8. Poverty is often considered the _____ of many social problems.
9. During the hurricane, the coastal towns bore the _____ of the storm.
10. We cannot simply _____ environmental problems; real action is needed.
11. Modern society faces serious challenges due to the _____ of natural resources.
12. Lobbyists often have a _____ in keeping certain laws unchanged.
13. Reducing your _____ is an important step in tackling climate change.
14. Solar panels and wind turbines are examples of _____ that help reduce carbon emissions.
15. Ignoring climate change could have _____ for future generations.

5. Answer the following questions.

1. How does consumerism spur growth in the economy, and what are the potential downsides?
2. Who bears the brunt of environmental damage caused by mass consumption?
3. How do some companies or governments try to buy their way out of environmental responsibility?
4. How does the video explain the link between individual carbon footprints and consumer habits?
5. The video suggests that more consumption does not necessarily make people happier. Do you agree based on your own experience?
6. Do you think modern society pressures people to buy things they don't actually need? Where do you notice this pressure most?
7. The idea of "your dollar is your vote" suggests that buying certain products can create change. Do you believe consumer choices really influence global problems?
8. Some companies promote "green" products. Is this genuine environmental responsibility or mostly marketing ("greenwashing")?
9. The concept of degrowth proposes reducing economic growth and consumption. Would you be willing to accept a lower standard of living to prevent climate change?
10. The video suggests that corporations and governments—not individuals—should bear most responsibility for reducing emissions. Do you agree, or do individuals still have a major role?

6. Present your point of view on the key message of the video *"The Problem with Consumerism".* In your answer, discuss how consumerism affects the environment, society, and long-term sustainability. Consider both the arguments highlighted in the video and the economic and social pressures that make reducing consumption difficult.

Use the following vocabulary: consumerism, overconsumption, carbon footprint, renewable energy, vested interests, spur growth, cumulative, far-reaching consequences, trinkets, buy our way out of

Consider the following points:

- Explain whether you agree with the video's argument that modern consumerism is a major driver of environmental damage.
- Discuss the environmental, economic, and social consequences of overconsumption.
- Reflect on how realistic it is for individuals, companies, and governments to reduce consumption while trying to spur growth.
- Use **at least five** vocabulary items from the list.
- Support your opinions with examples from the video, your own country, or personal observations.
- Speak clearly and logically, giving reasons and examples for your points.

Questions to guide your answer:

1. What does the video reveal about **consumerism** and its role in shaping modern lifestyles?
2. How does **overconsumption** contribute to a growing **carbon footprint** on both an individual and global level?
3. Why does the video argue that buying cheap **trinkets** has a **cumulative** negative effect on the environment?
4. How do companies and governments justify overconsumption as a way to **spur growth**, even when it causes long-term damage?
5. What role do **vested interests** play in maintaining a consumer-driven economic system?
6. Why is the idea that we can simply **buy our way out of** environmental problems criticized in the video?
7. Can **renewable energy** alone solve the problems caused by consumerism, or are deeper lifestyle changes needed?
8. What are the **far-reaching consequences** of continuing current consumption patterns for future generations?

7. Think back to the video "The Problem with Consumerism". Based on what you've seen, write a **review (200–250 words)** discussing the key arguments presented in the video about modern consumer culture and its social, economic, and environmental consequences. Consider both the criticism of consumerism and the challenges of changing consumption habits in today's global economy. You may respond to the video's ideas, express your opinion, or reflect on examples from your own country or personal experience.

Use the following vocabulary: spur growth, slumping economy, overconsumption, carbon footprint, renewable energy, trinkets, vested interest, root cause, cumulative, far-reaching consequences

Context: After watching the video **"The Problem with Consumerism"**, reflect critically on how constant consumption shapes modern society. The video argues that consumerism is often presented as necessary to **spur growth**, yet it creates long-term environmental damage, social inequality, and psychological dissatisfaction. Rather than focusing only on individual choices, the video highlights structural problems within the global economic system.

Requirements for your review

- Use **at least five** vocabulary items from the given list.
- Organize your review with a **clear introduction, main body, and conclusion**.

- Support your ideas with examples from the video and, if possible, from your own country or personal observations.
- Use linking words such as *first, moreover, however, in contrast, therefore, finally* to ensure coherence.
- Check your grammar, spelling, and punctuation before submission.

STRUCTURE OF A REVIEW

A review is a critical evaluation of a video, article, or other work. It can be written in the first person to express personal opinion or in a more formal third person for an objective tone. A strong review summarizes the main ideas, evaluates arguments, and presents a clear overall assessment.

Introduction

• Title and topic of the video
• Brief summary of its central argument
• Overall impression or thesis

Example: *"The video 'The Problem with Consumerism' explores how modern economies depend on constant consumption and argues that this model causes long-term environmental and social harm."*

Main body

1. Summary of key points
2. Evaluation of strengths and weaknesses
3. Personal reflection or real-world examples
4. Logical structure using linking words

Conclusion

• Overall evaluation of the video
• Recommendation to the reader
• Broader implications for society and sustainability

Suggested title ideas:

• *Buying Too Much: A Review of "The Problem with Consumerism"*
• *Growth at What Cost? Consumerism and Its Consequences*
• *The Hidden Price of Overconsumption*

Video 2

8. Watch the video "You've been lied to about Net Zero"

https://www.youtube.com/watch?v=bX1n25rN8yg

9. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**double down on** /ˈdʌbəl daʊn ɒn/ *The company decided to double down on renewable energy projects.*	to commit oneself strongly to a particular course of action	подвоювати зусилля, рішуче підтримувати
2	**disingenuous** /ˌdɪs.ɪnˈdʒen.ju.əs/ *His apology seemed disingenuous.*	not sincere, pretending to know less than one actually does	нещирий, лицемірний

3	**egregiously** /ɪˈgriː.dʒi.əs.li/ *The report was egregiously inaccurate.*	in a shocking or obviously bad way	обурливо, кричуще
4	**existential threat** /ˌɛg.zɪˈstɛn.ʃəl θrɛt/ *Climate change is considered an existential threat.*	a danger that could lead to complete destruction or collapse	екзистенційна загроза
5	**fact-driven debate** /fækt ˈdrɪvən dɪˈbeɪt/ *The panel engaged in a fact-driven debate about energy policies.*	a discussion based on evidence and facts rather than opinions	дискусія, заснована на фактах
6	**financial incentives** /faɪˈnæn.ʃəl ɪnˈsen.tɪvz/ *Governments offer financial incentives for electric cars.*	monetary rewards or benefits designed to encourage certain behavior	фінансові стимули
7	**heat wave** /hiːt weɪv/ *The city experienced a severe heat wave last summer.*	a prolonged period of excessively hot weather	період сильної спеки
8	**inflate the costs** /ɪnˈfleɪt ðə kɒsts/ *Some contractors try to inflate the costs of repairs.*	to exaggerate or overstate expenses	завищувати витрати
9	**misrepresent the facts** /ˌmɪsˌrɛprɪˈzɛnt ðə fæks/ *The article misrepresented the facts about the study.*	to present information in a false or misleading way	спотворювати факти
10	**operational savings** /ˌɒpəˈreɪʃənl ˈseɪvɪŋz/ *Upgrading the equipment led to significant operational savings.*	reductions in ongoing expenses through efficiency	економія на експлуатаційних витратах
11	**restore wetlands** /rɪˈstɔː ˈwɛtləndz/ *Volunteers worked to restore wetlands near the river.*	to bring marshes, swamps, or bogs back to their natural state	відновлювати болота / водно-болотні угіддя
12	**solar panels** /ˈsəʊlər ˈpænəlz/ *The school installed solar panels on the roof.*	devices that convert sunlight into electricity	сонячні панелі

13	**stance** /stæns/ *The politician clarified her stance on climate change.*	a position or attitude on an issue	позиція, ставлення
14	**the cost plummeted** /ðə kɒst ˈplʌmɪtɪd/ *After the subsidy, the cost plummeted.*	the price fell sharply	ціна різко впала
15	**upfront investment** /ˈʌp.frʌnt ɪnˈvɛstmənt/ *Solar panels require a large upfront investment.*	initial capital required before starting a project	початкові інвестиції

10. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. double down on	a) deceitful	p) fossil fuel generators
2. disingenuous	b) monetary rewards	q) opinion-based argument
3. existential threat	c) reinforce	r) operational losses
4. fact-driven debate	d) mortal danger	s) neutrality
5. financial incentives	e) position	t) sincere
6. misrepresent the facts	f) the price dropped sharply	u) deferred investment
7. operational savings	g) evidence-based discussion	v) the cost soared
8. stance	h) distort the truth	w) back off from
9. the cost plummeted	i) initial capital	x) minor risk
10. upfront investment	j) overstate expenses	y) financial penalties
	k) cost reductions	z) present accurately

11. Choose the correct option (A, B, or C) to complete each sentence.

1. The article was criticized because it seemed to _____ rather than report the truth.
   A) restore wetlands
   B) misrepresent the facts
   C) solar panels
2. The government has launched a program to _____ destroyed marshes and swamps.
   A) restore wetlands
   B) the cost plummeted
   C) disingenuous
3. The company decided to _____ on its commitment to renewable energy despite the economic downturn.
   A) double down on
   B) heat wave
   C) egregiously
4. The panel engaged in a _____, relying on evidence rather than opinions.
   A) fact-driven debate
   B) upfront investment
   C) operational savings

5. Many households are installing _____ to reduce electricity bills and carbon emissions.
   A) stance
   B) financial incentives
   C) solar panels
6. After the subsidy was announced, _____ for solar installations.
   A) disingenuous
   B) inflate the costs
   C) the cost plummeted
7. His apology seemed _____ and did not convince anyone.
   A) egregiously
   B) disingenuous
   C) double down on
8. Installing a solar energy system often requires a large _____.
   A) operational savings
   B) upfront investment
   C) restore wetlands
9. By upgrading the equipment, the company achieved significant _____.
   A) stance
   B) operational savings
   C) fact-driven debate
10. During the recent _____, temperatures reached record highs.
    A) heat wave
    B) existential threat
    C) solar panels
11. Some contractors try to _____ to make their services seem more expensive than they are.
    A) inflate the costs
    B) misrepresent the facts
    C) double down on
12. The report was criticized for being _____ inaccurate.
    A) stance
    B) upfront investment
    C) egregiously
13. Climate change is considered an _____ that threatens the survival of humanity.
    A) restore wetlands
    B) operational savings
    C) existential threat
14. Governments often provide _____ to encourage people to switch to renewable energy.
    A) heat wave
    B) financial incentives
    C) solar panels
15. The politician refused to change her _____ on environmental issues.
    A) stance
    B) misrepresent the facts
    C) the cost plummeted

12. Answer the comprehension questions referring to the key points in the video "You've been lied to about Net Zero"

1. How did the media or companies sometimes misrepresent the facts about achieving Net Zero?

2. How did the video explain that the cost plummeted for certain green technologies over the past decade?
3. What examples in the video showed egregiously misleading information being presented?
4. What is the speaker's overall stance on the claims about Net Zero policies?
5. Should governments spend large amounts of money on achieving net zero even during times of economic difficulty?
6. Some argue that net zero is too expensive. Others say the cost of doing nothing is much higher. Which argument seems more convincing to you? Why?
7. Is it fair to expect countries that produce less than 1% of global emissions to invest heavily in reducing them?
8. Is it realistic to electrify most industries, transport, and heating systems within the next few decades?
9. Some politicians argue that climate policies harm ordinary people by increasing energy costs. Do you think environmental policies are socially fair?
10. Do you believe technological solutions (carbon capture, renewable energy, electrification) can solve climate change without major lifestyle changes?

13. Present your point of view on the main message of the video "You've been lied to about Net Zero". In your answer, discuss the controversies around Net Zero policies, their economic and environmental implications, and whether current climate strategies are effective or misleading. Consider both the arguments presented in the video and the broader challenges of climate policy.
Use the following vocabulary: misrepresent the facts, fact-driven debate, double down on, disingenuous, inflate the costs, upfront investment, operational savings, solar panels, financial incentives, existential threat
Recommendations for the task:
• Explain whether you agree with the video's claim that the idea of Net Zero is often **misrepresented** in public discourse.
• Discuss the economic and political arguments used to **inflate the costs** of climate policies.
• Reflect on whether governments should **double down on** Net Zero strategies despite criticism.
• Use **at least five** vocabulary items from the list.
• Support your opinions with examples from the video, your own country, or personal observations.
• Present your ideas clearly and logically, giving reasons and examples.
Questions to guide your answer:
1. What does the video suggest about how politicians and media **misrepresent the facts** about Net Zero?
2. Why does the author call some climate arguments **disingenuous**, and how does this affect public trust?
3. How are Net Zero policies framed as an **existential threat** to economies or living standards in the video?
4. Why do critics often **inflate the costs** of renewable technologies such as **solar panels**?
5. How does the video compare **upfront investment** in green energy with long-term **operational savings**?
6. What role do **financial incentives** play in shaping support or opposition to Net Zero policies?
7. Why does the video argue for a more **fact-driven debate** on climate solutions?
8. After watching the video, do you think governments should continue to **double down on** Net Zero goals? Why or why not?

14. Think back to the video "You've been lied to about Net Zero". Based on what you've seen, write write a review (200–250 words) discussing the main arguments of the video and its critique

of Net Zero policies. Consider both the claims made by the author and the wider political, economic, and environmental debate surrounding climate targets. You may respond to the video's ideas, express your opinion, or reflect on examples from your own country or recent global discussions.

