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Практикум з навчальної дисципліни «Англійська мова (професійний рівень)» (англійською мовою) розроблено для студентів I-го курсу магістратури факультету іноземних мов спеціальності 014.02 Середня освіта (мова і зарубіжна література (англійська))

Практикум містить завдання різного типу, що спрямовані на розвиток всіх видів мовленнєвої діяльності, закріплення лексичного та граматичного матеріалу за темами програми навчальної дисципліни.

Практикум призначено для аудиторної та самостійної роботи студентів, для підготовки до практичних занять, а також до підсумкового контролю знань.

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INTRODUCTION

Dear students,

This practicum is written for you to use with a teacher in class and without a teacher as a self-study booklet with additional course material. It will help you to improve your reading, speaking, listening and writing skills as well as lexical and grammar competence of the advanced level.

There are four units (“What motivates us in our professional activity”, “The arts and por intellectual development”, “Digital media”, “Social living”) organised according to the curriculum of “The English language (practical course)” that is a major discipline of the Master’s degree educational programme. Each unit consists of two or three thematic modules with various types of tasks. The tasks aimed at working in pairs, groups or at discussing, asking / answering questions, and of other interactive character are classroom activities. The rest of the tasks can be done either in class or independently.

The material in sections “Sample test” and “Get ready for the exam” is for you to revise and prepare for mid-term and term tests as well as for a final exam. Writing tips will help you to write good reviews, news reports and essays. Pay attention to the list of basic textbooks for the course, useful internet recourses and online English dictionaries which should be used for the vocabulary tasks.

UNIT 1. WHAT MOTIVATES US IN OUR PROFESSIONAL ACTIVITY?

1 A. Successful people, their motivation and inspiration



Task 1. Answer the questions, try to use active phrases and idioms from ex. 1 (e, h), p. 5 (New English File):

- 1) What do you usually do if you miss a lot of lectures and practical classes?
- 2) What do you usually do if you are far from home and badly miss your family?
- 3) What would you do if your family or friends had very rigid ideas about what was “best” for you?
- 4) What would you advise to a person who is constantly interfering in your personal life?
- 5) How do call your state of mind when you’re unable to make a decision about something?
- 6) What would you say if a brilliant idea occurred to you but for a short time?
- 7) What would you say if you had to start working in a stressful environment?
- 8) What would you do if you had to act in a difficult unpleasant situation?
- 9) What would you say to people who try to influence your opinions or beliefs?
- 10) What would you say to a friend if you wanted to know what they exactly think about your new date even if this might offend you?

Task 2. Complete the sentences using conjunctions of purpose, reason, contrast or result:

- 1) She wrote down the appointment ... (purpose)
- 2) The cruise is being cancelled ... (reason)
- 3) The motorway is being resurfaced, ... (result)
- 4) The rail service to Plymouth has been temporarily suspended ... (reason)
- 5) He decided to apply for the job ... (contrast)
- 6) After his accident my brother sold his car ... (reason)
- 7) We haven't received your payment ... (result)
- 8) The customer made an official complaint ... (reason)
- 9) Psychologists conducted a survey ... (purpose)
- 10) Sarah has been promoted twice ... (contrast)

Task 3. Watch the video about Keanu Reeve's journey of a successful person:



“I don't want to be part of a world where being kind is a weakness”.

<https://www.youtube.com/watch?v=nuaPE9RMKMc>

Discuss with your group-mates:

- What impressed you the most in Keanu's life story?
- What would you do being in his shoes?
- What helped K. Reeves to become what he is?
- Is his life experience inspiring?

Task 4. Read the article about successful women and do the following tasks:

“Think about the bigger picture”: life lessons from Meryl Streep and other successful women

Meryl Streep has been nominated for more Academy Awards than any other actor. In 2015, she sent every member of Congress a letter supporting a proposed amendment to the US constitution to mandate equal rights for women; the amendment was not passed.



I didn't always want to be an actor. I thought I wanted to be a translator at the UN and help people understand each other. Some young people come into acting because they see it as glossy and heightened and more sort of divine than their existence; but what interests me is getting deep into someone else's life, to understand what compelled them to move in one direction or the other. That other stuff, I've never liked.

Going from job to job, never knowing where the next one would be, has allowed me to spend time with my four kids – more than if I'd worked at a desk job. That's a really **tough gig**, and I don't know if I could have had four kids and done that. My girls and my son and my husband are all way too much in each other's business, I would say, but we're close and that's important. I always tried to stay challenged

and work hard, but also **keep my hand in** and stir the pot at home.