Use the following vocabulary: misrepresent the facts, fact-driven debate, disingenuous, inflate the costs, upfront investment, operational savings, solar panels, financial incentives, existential threat, stance

Context

After watching the video **"You've been lied to about Net Zero"**, reflect critically on how Net Zero policies are presented to the public. The video argues that climate targets are often misunderstood or deliberately misrepresented, leading to public fear, political resistance, and distorted economic debates. Rather than rejecting climate action outright, the video calls for a more balanced, evidence-based discussion.

Requirements for your review

- Use **at least five** vocabulary items from the given list.
- Organize your review with a **clear introduction, main body, and conclusion**.
- Support your points with examples from the video and, if possible, from your own country or personal observations.
- Use linking words such as *first, moreover, however, in contrast, therefore, finally* to ensure coherence.
- Check your grammar, spelling, and punctuation before submission.

STRUCTURE OF A REVIEW

A review is a critical evaluation of a video, article, book, or other work. It may be written in the **first person** to express personal opinion or in a more **formal third person** for an objective tone. A good review summarizes key ideas, evaluates arguments, and presents a clear overall judgment.

Introduction

- Title and topic of the video
- Brief summary of its main idea
- Overall impression or thesis

Example: *"The video 'You've been lied to about Net Zero' challenges common assumptions about climate policies, arguing that public debate around Net Zero is often misleading and emotionally driven rather than evidence-based."*

Main body

1. Summary of key arguments
2. Evaluation of strengths and weaknesses
3. Support with examples and reflection
4. Logical organization using linking words

Conclusion

- Overall evaluation of the video
- Recommendation and final thoughts
- Broader implications for climate policy and public debate

Suggested title ideas:

- *Net Zero: Truth, Fear, and Misinformation*
- *A Critical Review of "You've Been Lied to About Net Zero"*
- *Between Climate Action and Public Fear*

EXTRA INFORMATION
Unit 9

Article 1

https://science.howstuffworks.com/environmental/green-tech/energy-production/sweden-is-great-at-turning-trash-to-energy.htm

Sweden Is Great at Turning Trash to Energy

By: Patrick J. Kiger | Updated: Jun 9, 2023

As far as having an environmentally friendly reputation, you couldn't do much better than Sweden. After all, it's the country that brought us plogging, the fitness craze in which runners carry along trash bags and pick up refuse along their routes, and a place where environmental researchers teamed up with a brewery to create a beer, PU:REST, that's brewed with purified wastewater, to help convince consumers of the virtues of recycled H2O. And you've probably read numerous stories on the internet proclaiming that the Swedes are so fastidious about recycling that they're actually running out of garbage to use as fuel in their waste-to-energy plants, and are forced to import other countries' trash. (That's not exactly the case, as we'll get into later.)

But hype aside, Sweden does a pretty impressive job of keeping its municipal solid waste — i.e., household garbage — out of landfills. In the U.S., nearly 53 percent of the stuff we discard in the trash ends up being buried. The Swedes, in comparison, only put only 31,000 tons (28,122 metric tons) — less than seven-tenths of 1 percent — of their 4.7 million tons (4.26 million metric tons) of municipal solid waste into the ground in 2016, the most recent year for which data is available. That's according to a report by Avfall Sverige, an association that represents both the public and private waste management and recycling sectors in Sweden.

Recycling is a big deal in Sweden, where it's required by law. Most people dutifully separate their household refuse and either put it by the curbside for pickup or drop it off at recycling stations, which are generally within 1,000 feet (300 meters) of every residential area in the country, according to Sweden.se, the official national website.

"Recycling (almost) everything is now a social norm in Sweden," Owen Gaffney, a global sustainability analyst and communicator at Stockholm Resilience Centre and Future Earth, explains in an email. "Local authorities make it easy. Once these norms are embedded in your thinking it actually feels cognitively uncomfortable when you visit another country and can't find easy ways to recycle. I get recycle anxiety."

A little more than half of Sweden's household waste is recycled, composted or processed through anaerobic digestion, according to Avfall Sverige's report. That's considerably better than the 34.6 percent that Americans recycle or compost.

Waste to Energy

The remainder — close to half of Sweden's household trash — is burned in the nation's 33 waste-to-energy, or WTE, plants. Those facilities provide heat to 1.2 million Swedish households and electricity for another 800,000, according to Anna-Carin Gripwall, Avfall Sverige's director of communications.

"We live in a cold country so we need the heating," Gripwall explains in a Skype interview.

The heat from burning garbage can be used effectively in Sweden because half of the nation's buildings now rely on district heating, in which they're warmed by a common heating plant instead of running their own boilers or furnaces. In one Swedish city, Gothenburg, burning waste heats 27 percent of the city, according to this 2011 case study from C40.org.

WTE plants have been a subject of controversy in the U.S., as this Feb. 27, 2018, article from The Conversation details, because of concern over toxic emissions and carbon dioxide. "Burning trash is not a form of recycling," the article's author, Ana Baptista, chair of the Environmental Policy & Sustainability Management Program at the New School, writes in an email.

A 2017 report by British-based environmental consultancy Eunomia and Resource Media, which didn't count waste-to-energy as recycling either, ranked Sweden just 12th in the world in recycling, behind countries such as the Netherlands and Luxembourg.

But in Sweden, environmental activist Gaffney sees WTE as having more upsides. "It is not a perfect solution," he explains. "Toxic chemicals are now very low due to stringent regulations. Carbon dioxide emissions though are an issue. But are they worse or better than fossil fuels? Much biomass waste will soon release greenhouse gases anyway as it decomposes, and this is part of the natural carbon cycle. When you do the calculation, emissions from burning waste are similar to natural gas." (The U.S. Environmental Protection Agency also has come to that conclusion.)

Waste From Other Countries

Sweden does burn trash from other countries, but Gripwall points out, the Swedes actually get paid for that service. (In 2014, the country reportedly received $800 million to dispose of 2.3 million tons (2.08 million metric tons) of other countries' waste, according to Swedish news site SvD Näringsliv.) Alternatively, that waste could be replaced with other materials, she says. Because Sweden has already invested in high-tech incinerators and district heating, "it's easier for other countries to export their waste to us."

But ultimately, Sweden wants to reduce the amount of waste that it generates in the first place. In 2015, Avfall Sverige launched an ongoing campaign to encourage people to consume more carefully and throw less away. "We don't say to people that they should consume less, because that is not our mission, and people also would not listen," Gripwall explains. "So we talk about sustainable consumption. Think about how you consume. What you buy. Buy things that last. And maybe you can share items that you don't use as often."

In particular, the organization is trying to reduce food waste — not by focusing on its environmental effects, but by reminding consumers that they're wasting a lot of cash. "In Sweden, we throw away every fourth or fifth grocery bag we buy, because we buy too much or we store it the wrong way," Gripwall says. "And that is money down the drain, really. That is something people understand. When you go to the grocery shop, make a list. Look into the fridge before you shop so you know what you already have. That is very easy to communicate."

Article 2

https://www.euronews.com/green/2025/12/31/choose-people-and-planet-over-pain-un-chief-highlights-climate-impact-of-war-in-new-years-

‘Choose people and planet over pain’: UN chief highlights climate impact of war in New Year’s call

By Liam Gilliver

Published on 31/12/2025

World leaders have been told to get their ‘priorities straight’ and invest in development, not destruction, as we enter 2026.

The United Nations chief has issued an urgent appeal to protect the planet ahead of the New Year, warning that “chaos and uncertainty” surrounds us.

Secretary-General António Guterres warned that “one fact speaks louder than words” as he revealed that global military spending soared to a staggering $2.7 trillion (around €2.3 trillion) last year. As humanitarian crises and political tensions continue to intensify, this cost is projected to more than double, hitting $6.6 trillion (€5.63 trillion) by 2035.

“It is clear the world has the resources to lift lives, heal the planet, and secure a future of peace and justice,” Guterres says.

“In 2026, I call on leaders everywhere: Get serious. Choose people and [the] planet over pain. This New Year, let’s rise together: For justice. For humanity. For peace.”

What could be achieved without military spending

In September, at the request of UN Member States, Guterres launched a report titled ‘The true cost of peace’ revealing the “stark imbalance” in global spending. It highlights the trade-offs presented by the increasing cost of militaries, arguing that investing in peace is more important than ever.

The report found that reinvesting just 15 per cent of global military spend is more than enough to cover the annual costs of climate change adaptation in developing countries. It also warned that each dollar spent on the military generates over twice the greenhouse gas emissions of a dollar that is invested in civilian sectors.

Spending $1 billion (€852 million) on the military creates around 11,200 jobs – but the same amount of money could create 16,800 jobs in the clean energy sector, 26,700 jobs in education, or 17,200 jobs in healthcare.

Less than four per cent of the $2.7 trillion is needed annually to end world hunger by 2030, while a little over 10 per cent could fully vaccinate every child in the world.

The cost of ‘conflict carbon’

War is often referred to as one of the world’s “top polluters”, with emissions generated not only by fuel-guzzling jets and tanks but also efforts needed to clear and rebuild damage following wars.

According to The War On Climate, a campaign group advocating for the inclusion of military emissions in global climate agreements, the Israel-Gaza war produced 32.2 million tonnes of CO_2 equivalents in just 15 months.

A 2022 study by Scientists for Global Responsibility and the Conflict and Environment Observatory estimates that militaries are responsible for around 5.5 per cent of global greenhouse gas emissions, with armed conflicts emitting more CO_2 than most countries.

Despite this, militaries are widely excluded from mandatory reporting under global climate agreements. In fact, the EU leaves around 82 per cent of its military emissions unreported and is slated to increase its defence spending by €100 billion by 2027.

It’s why there has been growing demand for the environmental cost of conflict to be laid bare in recent years. “Europe can’t claim climate leadership while its military emissions remain opaque,” says Dr Soroush Abolfathi, an associate professor at Warwick University and part of The War on Climate.

Climate reparations for war

Back in November, it was revealed that Russia’s invasion of Ukraine has so far created emissions equivalent to 236.8 million tonnes of CO_2.

Around three million hectares of Ukrainian forests have also been destroyed or damaged by war, reducing their greenhouse gas absorption capacity by 1.7 million tonnes per year. Despite covering less than six per cent of the continent's land mass, Ukraine is home to a third of European biodiversity.

The Initiative on Greenhouse Gas Accounting of War (IGGAW) found that military forces on both sides have used 18 million tonnes of fuel and set fire to 1.3 million hectares of fields and forests.

Hundreds of oil and gas structures have also been destroyed, while “vast amounts” of steel and cement have been ordered to fortify the front lines. The emissions are the equivalent of the annual emissions of Austria, Hungary, the Czech Republic and Slovakia combined.

Russia is now under pressure to pay $43.8 billion (approximately €37.74 billion) in what would be the world’s first case of climate reparations from war.

Unit 10 The Cycle of Life
PART I Language Focus

Text 1

1. Read the text: *"Living for a century".*
2. Familiarize yourself with and commit the active vocabulary to memory.

№	Words & Phrases	Definition	Translation
1	**ageing process** /ˈeɪdʒɪŋ ˈprəʊses/ *Scientists study the ageing process to find ways to slow it down.*	the natural process of growing old	процес старіння
2	**average lifespan** /ˈævərɪdʒ ˈlaɪfspæn/ *The average lifespan varies across different countries.*	the typical length of time that members of a species live	середня тривалість життя
3	**calorie intake** /ˈkæləri ˈɪnteɪk/ *Reducing calorie intake can help maintain a healthy weight.*	the number of calories consumed in food and drink	споживання калорій
4	**centenarian** /ˌsentɪˈneəriən/ *The village is famous for its many centenarians.*	a person who is 100 years old or more	сторічна людина, довгожитель
5	**change dramatically** /tʃeɪndʒ drəˈmætɪkli/ *Eating habits have changed dramatically over the last decade.*	to change in a sudden and significant way	кардинально змінюватися
6	**continuing trend** /kənˈtɪnjuːɪŋ trend/ *There is a continuing trend towards healthier eating.*	a tendency or pattern that is still developing or ongoing	стійка тенденція
7	**greying population** /ˈgreɪɪŋ ˌpɒpjʊˈleɪʃn/ *Many countries face challenges due to a greying population.*	an increasing proportion of elderly people in society	старіюче населення
8	**healthy lifestyle** /ˈhelθi ˈlaɪfstaɪl/ *A healthy lifestyle includes balanced nutrition and regular exercise.*	a way of living that promotes good health	здоровий спосіб життя

9	**improve diet** /ɪmˈpruːv ˈdaɪət/ *Doctors advise people to improve their diet.*	to make eating habits healthier	покращити харчування
10	**life expectancy** /ˈlaɪf ɪkˌspektənsi/ *Life expectancy has increased due to medical advances.*	the average number of years a person is expected to live	тривалість життя
11	**live a long and healthy life** /lɪv ə lɒŋ ænd ˈhelθi laɪf/ *Regular exercise helps people live a long and healthy life.*	to have many years of life in good physical condition	жити довгим і здоровим життям
12	**longevity** /lɒnˈdʒevəti/ *A balanced diet contributes to longevity.*	long duration of life	довголіття
13	**medical facilities** /ˈmedɪkl fəˈsɪlɪtiz/ *The city is known for its modern medical facilities.*	places and equipment for medical care	медичні заклади
14	**posture** /ˈpɒstʃə/ *Good posture can prevent back pain.*	the way in which a person holds their body	постава
15	**take up sports** /teɪk ʌp spɔːts/ *He decided to take up sports to improve his health.*	to start doing a physical activity regularly	почати займатися спортом

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. live a long and healthy life	a) ageing society	p) premature death
2. life expectancy	b) long life	q) unpredictable death age
3. change dramatically	c) biological aging	r) quit physical activity
4. healthy lifestyle	d) enjoy prolonged wellness	s) short life
5. greying population	e) average predicted lifespan	t) rejuvenation process
6. take up sports	f) eat more healthily	u) die young or sickly
7. longevity	g) young adult	v) youthful population
8. calorie intake	h) alter significantly	w) remain the same
9. improve diet	i) energy consumption	x) worsen eating habits
10. ageing process	j) start exercising	y) fasting
	k) wellness routine	z) unhealthy habits

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. Regular exercise and good nutrition help people _____.
2. In many countries, _____ has increased due to better healthcare.
3. The _____ of humans has grown over the last century.
4. There is a _____ towards eating organic food.
5. A _____ includes proper sleep, diet, and physical activity.
6. Governments are concerned about the _____ in developed countries.
7. Eating habits have _____ in recent decades.
8. Many young people decide to _____ to stay fit.
9. Scientists study factors that influence _____.
10. Reducing your _____ can help you lose weight.
11. My great-grandfather is a _____ who still leads an active life.
12. Sitting for long hours can negatively affect your _____.
13. The quality of _____ plays a crucial role in public health.
14. Doctors often advise patients to _____ for better well-being.
15. The _____ is influenced by both genetic and environmental factors.

5. Practice your vocabulary from "Living for a century" by translating these sentences into English.

1. Регулярні фізичні вправи та збалансоване харчування допомагають людям **жити довгим і здоровим життям** навіть у похилому віці.
2. У багатьох країнах **тривалість життя** зросла завдяки розвитку медицини та покращенню умов життя.
3. **Середня тривалість життя** населення значно відрізняється залежно від рівня економічного розвитку країни.
4. Останніми роками спостерігається **стійка тенденція** до більш свідомого ставлення до власного здоров'я.
5. Лікарі наголошують, що **здоровий спосіб життя** є ключем до профілактики багатьох захворювань.
6. Уряди багатьох держав стикаються з проблемою **старіючого населення**, що створює додаткове навантаження на економіку.
7. З розвитком технологій спосіб життя людей може **кардинально змінюватися** протягом дуже короткого часу.
8. Багато людей вирішують **почати займатися спортом**, щоб покращити своє фізичне та психічне здоров'я.
9. Вчені досліджують фактори, що впливають на **довголіття**, включаючи генетику та спосіб життя.
10. Надмірне **споживання калорій** може призвести до серйозних проблем зі здоров'ям.
11. У цьому регіоні проживає багато **довгожителів**, які досягли віку понад сто років.
12. Неправильна **постава** може викликати біль у спині та інші проблеми зі здоров'ям.
13. Якість **медичних закладів** безпосередньо впливає на рівень життя населення.
14. Лікар порадив пацієнту **покращити харчування**, щоб уникнути ускладнень.
15. **Процес старіння** є природним, але його можна уповільнити завдяки здоровим звичкам.

6. Answer the following questions about the text *"Living for a century".*

1. What advice does the text give to stay healthy and live longer? Do you follow these points? Would you add something to the list?

2. The text says that how well we age is mostly up to us. Do you agree, or are there too many factors we cannot control?
3. The example of calorie restriction (eating less to live longer) is presented positively. Would you be willing to change your eating habits significantly to live longer? Do you see any change in modern generation's diet?
4. The idea of "old age" is changing. At what age do you personally think someone becomes "old"? What is the attitude of your generation to aging?
5. The text describes older people as active, social, and adventurous. Do you see this in real life?
6. What do you think you will be like when you grow old?
7. The text suggests mixing with people of different ages. Do you think this really affects how we age and feel?
8. What defines quality of life for you?
9. Would you like to live to 90 or 100 years old? Why or why not?
10. Would you like to be immortal? What are the pros and cons of such life?

7. Discuss with your friend:

How can modern people increase their chances of living a long and healthy life? Consider diet, physical activity, social habits, and medical care.

Use the following vocabulary: live a long and healthy life, life expectancy, healthy lifestyle, greying population, take up sports, longevity, calorie intake, centenarian, medical facilities, improve diet, ageing process, change dramatically, continuing trend, posture, average lifespan.

Recommendations for the discussion task:

- Give examples of how diet and **calorie intake** can influence health.
- Discuss whether people should **take up sports** regularly.
- Talk about the importance of **medical facilities** and healthcare access.
- Reflect on how society can support the **greying population**.
- Use your own experiences or observations to explain how **healthy lifestyle** habits affect **longevity**.
- Try to explain factors that influence the **ageing process**.
- Mention the role of **posture** and daily habits in maintaining health.
- Observe whether there is a **continuing trend** toward healthier living in your community.

Example discussion points:

- ✓ People who live a long and healthy life usually maintain a healthy lifestyle, including good diet and regular exercise.
- ✓ Life expectancy and average lifespan have increased thanks to modern medicine and better nutrition.
- ✓ Controlling calorie intake and eating balanced meals helps to improve diet and prevent disease.
- ✓ Many older adults become centenarians due to consistent healthy habits and social activity.
- ✓ Regular physical activity, such as taking up sports, supports physical and mental health.
- ✓ Proper posture and avoiding sedentary behavior help prevent physical problems.
- ✓ Advanced medical facilities allow early diagnosis and treatment, boosting longevity.
- ✓ Lifestyle habits have changed dramatically, but there is a continuing trend towards healthier living.
- ✓ Understanding the ageing process helps people make choices that prolong life and improve its quality.
- ✓ Society can support the greying population by encouraging social engagement and preventive healthcare.

8. Express your opinion: choose one of the options and follow the recommendations.

- Reducing **calorie intake** is the key to **longevity**.
- Regular physical activity is more important than diet for **living a long and healthy life**

Use the following vocabulary: live a long and healthy life, life expectancy, healthy lifestyle, take up sports, longevity, calorie intake, average lifespan, centenarian, posture, ageing process.

Recommendations for the task:

- State clearly which option you choose.
- Give 2–3 supporting reasons.
- Include examples from real life or from the text.
- Use at least **5 vocabulary expressions**.
- Speak for 2–3 minutes.

Example Answer:

*I think regular physical activity is more important than diet because it strengthens the body and improves **posture**. People who **take up sports** often enjoy better health and **live a long and healthy life**. Exercise contributes to **longevity** and increases **life expectancy**. Even **centenarians** emphasize movement as a daily habit. While diet is important, physical activity helps slow the **ageing process** and maintain a higher **average lifespan**.*

9. Based on what you've read, write a short report for your school newsletter about the factors that help people live a long and healthy life. Include information about lifestyle, diet, exercise, social habits, and medical care.

Use the following vocabulary: live a long and healthy life**,** life expectancy**,** average lifespan**,** continuing trend**,** healthy lifestyle**,** greying population**,** change dramatically**,** take up sports**,** longevity**,** calorie intake**,** centenarian**,** posture**,** medical facilities**,** improve diet**,** ageing process.

STRUCTURE OF THE REPORT:

1. Introduction (1–2 sentences)

- Present the topic.
- Include one or two key statistics or trends (use **life expectancy**, **average lifespan**, **greying population**, or **continuing trend**).

2. Main Body (3–4 paragraphs)

- **Paragraph 1:** Discuss diet and nutrition. Mention **calorie intake**, **improve diet**, and their effect on **longevity**.
- **Paragraph 2:** Discuss physical activity and lifestyle. Include **take up sports**, **healthy lifestyle**, **posture**, and how habits have **changed dramatically**.
- **Paragraph 3:** Discuss medical care and social factors. Mention **medical facilities**, social habits, and how they help people **live a long and healthy life**.
- **Paragraph 4 (optional):** Include examples of **centenarians** and what can be learned from them.

3. Conclusion (1–2 sentences)

- Summarize the main points.
- Emphasize the importance of choices and habits in the **ageing process**.

Example Answer (Report):

Title: How People Can Live a Long and Healthy Life

Introduction:

*Recent studies show that **life expectancy** has increased worldwide, and the **average lifespan** is now higher than ever. There is a **continuing trend** of people becoming more aware of healthy habits, even as the **greying population** grows.*

Body Paragraph 1:

*A balanced diet plays a crucial role in **longevity**. Controlling **calorie intake** and making efforts to **improve diet** by eating more fruits and vegetables can prevent many diseases and help people **live a long and healthy life**.*

Body Paragraph 2:
*Physical activity is equally important. People who **take up sports** regularly and maintain **posture** through proper exercise tend to enjoy better health. Modern lifestyles have **changed dramatically**, but active habits remain essential for maintaining a **healthy lifestyle**.*
Body Paragraph 3:
*Access to quality **medical facilities** also contributes to longer life. Preventive check-ups, timely treatments, and social engagement can help people **live a long and healthy life** and slow down the **ageing process**.*
Body Paragraph 4:
*Many **centenarians** demonstrate the benefits of combining diet, exercise, and social activity. Their lifestyles provide valuable lessons for younger generations seeking **longevity** and well-being.*
Conclusion:
*In conclusion, a combination of diet, physical activity, social engagement, and access to good healthcare can significantly influence the **ageing process**. Making conscious choices helps people **live a long and healthy life** and enjoy a higher quality of life.*

Text 2

10. Read the text: *"Little Women".*
11. Familiarize yourself with and commit the active vocabulary to memory.

№	Words & Phrases	Definition	Translation
1	**accomplishment** /əˈkʌm.plɪʃ.mənt/ *Graduating from university was a major **accomplishment** for her.*	something successfully completed, especially after effort	досягнення
2	**amiable** /ˈeɪ.mi.ə.bl/ *He is an **amiable** man who gets along with everyone.*	friendly, pleasant, and good-natured	привітний, доброзичливий
3	**attend to sth** /əˈtend tuː ˈsʌm.θɪŋ/ *The nurse **attended to** the patient immediately.*	to deal with or take care of something	займатися чимось, приділяти увагу
4	**burden** /ˈbɜː.dən/ *The extra work became a **burden** on the students.*	a heavy load, either physically or metaphorically; something difficult to carry or endure	тягар, обтяження
5	**declare** /dɪˈkleər/ *The president **declared** a national holiday.*	to announce something officially or publicly	оголошувати

6	**duty** /ˈdjuː.ti/ *It is your **duty** to finish your homework on time.*	a moral or legal responsibility; something you are required to do	обов’язок
7	**fuss over** /fʌs ˈəʊ.və(r)/ *She loves to **fuss over** her pets and make them comfortable.*	to pay a lot of attention to someone or something, often excessively	пестити, надмірно опікуватися
8	**inaudibly** /ɪnˈɔː.dɪ.bli/ *She whispered **inaudibly**, so no one could hear her.*	spoken so quietly that it cannot be heard	нечутно
9	**mischief** /ˈmɪs.tʃɪf/ *The children got into **mischief**while their parents were away.*	playful misbehavior; minor troublemaking	шкода, пустощі
10	**nestle up to** /ˈnes.əl ʌp tuː/ *The child **nestled up to** his mother for comfort.*	to snuggle closely against someone or something for warmth or comfort	притулитися, пригорнутися
11	**resolution** /ˌrez.əˈluː.ʃən/ *He made a **resolution** to study harder this year.*	a firm decision to do or not do something	тверде рішення
12	**sth doesn’t pay** /dʌznt peɪ/ *Skipping classes **doesn’t pay** in the long run.*	something is not worthwhile or beneficial	нічого не дає, не варто того
13	**the worth of time** /ðə wɜːθ ɒv taɪm/ *He understood **the worth of time** after missing several deadlines.*	the importance or value of time	цінність часу
14	**wholesome** /ˈhəʊl.səm/ *Eating vegetables and exercising daily is **wholesome** for health.*	healthy, good for physical or moral well-being	корисний, здоровий; добродійний, здоровий і морально правильний

15	**work like slaves** /wɜːk laɪk sleɪvz/ *The workers **worked like slaves** to finish the project on time.*	to work extremely hard, often under pressure	дуже важко працювати (як раби)

12. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. wholesome	a) labor	p) hostile
2. mischief	b) announce	q) relax
3. work like slaves	c) troublemaking	r) conceal
4. burden	d) hardship	s) neglect
5. amiable	e) determination	t) relief
6. fuss over	f) pamper	u) harmful
7. resolution	g) achievement	v) obedience
8. accomplishment	h) friendly	w) ignore
9. declare	i) deal with	x) worry
10. attend to sth	j) announce	y) hesitation
	k) healthy	z) worry

13. Choose the correct option (A, B, or C) to complete each sentence.

1. After a long day, the child _____ his mother and fell asleep.
   A) declared
   B) nestled up to
   C) attended to
2. It is your _____ to help your family when they need you.
   A) mischief
   B) duty
   C) accomplishment
3. Cheating in exams _____ in the long run.
   A) doesn’t pay
   B) works like slaves
   C) attends to
4. He spoke so quietly that his words were almost _____.
   A) amiable
   B) wholesome
   C) inaudible
5. She is a(n) _____ person who is always kind and friendly to others.
   A) amiable
   B) mischievous
   C) burdensome
6. Looking after a large family can sometimes become a heavy _____.
   A) duty
   B) burden
   C) posture
7. The children got into _____ when they started playing tricks on their teacher.
   A) accomplishment

B) mischief
C) resolution

8. She tends to _____ her younger brother too much, which makes him dependent.
   A) declare
   B) attend
   C) fuss over
9. At the beginning of the year, he made a firm _____ to exercise every day.
   A) burden
   B) resolution
   C) mischief
10. The government decided to _____ a new policy on education.
   A) declare
   B) nestle up to
   C) fuss over
11. The nurse quickly _____ the patient after the accident.
   A) worked like slaves
   B) declared
   C) attended to
12. During the harvest season, farmers often _____ to finish their work on time.
   A) fuss over
   B) work like slaves
   C) nestle up to
13. He finally understood _____ after wasting so many hours on unimportant things.
   A) the worth of time
   B) mischief
   C) posture
14. Completing the project successfully was a great _____ for the whole team.
   A) burden
   B) duty
   C) accomplishment
15. Fresh air, exercise, and good food are essential for a _____ lifestyle.
   A) wholesome
   B) inaudible
   C) mischievous

14. Practice your vocabulary from the text *"Little Women"* by translating these sentences into English.

1. Вона любила **притулитися до** матері, коли їй було сумно.
2. Дівчата знали, що їхній **обов'язок** — допомагати родині у важкі часи.
3. Мармі пояснила, що егоїзм **не вартий того** і не приносить щастя.
4. Вона прошепотіла майже **нечутно**, щоб не розбудити інших.
5. Бет була дуже **доброзичливою** і завжди дбала про інших.
6. Відсутність батька стала важким **тягарем** для родини.
7. Діти іноді вдавалися до **пустощів**, але швидко шкодували про це.
8. Мати не любила, коли дівчата занадто **опікувалися** одна одною.
9. Джо прийняла **тверде рішення** стати письменницею.
10. Вона вирішила **оголосити** про свій намір публічно.
11. Мармі завжди вміла **піклуватися про** кожного члена родини.
12. Дівчата іноді **дуже важко працювали**, щоб допомогти матері.
13. Вони поступово зрозуміли **цінність часу** і намагалися не витрачати його даремно.
14. Закінчити свою першу книгу було великим **досягненням** для Джо.