I spent far too much time when I was younger thinking about how much I weighed. If I could go back, I'd say, "Think about the bigger picture." Of course, it's a visual medium. We think about our looks. I don't bring a suitcase with my dossier in it to an audition, I bring my body, so you can't moan about the fact that you're judged on your looks: it's showbusiness. But the other thing is that you're representing lives, and lives look all different ways and shapes. That's one thing I do see changing, and it's really good. It makes the cultural landscape richer.

Samantha Power moved to the US from Ireland when she was nine. Her first book, *A Problem From Hell: America And The Age Of Genocide*, won a Pulitzer prize. In 2013, she was made US ambassador to the United Nations.



I had recently graduated from university in 1992 when I saw images in the New York Times of bone-thin stick figures in camps in the former Yugoslavia – images I didn't think one could see in the 90s. I wanted to help, but didn't have any skills. I had been a sports reporter in college, so I decided to try my luck at being a war correspondent. It was a bit of a crazy idea, but a lot of young people were doing the same thing, because they felt horrified and powerless.

I'm not great at languages, but I'm great at talking, and my stubborn desire to communicate with people **got me to the point** where I could do interviews in the

local language. I wrote about my experience, and looked at why the US did what it did when faced with genocide in the 20th century. One key conclusion was how hard it was to effect change. But it still felt as though no other organisation could make an impact like the US government. It seemed to me it would be more efficient to be inside the government than on the outside, **throwing darts**.

These weren't steps on a **conventional path**, and my advice to young people would be not to decide on a job title and script a path toward it, but to develop your interests – go deep instead of wide.

I've tried to inject individual stories into everything I do: real faces and real people. Empowering women to get involved in government and diplomacy brings a different set of perspectives, which benefits everyone. This isn't a theory, it's a fact: according to the UN, women's participation increases the probability of peace deals lasting 15 years by 35%. My son was born in 2009 and my daughter in 2012, and I hope, as a result of this job, they'll be more empathetic, more globally curious.

Tavi Gevinson is a writer, actor and editor-in-chief of the online magazine Rookie, which she launched aged 15.

People talk about how the internet can make us less connected, but there are also people who can't find that connection to others elsewhere, whether at school or in marginalised communities. With Rookie, I want to create a place where you can make real friendships.



My mother is an artist, and when I was little we were always making stuff, so there was never any fear around creating different things – pictures, outfits. I would get home from school, grab the camera and tripod, go into the back yard and just do it. This was way before people could make a living out of fashion blogs. When I was 13, and living in Oak Park, Illinois, my Style Rookie blog gave me access to a world I would not otherwise have had access to – no way would I have been able to see a fashion show without that.

I was OK with challenging people, and I didn't mind if people didn't like my outfits. Fashion has **a bad rap**, about being shallow, about pleasing men, so I was happy I was wearing unfashionable, **bizarre outfits** – celebrating fashion, but not some beautiful, sexualised model. On many of the fashion blogs I read, women talked about feminism freely. It felt like a movement of the past, but I realised I had been a feminist before I ever identified as one.

After a series of false starts, I started talking on my blog about what an honest magazine for teen girls would look like. There are people whose jobs are to figure out how teenagers feel; I thought I'd **go straight to the source** – not so they could be targeted by marketing companies, but so that young people could have a network. I've done my job if people are inspired or entertained or feel more OK with themselves after seeing something on Rookie. We never tell people how to think or feel; we want to tell our readers they already have all the answers. If you want to do something, just do it! You can start 80 new lives if you want. You have to try, and be open and excited about failure, because it teaches you a lot.

Ava DuVernay is a film director, screenwriter and founder of distribution company Array. Her 2014 film *Selma*, about Martin Luther King, was nominated for a best picture Academy Award.



I didn't grow up around artists, and I don't come from a family of artists. When I graduated from college I **got into film publicity**, but I never thought I could be the film-maker. Then I found myself on many sets, and started to believe I could do it, too. I like that independence that comes from doing things for yourself, and doing them well. Editing, directing, producing, financing, distributing and publicising my own first films **gave me a grasp** of the process.

As a black woman film-maker there isn't a lot of support – there aren't many of us around – so instead of not doing something, I figure out a way to do it without support. As you start to create your own work, you attract help from like-minded people; you can never attract it if you're sitting still. The landscape has changed since I started my distribution company in 2010; we have Netflix, Amazon, all these streaming platforms. It's an incredible time to be an artist, especially for those who had been left behind. I find it very exciting to think, "I'm not going to continue knocking on that old door that doesn't open for me; I'm going to create my own door and walk through that."

(The Guardian, interviews by Geraldine Bedell, Rosanna Greenstreet, Hester Lacey and Marian Lacombe).

4.1. Write the initials of one successful woman next to the questions below:

Who ... ?

1) _____ has been creating things since their childhood?