15. Вони прагнули вести **здоровий і морально правильний** спосіб життя.

15. Answer the following questions about the text "Little Women".

1. Do the core values from this text apply to the modern life?
2. Do you think people are happier when they are busy and productive, or when they have more free time? Do you think free time feels better when it is earned?
3. What kind of daily responsibilities do you personally find meaningful, and which feel pointless?
4. What responsibilities do you think teenagers/young adults should have today?
5. Under what conditions do you work best: discipline or full freedom of action?
6. The girls are encouraged to improve themselves (study, learn skills, be useful). What does self-improvement consist of today?
7. What contributes to success in life more: discipline, luck, talent, connections, something else?
8. Do you agree with the idea that hard work builds character?
9. Helping others is pleasant but sometimes people help others too much and forget about themselves. Do you think this is true for you or people you know?
10. If you had to give one piece of life advice to kids now, what would it be?

16. Discuss with your friend: Do you think the values and lifestyle of the March family are still relevant for young people today?

Use the following vocabulary: nestle up to**,** duty**,** doesn't pay**,** inaudibly**,** amiable**,** burden**,** mischief**,** fuss over**,** resolution**,** declare**,** attend to**,** work like slaves**,** the worth of time**,** accomplishment**,** wholesome.

Context: In *"Little Women"*, the March sisters grow up in difficult circumstances but try to lead a moral and meaningful life. They support each other, help their mother, and learn important life lessons about kindness, responsibility, and personal growth.

- **Recommendations for the task:**
- Express your opinion clearly (agree / partly agree / disagree).
- Give **2–3 reasons** to support your ideas.
- Use examples from the text or real life.
- Include at least **5 vocabulary expressions** in your discussion.
- Compare past values with modern life.
- Speak for **2–3 minutes**.

Example Answer:

*I believe that the values of the March family are still relevant today. First of all, they understood their **duty** to support one another, even when life was difficult. For example, the sisters often **worked like slaves** to help their mother, which shows their responsibility and love.*

*Secondly, Marmee taught them that selfish behavior **doesn't pay**, and this lesson is still important in modern society. People today can learn from their example of living a **wholesome** life and caring about others.*

*Moreover, the girls learned **the worth of time** and tried to use it wisely, which is something many young people struggle with today. Jo's success as a writer was a great **accomplishment**, and it shows how important it is to follow your dreams and make a firm **resolution**.*

In conclusion, although life has changed, the values of kindness, hard work, and family support remain just as important now as they were in the past.

17. Express your opinion: Is it more important to follow your personal ambitions or to fulfill your duty to your family?

Use the following vocabulary: duty**,** burden**,** amiable**,** resolution**,** declare**,** attend to**,** work like slaves**,** the worth of time**,** accomplishment**,** wholesome.

- **Recommendations for the task:** Clearly state your opinion (choose one side or give a balanced view).
- Give **2–3 arguments** to support your opinion.
- Use examples from *"Little Women"* (e.g., Jo, Marmee, Beth).
- Include at least **5 vocabulary expressions**.
- Compare both options before concluding.
- Speak for **2–3 minutes**.

Example Answer:

*I believe that it is important to balance personal ambitions with a sense of **duty** to the family. In "Little Women", Jo has a strong **resolution** to become a writer, and she openly **declares** her ambitions. This leads to a great **accomplishment**, showing that following your dreams is essential.*
*However, the girls also understand that family responsibilities are not a **burden**, but a natural part of life. They often **work like slaves** to support their mother and always **attend to** each other's needs. Their behavior is both **amiable** and caring, which creates a loving environment.*
*Moreover, they learn **the worth of time** and try to use it wisely by helping others and developing their talents. This balanced approach allows them to live a **wholesome** life.*
In conclusion, while personal success is important, it should not come at the cost of family relationships. The best solution is to combine ambition with responsibility.

18. Based on what you've read, write a formal letter of application.

Context: Imagine that Jo March is applying for a position as a writer or governess. She wants to support her family and develop her talents. Write a formal letter on her behalf to a potential employer, explaining her qualities, experience, and motivation.

Use the following vocabulary: duty, amiable, resolution, declare, attend to, work like slaves, the worth of time, accomplishment, wholesome, burden.

Recommendations for the task:

- Use a **formal style** (no contractions).
- Include at least **5–7 vocabulary expressions**.
- Refer to Jo's **character, skills, and values**.
- Give **clear reasons** why she is suitable for the job.
- Write about **120–150 words**.
- Follow the correct format of a formal letter

STRUCTURE OF A LETTER OF APPLICATION (DETAILED)

1. Sender's address (optional in exams)

- Your address (top right or left)
- Date below it
  In exam tasks, this is often skipped

2. Recipient's address (optional)

- Company/organization name
  Also often omitted in exam format

3. Greeting

- **Dear Sir/Madam,** (if you don't know the name)
- **Dear Mr/Ms + surname,** (if known)

Do NOT write: *Hello / Hi*

4. Opening paragraph (Purpose)

State clearly:

- why you are writing
- what position you are applying for
- where you saw the vacancy

I am writing to apply for the position of … as advertised in …

5. Main Body Paragraph 1 (Skills & Experience)

Include:

- relevant skills
- education or background
- experience (real or implied from context)

Use phrases like:

- I have experience in…
- I am responsible for…
- I have developed skills such as…

6. Main Body Paragraph 2 (Personal Qualities & Motivation)

Focus on:

- personality traits
- motivation
- why YOU are suitable

Useful phrases:

- I consider myself…
- I am particularly interested in…
- I believe I am suitable because…

7. Final Paragraph (Closing & Availability)

Include:

- willingness for interview
- availability
- polite closing statement

I would be grateful for the opportunity to…
I am available for an interview at your convenience.

8. Closing

- **Yours faithfully,** (if name unknown)
- **Yours sincerely,** (if name known)

9. Signature

- Your full name (e.g., Jo March)

Example:

Dear Sir/Madam,
*I am writing to apply for the position of governess/writer as advertised. I would like to **declare** my strong interest in this role, as I have a firm **resolution** to build a career while supporting my family.*
*I am a hardworking and **amiable** person who understands her **duty** towards others. I am always ready to **attend to** the needs of children and help them develop both intellectually and morally. In my daily life, I often **work like slaves** to assist my family, which has taught me responsibility and perseverance.*
*I believe in **the worth of time** and use it wisely to improve my skills. One of my greatest **accomplishments** is my writing, which reflects my desire to live a **wholesome** and meaningful life. I do not see responsibility as a **burden**, but as an opportunity to grow.*
I would be grateful for the opportunity to contribute to your household. I am available at your convenience.
Yours faithfully,
Jo March

19. Step into the meaning! Read the quotations below. Say the same idea in your own words (paraphrase). Do you agree with the message? Why or why not? Share your opinion and be ready to discuss with others.

Quotations:

1. *"The cycle of life is a journey from innocence to experience and back again."* — (Unknown)
2. *"Life is a series of natural and spontaneous changes."* — Lao Tzu
3. *"To everything there is a season, and a time to every purpose under heaven."* — Ecclesiastes
4. *"Every new beginning comes from some other beginning's end."* — Seneca
5. *"Life and death are one thread, the same line viewed from different sides."* — Lao Tzu
6. *"All things must pass."* — George Harrison
7. *"The butterfly counts not months but moments, and has time enough."* — Rabindranath Tagore
8. *"In the depth of winter, I finally learned that within me there lay an invincible summer."* — Albert Camus
9. *"Death is not the opposite of life, but a part of it."* — Haruki Murakami
10. *"What the caterpillar calls the end of the world, the master calls a butterfly."* — Richard Bach

Part II: Critical Thinking & Dialogue

Article 1

1. Read the article*: "Young people share their petty 'boomer' complaints, proving old folks can be right".*

2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**back in my day** /bæk ɪn maɪ deɪ/ *Back in my day, we didn't use smartphones.*	a phrase used to talk about the past	у мої часи
2	**be in the hot seat** /biː ɪn ðə hɒt siːt/ *He was in the hot seat during the meeting.*	to be in a difficult or uncomfortable situation	бути у скрутному становищі
3	**be overly dependent on technology** /biː ˈəʊvəli dɪˈpendənt ɒn tekˈnɒlədʒi/ *Many people are overly dependent on technology nowadays.*	to rely too much on technology	надмірно залежати від технологій
4	**cranky** /ˈkræŋki/ *He gets cranky when he is tired.*	easily annoyed or in a bad mood	дратівливий
5	**crotchety** /ˈkrɒtʃəti/ *The old man became crotchety with age.*	easily irritated, often due to age	буркотливий
6	**drive everyone nuts** /draɪv ˈevriwʌn nʌts/ *The loud music is driving everyone nuts.*	to annoy everyone a lot	дратувати всіх
7	**get out of hand** /get aʊt əv hænd/ *The situation got out of hand quickly*.	to become uncontrollable	виходити з-під контролю
8	**get under one's skin** /get ˈʌndə wʌnz skɪn/ *His constant complaints get under my skin.*	to annoy or irritate someone	діяти на нерви

9	**me-first mentality** /miː fɜːst menˈtæləti/ *His me-first mentality makes teamwork difficult.*	an attitude of putting one's own needs before others	егоїстичне мислення
10	**mumble nonsense** /ˈmʌmbl ˈnɒnsens/ *He was mumbling nonsense during the conversation.*	to speak unclearly or say meaningless things	бурмотіти нісенітниці
11	**petty** /ˈpeti/ *Don't be so petty about small things.*	caring too much about small, unimportant details	дріб'язковий
12	**physical media** /ˈfɪzɪkl ˈmiːdiə/ *Many people still prefer physical media like books.*	tangible forms of media (e.g. CDs, books)	фізичні носії інформації
13	**recurring themes** /rɪˈkɜːrɪŋ θiːmz/ *Love and loss are recurring themes in the novel.*	ideas that appear repeatedly	повторювані теми
14	**sentiment** /ˈsentɪmənt/ *Public sentiment has changed over time.*	a feeling or opinion	почуття, настрій
15	**the butt of the joke** /ðə bʌt əv ðə dʒəʊk/ *He was the butt of the joke at the party.*	the person who is laughed at or made fun of	об'єкт насмішок

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. back in my day	a) rely too much on gadgets	p) indifference
2. be in the hot seat	b) become uncontrollable	q) unique ideas
3. be overly dependent on technology	c) tangible formats	r) stay under control
4. drive everyone nuts	d) repeated ideas	s) please someone
5. get out of hand	e) speak loudly	t) excitement
6. get under one's skin	f) in the past	u) nowadays
7. mumble nonsense	g) feeling or opinion	v) relaxed
8. physical media	h) under pressure	w) digital media
9. recurring themes	i) irritate someone	x) speak clearly
10. sentiment	j) talk unclearly	y) be independent
	k) annoy everyone	z) calm people down

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. Many young people shared surprisingly _____ complaints about modern life, which made older generations feel validated.
2. In several cases, Gen Z became the _____, as their frustrations sounded similar to those they once mocked.
3. The article highlights how a _____ can influence the way younger people react to everyday inconveniences.
4. Some comments came across as slightly _____, even though they were written by teenagers.
5. Others sounded simply _____, especially when discussing minor issues like slow Wi-Fi.
6. Young people often found themselves _____ when their opinions were criticized online.
7. Certain habits, such as loud phone use in public, really _____.
8. One of the _____ in the article is frustration with technology and social behavior.
9. Ironically, many participants admitted they are _____, despite complaining about it.
10. In some discussions, the criticism seemed to _____, turning into heated debates.
11. The overall _____ of the article suggests that generational differences are not as clear-cut as we think.
12. A few contributors appeared to _____, repeating ideas without clear arguments.
13. Some young people even expressed nostalgia for _____, like books and DVDs.
14. Constant notifications and online noise can _____, regardless of age.
15. Ultimately, the phrase "_____" no longer belongs only to older generations.

5. Check your understanding of the article *"Young people share their petty 'boomer' complaints, proving old folks can be right"* by answering the following questions.

1. So, what is the most boomer complaint you have? Would you like to bring something back from the past like paying to own or paper menus?
2. Why do some young people express nostalgia for physical media like books and DVDs?
3. Do you have any complaints about the older generations?
4. Do you think older generations are too critical of younger people today, or do they have valid reasons for their complaints? Have you ever been criticized by someone older for your habits or lifestyle?
5. Do you see any flaws in your own generation?
6. Why do you think every generation tends to believe the next one is "worse" in some way? Do you think this way?
7. Do you think your generation's life is easier or harder than the previous one's? Why?
8. Do you ever have a "back in my day" moment?
9. How has technology changed the way different generations understand each other?
10. How can different generations better understand and respect each other in everyday life?

6. Discuss the text with a partner: *"Generational differences and similarities: Analyzing young people's complaints and how they reflect modern attitudes, technology use, and social behavior."*
Express your opinion about the article, compare your impressions with a partner, and discuss generational differences and attitudes toward technology and behavior. Use the vocabulary below in your discussion.

Use the following vocabulary: petty, the butt of the joke, me-first mentality, crotchety, cranky, be in the hot seat, get under one's skin, recurring themes, be overly dependent on technology, get out of hand, sentiment, mumble nonsense, physical media, drive everyone nuts, back in my day.

Recommendations for the task

- **Read the text carefully** – Take your time to understand the main ideas. Focus on how young people complain about minor issues and how older generations react.
- **Highlight and study new vocabulary** – Make a list of difficult words such as **cranky, crotchety, petty, me-first mentality**. Write down definitions, synonyms, and antonyms. Try to use these words in your own sentences.
- **Take notes** – Summarize each paragraph or example in your own words. Note patterns, repeated topics (**recurring themes**), and opinions that make people laugh or criticize others.
- **Work with a partner** – Discuss the text together. Ask questions if you do not understand a complaint or reaction. Explain your understanding to your partner.
- **Use examples and illustrations** – When explaining concepts like being **in the hot seat** or why something **gets under one's skin**, give examples from the article or your own life.
- **Practice speaking and discussion** – Use the target vocabulary in sentences. For example: "Loud phone use in public really **gets under my skin**," or "Some complaints seemed very **petty** to me."
- **Connect with prior knowledge** – Relate the ideas in the article to your own experiences or other generational issues.
- **Answer comprehension and discussion questions** – Check your understanding by talking about the main ideas, repeated complaints (**recurring themes**), and overall **sentiment** of the article.
- **Reflect and summarize** – After reading and discussing, summarize orally or in writing which complaints seemed valid, which were funny, and what this tells you about generational attitudes.
- **Review and repeat** – Go over the vocabulary and examples several times. Practice using words like **drive everyone nuts** or **back in my day** in your discussion.

Example of how to start the dialogue:

Student A: *Hi! Have you read the article about young people's complaints? I found it really interesting.*

Student B: *Yes, I have. Some of the things they complained about seemed very **petty**, but I could see why they were frustrated. What do you think?*

Student A: *I think some of their complaints were funny, and they made them the **butt of the joke**, but older generations might relate. How about you?*

Student B: *I agree. Some people seemed **crotchety** or **cranky**, especially about minor issues like slow Wi-Fi. It's interesting that even teenagers can **mumble nonsense** sometimes.*

Student A: *True! And many admitted they **are overly dependent on technology**, even though they criticized it. I think that's a big **recurring theme**.*

7. Present your point of view. Speak about your opinion on the *topic "Are young people's complaints really petty, or do they reflect valid frustrations about modern life?"*

Use the following vocabulary: petty, the butt of the joke, me-first mentality, crotchety, cranky, be in the hot seat, get under one's skin, recurring themes, be overly dependent on technology, get out of hand, sentiment, mumble nonsense, physical media, drive everyone nuts, back in my day.

Example starter sentences

- In my opinion, some complaints are **petty** because …
- I believe that young people should/should not …
- From my perspective, the **recurring themes** in the article show that …
- One possible consequence (**ramification**) of being **overly dependent on technology** could be…
- I think the phrase **back in my day** is … because …
- It seems to me that some complaints **get under people's skin** because …
- I agree/disagree with the assertion that … because …

Recommendations for the task

- **Understand the main ideas** – Focus on the complaints young people share, the reactions of older generations, and repeated topics (**recurring themes**). Be ready to explain which complaints seem valid and which seem trivial (**petty**).
- **Organize your thoughts** – Plan your monologue: introduction, main points, examples from the article, and conclusion. Decide which vocabulary words you will use.
  *First, I will explain which complaints seemed petty, then discuss why some complaints really **get under people's skin**, and finally present my opinion.*
- **Use key vocabulary correctly** – Include words like **cranky, crotchety, the butt of the joke, be in the hot seat, drive everyone nuts**.
  *Many young people complained about notifications, which can **drive everyone nuts**.*
- **Explain causes, effects, and consequences** – Mention potential outcomes of complaints being ignored or exaggerated.
  *When minor complaints **get out of hand**, they can turn into online arguments and make people the **butt of the joke**.*
- **Conclude with your opinion** – Summarize your ideas and clearly state your point of view.
  *In my opinion, while some complaints are **petty**, others reflect real frustrations about technology and social behavior, so both generations can learn from each other.*

8. Think back to the article *"Young people share their petty 'boomer' complaints, proving old folks can be right"*. Based on what you've read, write an essay (200–250 words) discussing the topic: "Are young people's complaints really petty, or do they reflect deeper issues in modern society?" You may agree or disagree with the author, analyze generational differences, or reflect on how modern life influences people's behavior and attitudes.

Use the following vocabulary: petty, the butt of the joke, me-first mentality, crotchety, cranky, be in the hot seat, get under one's skin, recurring themes, be overly dependent on technology, get out of hand, sentiment, mumble nonsense, physical media, drive everyone nuts, back in my day.

Context: Think about the article and your own experience. The essay should explore whether young people's complaints are truly insignificant (**petty**) or if they reveal real frustrations related to technology, social expectations, and generational differences. Consider both sides: older people's criticism and younger people's perspective.

Think about:

- The role of technology in everyday life
- Differences between generations
- Social behavior and communication
- Whether small annoyances can reflect deeper problems

Recommendations for the task:

- Plan your essay first
- Write a clear introduction
- Develop your ideas in the main body
- Use key vocabulary correctly
- Support your ideas
- Write a strong conclusion
- Check coherence and flow
- Edit and revise

STRUCTURE OF AN ESSAY

An essay is a piece of writing in which a writer expresses their opinion, analyzes a topic, or discusses an issue in a clear and organized way. Essays are usually written in a formal or semi-formal style and present arguments supported by examples and explanations.Before you start writing, it is important to plan your ideas. Decide what your main point (thesis) is and how you will

support it. This will help your essay be logical, clear, and easy to follow. A good essay typically consists of three main parts:

1. Introduction

- Introduce the topic: explain what your essay is about.
- Provide some background information if necessary.
- Present your main idea (thesis statement): clearly state your opinion or the main argument of the essay.
  Many people believe that young people's complaints are petty, but I think they reflect deeper social issues.

2. Main Body

- Develop your ideas in a logical order.
- Write one or more paragraphs, each focusing on one main idea.
- Support your arguments with examples, explanations, or personal experience.
- You can present different points of view (e.g., advantages and disadvantages).
- Use linking words to connect your ideas clearly.
  Some complaints may seem petty, but they can still get under people's skin and reflect real frustration.

3. Conclusion

- Summarize the main points of your essay.
- Restate your opinion or main idea in a different way.
- Do not introduce new information.
- You may add a final thought or comment to leave a strong impression on the reader.
  In conclusion, while some complaints are petty, they often reflect real concerns about modern life.

Additional Tips:

- Use a clear and formal style (avoid slang and contractions).
- Use linking words (firstly, however, on the one hand, on the other hand, finally) to organize your ideas.
- Make sure each paragraph has a clear topic sentence.
- Include relevant vocabulary and expressions to demonstrate your language skills.
- Check your grammar, spelling, and punctuation carefully.

Article 2

9. Read the article: *"Looking for life purpose? Start with building social ties"*

10. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**build social ties** /bɪld ˈsəʊʃl taɪz/ *Traveling to new cities helped me build social ties with people from all over the world.*	to create and develop relationships with other people	будувати соціальні зв'язки
2	**check in on sb** /tʃek ɪn ɒn ˈsʌmbədi/ *I like to check in on my friends when I haven't seen them for a while.*	to contact or visit someone to see how they are	поцікавитися, як справи, як хтось почувається

3	**contagious** /kənˈteɪdʒəs/ *Her laughter was so contagious that everyone in the room started laughing.*	spreading easily from one person to another	заразний
4	**crave to matter** /kreɪv tə ˈmætə/ *Many people crave to matter and seek meaningful work in their lives.*	to strongly want to feel important or significant	прагнути мати значення, хотіти бути важливим
5	**day-to-day life** /ˌdeɪ tə ˈdeɪ laɪf/ *Even though travel is exciting, sometimes I miss the stability of day-to-day life.*	everyday routine and regular activities	повсякденне життя
6	**feel valued** /fiːl ˈvæljuːd/ *Employees feel valued when their contributions are recognized.*	to feel appreciated and important to others	відчувати себе цінним
7	**find a life purpose** /faɪnd ə laɪf ˈpɜːpəs/ *Volunteering helped her find a life purpose she never expected.*	to discover a meaningful goal or direction in life	знайти сенс життя
8	**go through hardships** /gəʊ θruː ˈhɑːdʃɪps/ *Many successful people go through hardships before achieving their goals.*	to experience difficult or painful situations	переживати труднощі
9	**open up to others** /ˈəʊpən ʌp tə ˈʌðəz/ *It's important to open up to others when you are feeling stressed.*	to share personal thoughts or feelings with others	відкриватися іншим
10	**reluctant to do sth** /rɪˈlʌktənt tə duː ˈsʌmθɪŋ/ *She was reluctant to share her opinion in the meeting.*	unwilling or hesitant to do something	неохочий щось робити
11	**sense of connection** /sens əv kəˈnekʃn/ *Playing team sports gives people a strong sense of connection.*	a feeling of being emotionally linked to others	відчуття зв'язку

12	**shy away from sth** /ʃaɪ əˈweɪ frəm ˈsʌmθɪŋ/ *He tends to shy away from difficult conversations.*	to avoid doing something due to fear or discomfort	уникати чогось через дискомфорт / сумніви
13	**small acts of kindness** /smɔːl ækts əv ˈkaɪndnəs/ *Small acts of kindness can make someone's day much better.*	little actions that show care or generosity	маленькі прояви доброти
14	**vulnerabilities** /ˌvʌlnərəˈbɪlətiz/ *Sharing your vulnerabilities can help build trust with others.*	weaknesses or emotional sensitivities	вразливості
15	**world-changing ideas** /ˌwɜːld ˈtʃeɪndʒɪŋ aɪˈdɪəz/ *Innovators often work on world-changing ideas that could impact millions of people.*	ideas that have the power to significantly affect the world	ідеї, що змінюють світ

11. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. build social ties	a) discover meaning	p) live aimlessly
2. find a life purpose	b) daily routine	q) ordinary ideas
3. feel valued	c) innovative ideas	r) neglect someone
4. world-changing ideas	d) form relationships	s) isolate oneself
5. check in on sb	e) little helpful actions	t) feel ignored
6. crave to matter	f) infectious	u) painful situation
7. day-to-day life	g) feeling of belonging	v) harmless
8. sense of connection	h) feel appreciated	w) feeling of disconnection
9. small acts of kindness	i) see how someone is doing	x) unkind actions
10. contagious	j) yearn to be important	y) extraordinary life
	k) revolutionary concepts	z) feel insignificant

12. Choose the correct option (A, B, or C) to complete each sentence.

1. Volunteering in your community can help you _____ and meet new people.
   A) shy away from sth
   B) build social ties
   C) go through hardships
2. Many people spend years trying to _____ that gives their life meaning.
   A) open up to others
   B) find a life purpose
   C) feel valued
3. Employees are more productive when they _____ at work.
   A) feel valued

B) crave to matter
C) day-to-day life

4. Elon Musk and other innovators often focus on _____ that can impact millions.
   A) small acts of kindness
   B) sense of connection
   C) world-changing ideas
5. I always try to _____ my grandparents to see how they are doing.
   A) check in on sb
   B) shy away from sth
   C) build social ties
6. Everyone wants to _____ and know that their actions are important.
   A) feel valued
   B) crave to matter
   C) go through hardships
7. Traveling can be exciting, but sometimes you miss the comfort of _____.
   A) open up to others
   B) day-to-day life
   C) vulnerabilities
8. Joining a club or team can give you a strong _____ with others.
   A) small acts of kindness
   B) sense of connection
   C) world-changing ideas
9. Holding the door for someone or giving a compliment are examples of _____.
   A) shy away from sth
   B) small acts of kindness
   C) build social ties
10. Laughter is _____; it spreads quickly among people.
    A) contagious
    B) reluctant to do sth
    C) find a life purpose
11. Successful people often _____ before they achieve their goals.
    A) check in on sb
    B) open up to others
    C) go through hardships
12. Some people _____ difficult conversations because they are uncomfortable.
    A) shy away from sth
    B) crave to matter
    C) day-to-day life
13. He was _____ to admit he was wrong in front of everyone.
    A) feel valued
    B) sense of connection
    C) reluctant to do sth
14. Sharing your fears and _____ can help build trust with friends.
    A) world-changing ideas
    B) vulnerabilities
    C) small acts of kindness
15. Therapy or close friendships can help you feel safe to _____.
    A) check in on sb
    B) open up to others
    C) contagious

13. Check your understanding of the article *"Looking for life purpose? Start with building social ties"* by answering the following questions.

1. The article emphasizes social connections — do you agree that relationships are more important than achievements? Why or why not?
2. Do you check in on your friends often, asking how they are doing, or tend to only text them when you have something to tell them?
3. What does it mean to feel that your life "matters," and when do you personally feel this most strongly?
4. Some people focus on career success, others on relationships, someone on pure enjoyment from life — what do you lean more to?
5. Do you share your problems and bothering issues with others or do you keep them all inside? Do you express your emotions openly?
6. Most of us won't cure cancer or become a billionaire, and big goals could become toxic, being unattainable and poisoning you with this feeling of failure. Should we still choose big goals to have something to aspire to or pick smaller ones to ensure we achieve them?
7. Have you ever felt a lack of purpose or direction? What helped you deal with it?
8. There's such a thing as "Admin night" — a Gen Z TikTok phenomenon where friends gather for a "party" and collectively tackle boring, procrastinated life-admin tasks like paying bills, answering emails, or scheduling appointments, turning overwhelming, solitary chores into a social, productive session, making work feel less lonely and more achievable. Would it be easier for you to do such important tasks together with friends or would you fail to complete anything in such environment?
9. How do cultural or family expectations influence what people see as their "purpose" in life?
10. Do you think modern society makes it easier or harder to find meaning and purpose in life?

14. Discuss the text with a partner: "Finding life purpose through social ties: How building connections can influence personal growth, mental health, and everyday life." Express your opinion about the article, compare your impressions with a partner, and discuss how social relationships contribute to life purpose, well-being, and a sense of belonging. Use the vocabulary below in your discussion.

Use the following vocabulary: build social ties, find a life purpose, feel valued, world-changing ideas, check in on sb, crave to matter, day-to-day life, sense of connection, small acts of kindness, contagious, go through hardships, shy away from sth, reluctant to do sth, vulnerabilities, open up to others.

Recommendations for the task:

- **Read the text carefully** – Take your time to understand the main ideas. Focus on how social connections help people find meaning, deal with everyday challenges, and improve their well-being.
- **Highlight and study new vocabulary** – Make a list of difficult words such as vulnerabilities, crave to matter, open up to others. Write down definitions, synonyms, and antonyms. Try to use these words in your own sentences.
- **Take notes** – Summarize each paragraph or example in your own words. Note patterns, repeated ideas (recurring themes), and strategies for building meaningful relationships.
- **Work with a partner** – Discuss the text together. Ask questions if you do not understand a concept. Explain your understanding to your partner.
- **Use examples and illustrations** – When explaining concepts like building social ties or showing small acts of kindness, give examples from the article or your own life.
- **Practice speaking and discussion** – Use the target vocabulary in sentences. For example: "I try to check in on my friends every week," or "Helping others gives me a sense of connection."

- **Connect with prior knowledge** – Relate the ideas in the article to your own experiences with friendships, family, or work.
- **Answer comprehension and discussion questions** – Check your understanding by talking about the main ideas, recurring strategies, and overall message of the article.
- **Reflect and summarize** – After reading and discussing, summarize orally or in writing which social habits seemed most effective, which made the biggest impact, and what this tells you about building life purpose.
- **Review and repeat** – Go over the vocabulary and examples several times. Practice using words like feel valued, crave to matter, or go through hardships in your discussion.

Example of how to start the dialogue:

Student A*: Hi! Did you read the article about building social ties to find life purpose? I found it really inspiring.*

Student B*: Yes, I did. I think the idea that small acts of kindness can create a sense of connection is very interesting. What do you think?*

Student A*: I agree. It seems that when people* ***open up to others*** *and* ***check in on friends****, they feel more fulfilled and valued.*

Student B*: Definitely. And it's clear that going through hardships together helps strengthen relationships. I also think some people* ***shy away from opportunities*** *to connect, which can make it harder to find meaning.*

Student A*: True! Building meaningful relationships really seems to* ***crave to matter*** *and gives a sense of purpose to everyday life.*

15. Present your point of view. Speak about your opinion on the topic: "Can building social ties really help young people find a life purpose and improve their well-being?"

Use the following vocabulary: build social ties, find a life purpose, feel valued, world-changing ideas, check in on sb, crave to matter, day-to-day life, sense of connection, small acts of kindness, contagious, go through hardships, shy away from sth, reluctant to do sth, vulnerabilities, open up to others

Example starter sentences:

- In my opinion, building social ties is important because …
- I believe that young people should/should not focus on their social connections to find a life purpose because …
- From my perspective, **small acts of kindness** show that even minor efforts can make a big difference in building a **sense of connection**.
- One possible consequence (ramification) of failing to **open up to others** could be loneliness or lack of support.
- I think **checking in on someone** regularly is essential because …
- It seems to me that people **crave to matter**, and social ties help them feel significant.
- I agree/disagree with the assertion that forming meaningful relationships helps people **feel valued** because …

Recommendations for the task:

- **Understand the main ideas** – Focus on how social ties help people find purpose, deal with challenges, and improve everyday life. Be ready to explain which strategies seem most effective and why.
- **Organize your thoughts** – Plan your monologue: introduction, main points, examples from the article, and conclusion. Decide which vocabulary words you will use.
  First, I will explain how small acts of kindness build social ties, then discuss the importance of feeling valued, and finally present my opinion on finding life purpose.
- **Use key vocabulary correctly** – Include words like**:** *crave to matter, sense of connection, open up to others, check in on sb.*

Helping a friend regularly or just checking in on them can create a strong sense of connection.

- **Explain causes, effects, and consequences** – Mention potential outcomes of strong or weak social ties.
  When young people shy away from forming connections, they may feel isolated and struggle to find meaning in life.
- **Conclude with your opinion** – Summarize your ideas and clearly state your point of view.
  In my opinion, building social ties is essential for finding life purpose and improving well-being because it helps young people feel valued, supported, and connected to the world around them.

16. Think back to the article *"Looking for life purpose? Start with building social ties"* Based on what you've read, write a report (200–250 words) discussing the topic: "How building social ties can help young people find a life purpose and improve their well-being." You may analyze the strategies suggested in the article, share your opinion, or reflect on how social connections influence mental health, daily life, and personal growth.

Use the following vocabulary: build social ties, find a life purpose, feel valued, world-changing ideas, check in on sb, crave to matter, day-to-day life, sense of connection, small acts of kindness, contagious, go through hardships, shy away from sth, reluctant to do sth, vulnerabilities, open up to others.

Context: Think about the article and your own experiences. The report should explore how social ties can help people **find a life purpose**, feel supported, and develop meaningful relationships. Consider the benefits of building connections, such as emotional support, feeling valued, and creating a **sense of connection**, but also think about challenges, including reluctance to open up or shying away from new relationships.

Think about:

- The role of social ties in mental health and well-being
- Strategies for building strong relationships
- How small actions can have significant effects on others
- Challenges in forming meaningful connections

Recommendations for the task:

- Plan your report first
- Write a clear introduction
- Develop your ideas in the main body
- Use key vocabulary correctly
- Support your ideas
- Write a strong conclusion
- Check coherence and flow

STRUCTURE OF A REPORT

A report is a formal piece of writing that presents information clearly and systematically. Reports are usually written in a formal or semi-formal style and often include facts, analysis, and recommendations. Before you start writing, it is important to plan your ideas. Decide what your main focus is and how you will organize the information. This will help your report be logical, clear, and easy to follow. A good report typically consists of three main parts:

1. Introduction

- Introduce the topic: explain what your report is about.
- Provide any necessary background information.
- State the purpose of the report clearly.
  This report examines how building social ties can help young people find a life purpose and improve their well-being.

2. Main Body

- Present information in a logical and organized way, often divided into sections with headings.
- Include facts, analysis, and examples from the article, research, or your experience.
- Discuss different points of view if relevant (e.g., benefits and challenges).
- Use clear headings or subheadings to structure the report.
- Use linking words to guide the reader through your ideas.
  Example:
- **Section 1: Benefits of Social Ties** – Explain how connections provide support and a sense of belonging.
  *One way to **build social ties** is by checking in on friends regularly, which can create a strong **sense of connection** and help people feel valued.*
- **Section 2: Challenges in Building Connections** – Discuss obstacles such as shyness or reluctance to open up.
  *People who **shy away from forming connections** may struggle to **find a life purpose** or feel isolated in their **day-to-day life**.*

3. Conclusion / Recommendations

- Summarize the main points of the report.
- Restate the purpose or key findings.
- Provide recommendations or final comments if appropriate.
  In conclusion, building social ties is crucial for young people to find meaning in life, and it is recommended that they actively nurture relationships and support one another.

Additional Tips:

- Use a formal or semi-formal style.
- Use clear headings and structured paragraphs.
- Include relevant vocabulary to demonstrate language skills.
- Use linking words like: firstly, however, on the one hand, on the other hand, finally.
- Check grammar, spelling, and punctuation carefully.
- Make sure all information is clear, factual, and organized logically.

Part III: Stating and Supporting Your Ideas

Video 1

1. Watch the video *"Life Explained in 15 minutes"*
https://www.youtube.com/watch?v=MGXwxwYMgfU
2. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**byproduct** /ˈbaɪˌprɒdʌkt/ *Chocolate is a byproduct of cocoa processing.*	something produced as a secondary result	побічний продукт, наслідок
2	**cherry-pick evidence** /ˈʧɛri pɪk ˈɛvɪdəns/ *He tends to cherry-pick evidence to support his argument.*	to select only evidence that supports your argument	вибірково відбирати докази
3	**cognitive bias** /ˈkɒgnɪtɪv ˈbaɪəs/ *Confirmation bias is a common cognitive bias.*	a systematic pattern of deviation from rational judgment	когнітивне упередження
4	**compound effect** /ˈkɒmpaʊnd ɪˈfɛkt/ *Saving a little each day has a powerful compound effect over time.*	the result of small actions that accumulate over time	накопичувальний ефект
5	**control freak in denial** /kənˈtrəʊl friːk ɪn dɪˈnaɪəl/ *She's a control freak in denial, pretending she doesn't care about details.*	someone who wants to control everything but does not admit it	людина, яка все контролює, і не визнає цього очевидного факту
6	**delusion of objectivity** /dɪˈluːʒən əv ˌɒbdʒɛkˈtɪvɪti/ *He has a delusion of objectivity, though his opinions are clearly biased.*	belief that one is completely unbiased when they are not	ілюзія об'єктивності
7	**flip sb's perspective** /flɪp sʌmbədiːz pərˈspɛktɪv/ *The documentary really flipped my perspective on climate change.*	to make someone see a situation in a completely different way	змінити чийсь погляд / перспективу

8	**gut feeling** /gʌt ˈfiːlɪŋ/ *My gut feeling tells me we should wait before making a decision.*	an instinctive, intuitive feeling	інтуїтивне відчуття, шосте відчуття
9	**hedonism** /ˈhiːdənɪzəm/ Some people pursue hedonism, valuing pleasure above all else.	the pursuit of pleasure as the main goal in life	гедонізм, прагнення до задоволень
10	**laughably simple** /ˈlɑːfəbli ˈsɪmpl/ The instructions were laughably simple to follow.	extremely easy to understand or do, almost absurdly simple	до смішного простий
11	**maintenance** /ˈmeɪntənəns/ Regular maintenance keeps the car running smoothly.	the process of keeping something in good condition	обслуговування, підтримка (в порядку)
12	**malleable** /ˈmæliəbl/ Children's minds are highly malleable and open to learning.	able to be shaped or influenced	гнучкий, піддатливий
13	**move the needle** /muːv ðə ˈniːdl/ *This campaign will really move the needle in raising awareness.*	to make a noticeable difference	суттєво вплинути, зрушити справу з місця
14	**repel** /rɪˈpɛl/ *The strong smell of garlic can repel insects.*	to drive away or keep at a distance	відштовхувати, викликати огиду
15	**throw a curve ball** /θrəʊ ə kɜːv bɔːl/ *The sudden resignation of the CEO threw a curve ball at the company.*	to surprise someone with something unexpected	застати зненацька, зробити несподіваний поворот

3. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. byproduct	a) adaptable	p) objective thinking
2. cherry-pick evidence	b) cumulative result	q) rigid
3. cognitive bias	c) selectively choose facts	r) extremely easy

4. compound effect	d) upkeep	s) primary cause
5. move the needle	e) make a difference	t) self-awareness
6. delusion of objectivity	f) something unexpected	u) logical analysis
7. gut feeling	g) mental shortcut	v) neglect
8. hedonism	h) side effect	w) consider all evidence
9. malleable	i) intuition	x) have no impact
10. maintenance	j) pleasure-seeking	y) immediate result
	k) false neutrality	z) self-discipline

4. Complete each sentence with suitable words and phrases from the vocabulary.

1. The documentary really _____ on climate change; I started seeing the issue completely differently.
2. The instructions for assembling the desk were _____ — even a beginner could do it.
3. His arrogant attitude tends to _____ people rather than attract them.
4. The sudden resignation of the CEO really _____ for the board of directors.
5. She is a _____, pretending not to care about details while controlling everything behind the scenes.
6. Regular _____ of the car ensures it will last for many years.
7. Many people criticize modern society for focusing too much on _____ and pleasure.
8. Increased stress can be a _____ of working long hours without breaks.
9. Believing you are completely unbiased is often just a _____.
10. People often fall victim to _____, making decisions based on patterns that aren't rational.
11. Some scientists _____ to support only the theory they like best.
12. I had a _____ that something was wrong even before I saw the results.
13. Children's minds are very _____, which makes it easier to teach them new skills.
14. Every small improvement in our workflow can really _____ over time.
15. Saving a little money every week has a powerful _____ in the long run.

5. Check your understanding of the video *"Life Explained in 15 minutes"* by answering the following questions.

1. Which lessons from this video do you agree or disagree with? Why?
2. Where do you think the line is between being relaxed and being lazy?
3. The "effort paradox" suggests that trying too hard can make things worse (e.g., happiness, love, sleep). Have you ever had a situation where trying less rewarded you more?
4. Do you plan your life, your week, or day? If yes, do these plans hold or does life ruin them? If no, do you feel more at peace than if you planned things?
5. The "control paradox" says we only control our actions and reactions. Do you find this idea empowering and stress-reducing or frustrating, especially in our challenging times?
6. Do you have a kind of "happiness" that you're chasing? Are you succeeding?
7. Have you ever been in a situation when you have something you don't really want, while someone else would love to have it (e.g. something interesting constantly happening to you or ignoring something that bothers others)?
8. According to the "90/10 rule," most decisions are emotional, not logical. Would it be better if people made decisions only with logic or is the emotional part that what make us human?
9. Do you agree that 80% of what we do is useless? For example, when you're doing sth fast to meet the deadline and cut corners, is it the more effective way without wasting time on something less important or just a rushed and worse version of what could be done?
10. In your opinion, is it possible to replace a habit? Have you ever tried to do that?

6. Present your point of view. Speak about your opinion on the topic: *"Can small daily habits and mindset changes really improve a person's life and long-term success?"*

Use the following vocabulary: flip sb's perspective, laughably simple, repel, throw a curve ball, control freak in denial, maintenance, hedonism, byproduct, delusion of objectivity, cognitive bias, cherry-pick evidence, gut feeling, malleable, move the needle, compound effect.

Example starter sentences:

- In my opinion, small daily habits can completely **flip our perspective** on success because …
- I believe that even **laughably simple** actions can have a powerful impact over time because …
- From my perspective, the **compound effect** shows that consistent effort is more important than dramatic change.
- One possible consequence of ignoring mental **maintenance** is burnout and lack of motivation.
- I think people often rely on their **gut feeling**, but they should also be aware of their **cognitive bias**.
- I agree/disagree with the idea that small actions can **move the needle** in life because …

Recommendations for the task:

- **Understand the main ideas** – Focus on how habits, mindset, and perception influence success and well-being. Be ready to explain which ideas from the video are most convincing.
- **Organize your thoughts** – Plan your monologue: introduction, key arguments, examples from the video, and conclusion.

First, I will explain how small habits create a compound effect, then discuss how cognitive biases influence decisions, and finally give my opinion.

- **Use key vocabulary correctly** – Include expressions like: **compound effect, gut feeling, malleable, move the needle, cognitive bias**.

Even small changes in routine can move the needle if repeated consistently.

- **Explain causes, effects, and consequences** – Mention how habits and thinking patterns influence outcomes.

If people cherry-pick evidence, they may reinforce wrong beliefs and make poor decisions.

- **Conclude with your opinion** – Summarize your ideas clearly.

In my opinion, the video shows that success is not about big changes but about small, consistent actions that shape our lives over time.

7. Think back to the video "*Life Explained in 15 minutes*". Based on what you've seen, write an article for a magazine (200–250 words) discussing the topic: "How small daily habits and mindset changes can improve a person's life and long-term success." You may analyze the ideas presented in the video, share your opinion, or reflect on how habits, thinking patterns, and personal choices influence success, well-being, and personal growth.

Use the following vocabulary: flip sb's perspective, laughably simple, repel, throw a curve ball, control freak in denial, maintenance, hedonism, byproduct, delusion of objectivity, cognitive bias, cherry-pick evidence, gut feeling, malleable, move the needle, compound effect

Context: Think about the video and your own experiences. The article should explore how small habits and mindset shifts can influence success and well-being. Consider how daily routines, decision-making, and thinking patterns shape long-term outcomes, but also reflect on challenges such as cognitive biases or unrealistic expectations.

Think about:

- The role of habits in personal development and success
- How mindset influences decision-making

- The impact of small daily actions (compound effect)
- Challenges such as bias, overconfidence, or lack of consistency

Recommendations for the task:

- Plan your article first
- Write a clear introduction
- Develop your ideas in the main body
- Use key vocabulary correctly
- Support your ideas
- Write a strong conclusion
- Check coherence and flow
- Edit and revise

STRUCTURE OF AN ARTICLE

An article is a piece of writing that is usually written for a magazine, website, or blog. Its purpose is to inform, engage, or entertain the reader while expressing ideas in a clear and interesting way. Articles are often written in a semi-formal or slightly informal style and may include opinions, examples, and personal reflections. Before you start writing, it is important to plan your ideas and decide how to make your article engaging and easy to follow.

A good article typically consists of the following parts:

1. Title

- Create an interesting and engaging title to attract the reader's attention.
- The title should reflect the topic of the article.

Small Habits, Big Changes: How Daily Actions Shape Your Life

2. Introduction

- Introduce the topic in an engaging way (question, fact, or general statement).
- Provide brief background information.
- Clearly state the purpose of the article.

Many people believe that success comes from major life changes. However, recent ideas suggest that small daily habits may have a much greater impact over time."

3. Main Body

- Present your ideas in a logical and organized way.
- Divide the article into paragraphs (you may use subheadings if appropriate).
- Include examples, explanations, and personal opinions.
- Make the article engaging for the reader.
- Use linking words to connect ideas smoothly.

Even laughably simple habits, such as reading a few pages a day, can create a compound effect and gradually move the needle in personal development.

Example structure:

- **Paragraph 1: Key Idea / Benefits**

Explain how small habits or ideas influence life.

- **Paragraph 2: Challenges / Different Viewpoints**

Discuss possible difficulties or alternative opinions.

- **Paragraph 3: Examples / Personal Reflection**

Give examples from the video, article, or personal experience.

4. Conclusion

- Summarize the main ideas.
- Restate your opinion or key message.
- End with a strong final thought (recommendation, reflection, or question).

In conclusion, small consistent actions can shape our lives more than we expect, and focusing on them may be the key to long-term success.

Additional Tips:

- ✓ Use a semi-formal or slightly informal style.
- ✓ Make the article engaging and reader-friendly.
- ✓ Use rhetorical questions or examples to keep interest.
- ✓ Include relevant vocabulary to demonstrate language skills.
- ✓ Use linking words: firstly, however, on the one hand, on the other hand, finally.
- ✓ Check grammar, spelling, and punctuation carefully.
- ✓ Make sure your ideas are clear, logical, and well-connected.

Video 2

8. Watch the video *"Kill your bucket list"*
https://www.youtube.com/watch?v=X4HMflefoF0
9. Review the active vocabulary and make sure you can use it confidently.

№	Words & Phrases	Definition	Translation
1	**be billed as** /bi bɪld æz/ *The movie was billed as a masterpiece.*	to be advertised or presented as something	позиціонуватися як, рекламуватися як
2	**check sth off the bucket list** /ʧɛk ˌsʌmθɪŋ ɒf ðə ˈbʌkɪt lɪst/ *I finally checked skydiving off my bucket list.*	to accomplish something you have always wanted to do	викреслити зі списку бажань, відмітити як виконане
3	**coffin** /ˈkɒfɪn/ *The coffin was carried through the silent crowd.*	a box in which a dead person is buried	труна
4	**enlightenment** /ɪnˈlaɪtnmənt/ *Meditation can lead to spiritual enlightenment.*	a state of understanding or spiritual insight	просвітлення
5	**epiphany** /ɪˈpɪfəni/ *She had an epiphany about her life goals.*	a sudden realization or insight	раптове прозріння
6	**get cornered by** /gɛt ˈkɔːnərd baɪ/ *He got cornered by reporters after the meeting.*	to be trapped or forced into a difficult situation	бути загнаним у кут кимось
7	**get it over with** /gɛt ɪt ˈoʊvə wɪð/ *Let's get the exam over with.*	to finish something unpleasant quickly	покінчити з чимось швидше

8	**immortal** /ɪˈmɔːtl/ *In myths, gods are often immortal.*	living forever; never dying	безсмертний
9	**invariably** /ɪnˈvɛriəbli/ *He invariably arrives late.*	always; in every case	незмінно, завжди
10	**live for sth** /lɪv fɔː ˈsʌmθɪŋ/ *She lives for music and creativity.*	to consider something as the most important thing in life	жити заради чогось
11	**on cue** /ɒn kjuː/ *The lights went out on cue.*	at exactly the right or expected moment	по команді; точно в потрібний момент
12	**presumptuous** /prɪˈzʌmptʃuəs/ *It was presumptuous of him to speak for everyone.*	too confident; overstepping boundaries	самовпевнений, зухвалий
13	**too tired to care** /tuː ˈtaɪəd tu kɛə(r)/ *I was too tired to care about the outcome.*	so exhausted that you stop worrying	занадто втомлений, щоб перейматися
14	**uplifting** /ʌpˈlɪftɪŋ/ *It was an uplifting story about hope.*	making you feel happier or more hopeful	надихаючий
15	**will** /wɪl/ *He wrote his will before the surgery.*	a legal document stating how property is distributed after death	заповіт

10. Vocabulary Matching Exercise. Match the words in Column A with their synonyms from Column B and their antonyms from Column C. One word in B and C is extra.

Column A	Column B: Synonyms	Column C: Antonyms
1. enlightenment	a) ignore completely	p) occasionally
2. epiphany	b) at the right moment	q) randomly
3. get it over with	c) inspiring	r) humble
4. immortal	d) always	s) discouraging
5. invariably	e) realization	t) ignorance
6. live for sth	f) obtaining knowledge	u) delay / avoid doing
7. on cue	g) live passionately	v) confusion
8. too tired to care	h) exhausted and indifferent	w) mortal

9. uplifting	i) arrogant	x) clarity
10. presumptuous	j) finish quickly	y) energetic and concerned
	k) never dying	z) live without purpose

11. Choose the correct option (A, B, or C) to complete each sentence.

1. The video described an ancient pharaoh who was buried in an elaborate _____.
   A) epiphany
   B) coffin
   C) will
2. It was rather _____ of the speaker to suggest a solution without knowing the audience's challenges.
   A) uplifting
   B) on cue
   C) presumptuous
3. The documentary is being _____ as one of the most insightful films about human behavior.
   A) get it over with
   B) be billed as
   C) check sth off the bucket list
4. Skydiving was something the narrator finally managed to _____ after years of hesitation.
   A) live for sth
   B) get it over with
   C) check sth off the bucket list
5. During the live Q&A, the politician felt completely _____ by the journalist's questions.
   A) get cornered by
   B) too tired to care
   C) malleable
6. The video explained myths about heroes who are considered _____ and never die.
   A) cognitive bias
   B) immortal
   C) delusion of objectivity
7. The actor entered the stage perfectly _____ as the spotlight turned on.
   A) on cue
   B) throw a curve ball
   C) compound effect
8. I decided to finish the difficult task quickly just to _____ and move on with my day.
   A) flip sb's perspective
   B) cherry-pick evidence
   C) get it over with
9. After a long week of work and study, many participants admitted they were simply _____ about minor issues.
   A) too tired to care
   B) uplifting
   C) malleable
10. The coach gave an _____ speech that motivated the team to try harder.
    A) uplifting
    B) byproduct
    C) control freak in denial
11. Meditation and reflection can lead to spiritual _____ and a clearer understanding of one's purpose.
    A) enlightenment

B) epiphany
C) maintenance

12. She had an _____ during the video and realized what truly matters to her in life.
    A) epiphany
    B) gut feeling
    C) move the needle
13. Many people have a passion or activity they truly _____ and dedicate their lives to.
    A) compound effect
    B) live for sth
    C) malleable
14. No matter the situation, he _____ arrives late for meetings.
    A) control freak in denial
    B) repel
    C) invariably
15. The video briefly discussed how planning a _____ ensures your belongings are distributed according to your wishes.
    A) will
    B) byproduct
    C) hedonism

12. Answer the comprehension questions referring to the key points in the video *"Kill your bucket list."*

1. What does the speaker say about bucket lists? Is it a good or a bad thing in his opinion? What about you?
2. Why do people feel the need to check things off their bucket list, according to the speaker? Has your vision changed after the video?
3. Have you ever thought of making a bucket list? What would you add to it if you did?
4. How much do you depend on your expectations in terms of mood and satisfaction?
5. Do you have the noisy, annoying thoughts in your head? Can you silence them on cue?
6. How could the mindset "I wonder" instead of "I want to" apply to your everyday life?
7. Do you think a meaningful life is better described as a list of achievements or as a story?
8. The speaker claims that in the end, people don't care about achievements, but about feelings and relationships. Do you think this is always true?
9. He admits that sometimes he didn't live "perfectly" (e.g., eating cookies and taking painkillers). Do you think there is a "right way" to live when your time is running short?
10. If you knew you live the last year, week, or day of your life, what would you do?

13. Present your point of view. Speak about your opinion on the topic: *"Should people follow a bucket list, or focus on living authentically in the present moment?"*

Use the following vocabulary: coffin, presumptuous, be billed as, check sth off the bucket list, get cornered by, immortal, on cue, get it over with, too tired to care, uplifting, enlightenment, epiphany, live for sth, invariably.

Example starter sentences:

- *In my opinion, trying to **check things off a bucket list** can sometimes prevent people from truly enjoying life because …*
- *I believe that many experiences are **billed as** "essential," but not all of them are meaningful for everyone because …*
- *From my perspective, people often act **on cue**, following trends instead of making independent choices.*

- *One possible consequence of feeling **cornered by** social expectations is that people lose their individuality.*
- *I think the idea of being **immortal** makes people delay meaningful decisions instead of focusing on the present.*
- *It seems to me that people **invariably** compare their achievements with others, which affects their happiness.*
- *I agree/disagree with the idea that people should **live for something** meaningful rather than simply completing goals because …*

Recommendations for the task:

- **Understand the main ideas** – Focus on how the video challenges the concept of a bucket list and encourages authentic living. Think about whether following trends leads to real happiness.
- **Organize your thoughts** – Plan your monologue: introduction, arguments, examples, and conclusion.

First, I will explain why people create bucket lists, then discuss their disadvantages, and finally give my opinion.

- **Use key vocabulary correctly** – Include expressions like: **epiphany, enlightenment, uplifting, get it over with**.

Many people rush to get experiences over with instead of enjoying them.

- **Explain causes, effects, and consequences** – Show how certain behaviors influence well-being.

If people feel pressured to follow trends, they may become too tired to care about their real desires.

- **Conclude with your opinion** – Clearly summarize your point of view.

In my opinion, people should focus less on completing a checklist and more on living a meaningful and authentic life.

14. Think back to the video *"Kill your bucket list."* Based on what you've seen, write an article for a magazine (200–250 words) discussing the topic: "Why focusing on meaningful experiences is more important than completing a bucket list."

You may analyze the ideas presented in the video, share your opinion, or reflect on how social expectations and personal choices influence happiness, purpose, and well-being.

Use the following vocabulary: coffin, presumptuous, be billed as, check sth off the bucket list, get cornered by, immortal, on cue, get it over with, too tired to care, uplifting, enlightenment, epiphany, live for sth, invariably.

Context: Think about the video and your own experiences. The article should explore how the idea of a bucket list can influence people's decisions and whether it truly leads to happiness. Consider how social pressure, fear of missing out, and comparison with others affect personal goals. At the same time, reflect on the importance of authentic experiences and meaningful choices.

Think about:

- The role of social expectations in shaping life goals
- The difference between meaningful experiences and checklist achievements
- The impact of comparison and external pressure
- The importance of self-awareness and personal values

Recommendations for the task:

- ✓ Plan your article first
- ✓ Write a clear introduction
- ✓ Develop your ideas in the main body
- ✓ Use key vocabulary correctly
- ✓ Support your ideas
- ✓ Write a strong conclusion

- ✓ Check coherence and flow
- ✓ Edit and revise

STRUCTURE OF AN ARTICLE

An article is a piece of writing that is usually written for a magazine, website, or blog. Its purpose is to inform, engage, or entertain the reader while expressing ideas in a clear and interesting way. Articles are often written in a semi-formal or slightly informal style and may include opinions, examples, and personal reflections.

When writing about the video *"Kill Your Bucket List,"* it is important to focus on its main message: living authentically instead of following social expectations or completing a checklist of goals. Before you start writing, plan your ideas carefully to make your article logical and engaging.

1. Title

- Create an interesting and engaging title.
- Reflect the main idea of the video.

Stop Chasing Lists: Why Living Authentically Matters More

2. Introduction

- Introduce the topic in an engaging way (question or statement).
- Briefly mention the idea of bucket lists.
- State the purpose of your article.

Many people believe that creating a bucket list is the key to a fulfilling life. However, the video 'Kill Your Bucket List' challenges this idea and suggests a different approach to happiness.

3. Main Body

- Present your ideas clearly and logically.
- Use paragraphs and linking words.
- Include vocabulary from the topic.

Suggested structure:

- **Paragraph 1: Key Idea / Criticism of Bucket Lists**

Explain why trying to **check things off a bucket list** may not lead to real happiness. Mention how experiences are often **billed as** "essential" and how people act **on cue**.

- **Paragraph 2: Challenges / Social Pressure**

Discuss how people feel **cornered by** expectations and **invariably** compare themselves to others. Explain how this pressure can make them **too tired to care** about their true desires.

- **Paragraph 3: Personal Meaning / Reflection**

Explain the importance of finding what you truly **live for**. Mention how people may have an **epiphany** or reach **enlightenment** when they stop following trends. You may also reflect on how trying to "do everything before the coffin" creates unnecessary pressure.

4. Conclusion

- Summarize your main ideas.
- Restate your opinion.
- End with a strong final thought.

In conclusion, life should not be about completing a checklist but about meaningful experiences. Instead of rushing to get things over with, people should focus on what truly matters to them.

Additional Tips:

- ✓ Use a semi-formal or slightly informal style.
- ✓ Make your article engaging and relatable.
- ✓ Ask rhetorical questions (e.g., *"Are we really living, or just completing a list?"*).
- ✓ Use linking words: firstly, however, on the one hand, on the other hand, finally.
- ✓ Check grammar and clarity.

EXTRA INFORMATION
Unit 10

Article 1
https://www.upworthy.com/young-people-share-boomer-complaints-ex1/

Young people share their petty 'boomer' complaints, proving old folks can be right

Everyone, young and old, has had it with QR codes.

BY TOD PERRY, FEB 12, 2026



Baby boomers often find themselves the butt of the joke these days. Deserved or not, they have to absorb some serious criticism from Gen Xers down to Gen Alpha kids. Notoriously, the generation takes heat from younger generations who think that their me-first mentality helped create a world where the climate is getting warmer, the rich are getting richer, the poor are getting poorer and people born in the '40s and '50s still rule the modern workplace. They're also famous for being crotchety, cranky, and pessimistic about the way the world is going.

And in that, they're not always wrong. Many boomers would probably stand up and cheer if they read a list of tweets inspired by a since-deleted discussion on X that posted the question, "What is the most boomer complaint you have?"

The debate was embraced by younger people and received over 123 million views and spawned similar discourses all across social media.

Even though boomers are frequently in the hot seat these days, just about everyone can agree that they're right about many things that get under younger people's skin, too. One of the recurring themes of the post was that people can't stand the fact that we are overly dependent on technology, and often, instead of making things more accessible, it makes them more frustrating.

Here are 16 of the best 'boomer complaints' that younger people have, too.

People had a lot of thoughts on the state of tipping culture.

"Tipping culture has gotten out of hand," one user wrote.

The discussion and sentiment continued over on Reddit, where one user joked: "Do you want to tip 20% for this comment?"

They also can't stand the idea that technology has complicated things unnecessarily.

One Redditor wrote simply, "I miss buttons."

"And cords. Can't I just connect things like the old days??" someone added.

Another observed how annoying it is to "sign up" for every single thing. "Don't make me have an account for everything."

“This more broadly is turning into one of my largest complaints about living … Too many apps, too many accounts, too many ads, too many notifications, too many questions, too many email lists,” someone responded.

And don’t even get them started on AI.

“I. WANT. TO. TALK. TO. AN. AGENT!!!!!! DON’T. WANT. YOUR. [&$^@&*#]. AI. CUSTOMER. SUPPORT!!!!!!!” a Redditor fumed.

Some were frustrated enough to find ways to hack the system. “My hack that I find works on the majority of these systems is to mumble nonsense when asked ‘what can i help you with today?’, the system usually asks to clarify a couple of times and then will get you an agent as it cannot understand your request.”

Also — what happened to adult clothes?

“Adults shouldn’t dress like children. Jordans, Yeezys, ‘slides’, etc.” someone added.

Whatever happened to paying for something once and then owning it?

Or being able to own physical media so that you don’t have to pay every time you watch your favorite movie?

“I wanna go back to blue-rays and DVDs and actually own the content I like. Fk streaming, yes to physical media!”

“Why does everything good require a subscription”

“I am absolutely not paying a monthly subscription to use your shitty app,” a Reddit user wrote.

Moving on to food complaints.

When did we all decide that almost every chip has to be kettle-cooked and made for people with cobalt teeth? Enjoying a snack shouldn’t result in a $5,000 dental bill.

“potato chips are too expensive and too hard these days” wrote someone on X.

Oh, and the new high-tech food menus drive everyone nuts, too:

“Please don’t make me scan a QR code for the menu,” a Reddit user added.

“I don’t want to use a QR code to see a menu or store hours, give me a paper menu,” an X user agreed.

Remember when coffee was a quarter? Boomers do.

These days, it’s common to spend $6 or $7 PLUS on a cup of Joe.

“I remember when coffee wasn’t the cost of a meal,” an X user reminisced.

And it’s not just coffee. Even the price of a McDonald’s cheeseburger has nearly doubled in the last ten years. We’re all cranky about it.

We might label boomers as the cranky generation, but eventually, Gen Xers, millennials and, yes, even Gen Zers will be right behind them, complaining about “kids these days” and why things were so much better “in my day.” Tis the circle of life. On the bright side though, they’ll at least be better at using technology.

Article 2

https://www.npr.org/2026/02/22/nx-s1-5721237/life-purpose-mattering-social-ties

Looking for life purpose? Start with building social ties

FEBRUARY 22, 20267:00 AM ET
By Rhitu Chatterjee



When you think about finding a purpose, you might think it's something grand in scale — like starting a non-profit. But a new book argues that purpose can be found in smaller everyday actions that help or support those around us.

The book is called Mattering: The secret to a life of deep connection and purpose. In it, author Jennifer Wallace explains that scientists have found the need to matter, or feel valued by others is fundamental to being human.

"After the drive for food and shelter, it is the motivation to matter that drives human behavior," says Wallace. "It is this idea of feeling valued by our family, our friends, our colleagues, our community, and having an opportunity to add value back to the world around us."

Studies show that when we have this, it is better for our overall health, especially mental health. "The research is finding that it is linked with lower depression, lower anxiety, reduced risk of suicide," says Wallace.

But feeling valued and adding value to the world doesn't have to involve big gestures or world-changing ideas, she says.

Seek purpose with a small p

Wallace says while reporting the book when she asked people, "when did you feel like you mattered?" they never cited the big moments in life, she says, just the small ones.

"It was someone leaving them a seat at the table. It was a colleague checking in after a tough meeting. It was a neighbor stopping by with a pot of soup when they were sick," she says. So, we as humans crave to matter in the day to day. We crave to matter in the details of life."

So, if you're looking for a purpose and a sense of connection to others, start with small acts of kindness and care towards others.

It might look like "knocking on the door of an elderly neighbor and saying, you'll take their dog for a walk," suggests Wallace, or "reaching out to a single mom in your community who may be struggling."

At work, you can start by letting your colleagues know when their efforts make a difference to your work or your team's. "I've come to think of it as appreciating the doer behind the deed," she says.

Not only will these acts make others feel worthy, they will make you feel valued in return. "I was struck in my research at how contagious mattering really is," she says. When people feel like they matter to others, they want to pay it back and pay it forward, she adds.

Embrace the "beautiful mess" effect

Staying connected to others in our workplaces and communities can also make it easier to go through hardships, or accomplish difficult things, says Wallace.

In one study, researchers had people stand at the foot of a hill and estimate how steep it was with, or without a friend. "The incline did not look as steep when you were standing there with a friend than it did when you were there alone," says Wallace. In other words, "friendships act as a kind of shock absorber to stress."

But as Wallace found as she was interviewing people for her book, most people shy away from reaching out to friends or colleagues when going through hardships.

They were "reluctant to let people into their messy lives," she says, assuming that their difficulties would turn others away.

But in fact, psychologists have found the opposite to be true. If you're going through something, don't be afraid to share your troubles — you might be surprised at how people react.

"It's these vulnerabilities, it's opening up to others that actually makes us appear more authentic and brings people closer to us," explains Wallace. Psychologists call this the beautiful mess effect.

Lean into invitations

Now, when Wallace is going through a challenging time at work, she says she visualizes a hill. "And I say, 'Who can I bring next to me? So that it will feel less steep."

She advises people to do the same when facing personal hardships, too. If we're going through a tough life transition — a new job, a death in the family, or a big move — Wallace suggests, look for people who have been through the same situation before, and invite them for coffee and ask for advice.

"Then harness the power of invitation, both accepting invitations, but also issuing invitations," she suggests.

Doing so can help us build those relationships even as we get advice on how to navigate a difficult time in life.

In the book, Wallace writes about a woman going through a divorce who was feeling isolated and takes her therapist's advice to start inviting friends over for dinner. It helped her feel less isolated and more connected during a difficult transition.

She also writes about an overwhelmed public school teacher who invites a couple colleagues for a regular lunch date. It turns her life around — the support she gets from her colleagues helps her find ways to make her feel less overwhelmed, and helps her build relationships at work that give her a sense of worth.

Take stock of how you matter

None of these acts alone can help us find a sense of purpose or feel valued, Wallace notes. It takes all of these actions and lots of daily practice.

Wallace says since writing this book, she has built a 30-second nightly practice to check in with herself about her day. "Every night before I go to bed I have a small little diary next to my bed, and I write down the answer to two questions: 'When did I feel valued today and where did I add value today?'

The answers to those questions helps her close her days with gratitude and a sense of self worth.

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