- 2) _____ has found a way to create independently?
- 3) _____ was thinking of a job at the UN?
- 4) _____ worked in Yugoslavia during the war?
- 5) _____ got little support because of the gender and skin colour?
- 6) _____ successfully combine her career and household duties?
- 7) _____ chose a profession quite different from the rest of the family?
- 8) _____ rejected pleasing men with sexual outfits?

4.2. *Discuss the following:*

- 1) Which of the life lessons inspires you most? Why?
- 2) Which of the life slogans would you take to present yourself to the world (explain your choice):
 - **Ava DuVernay:** “I’m going to create my own door and walk through that”?
 - **Tavi Gevinson:** “Be open and excited about failure, because it teaches you a lot”?
 - **Samantha Power:** “Develop your interests – go deep instead of wide”?
 - **Meryl Streep:** “Think about the bigger picture”?
- 3) How do you understand Meryl Streep’s words: “I don’t bring a suitcase with my dossier in it to an audition, I bring my body, so you can’t moan about the fact that you’re judged on your looks”?
- 4) What part of these women’s job makes them happy?

4.3. *Match the highlighted phrases with their definitions:*

- 1) _____ doing sth. randomly, without a certain goal;
- 2) _____ to address the main subject directly, without deviation;
- 3) _____ backbreaking job;
- 4) _____ to allow or facilitate for one to gain a firm, clear understanding of something;
- 5) _____ to reach the main or most important idea of something that is said or written;

- 6) _____ to have good relationships with journalists and film critics;
- 7) _____ the way things are always or usually done;
- 8) _____ to practise a skill often enough so that you do not lose the skill;
- 9) _____ a negative or unfavorable reputation;
- 10) _____ markedly unusual in style, or general character and often involving incongruous or unexpected elements; outrageously or whimsically strange.

4.4. Make up a short story of 50-60 words about an imaginary or real successful person using as many phrases from 4.3 as possible.

1 B. What makes people happy at work



Task 5. Fill in the gaps with words and phrases from p. 7, p. 157 (New English File):

Most _____ seem to think that money is the most important factor in _____ satisfaction. After all, people work to earn a living and a _____ salary does seem like a reasonable exchange for their services. However, there's more to work than just money. There are different factors that play into workplace happiness and productivity. As an employer, it is your responsibility to provide a healthy and enjoyable _____ environment that can stimulate your _____' mental and physical senses.

Involve the family of your _____ into your plans. Know that crucial business decisions don't just affect your company's growth but it will also touch the lives of your employees' families. For instance, giving them employee _____, combined with enough days _____ will give them resources to spend not just on work but on other things that they value the most as well, like their family, friends, and personal passions, leading them to attain a better _____ balance.

Make sure that they have some ample room to grow. Pave an actual _____ path for them. Otherwise, you're risking a fall on job satisfaction and higher staff _____ rates in the near future.

Task 6. Explain the collocations from ex. 3, p. 157 (New English File), use a dictionary if necessary:

- 1) to be in charge of
- 2) to be on maternity leave
- 3) a temporary job
- 4) to have a job security
- 5) to be sacked (from)
- 6) to work part-time
- 7) volunteer work

Task 7. Ask your partner questions to find out what type of personality they are. Use the following collocations:

- 1) to plan in advance;
- 2) to tell a white lie;
- 3) to get stuck on;
- 4) to make sure;
- 5) to hurt people's feelings;
- 6) to face problems head on;
- 7) to catch one's eye;
- 8) to go with one's gut feeling;
- 9) keep sth. short.

Task 8. Give a synonym for each word:

- 1) diligent –
- 2) calm –
- 3) brave –
- 4) independent –
- 5) systematic –
- 6) industrious –
- 7) self-sufficient –
- 8) gloomy –

- 9) sensible –
- 10) careful –
- 11) talented –
- 12) emotional –

Task 9. Give an antonym for each word:

- 1) fun-loving –
- 2) selfish –
- 3) mature –
- 4) naïve –
- 5) stingy –
- 6) insecure –
- 7) generous –
- 8) quick-tempered –
- 9) altruistic –
- 10) placid –
- 11) morose –
- 12) extravagant –

Task 10. Guess the words from their definitions:

- 1) very pleasing and attractive
- 2) careful to avoid danger or risk
- 3) reasonable and sensitive
- 4) someone who doesn't usually talk very much
- 5) showing a lot of care and attention, wishing to do one's work or duty thoroughly
- 6) relaxed, not easily upset or worried
- 7) a) interested in learning about people or things, marked by desire to investigate and learn; b) marked by inquisitive interest in others' concerns
- 8) always supporting their friends, principles, country
- 9) able to understand other people's feelings and problems

- 10) confident and able to do things in one's own way, without wanting help or advice from other people
- 11) good at thinking of new, interesting ideas and at forming pictures in their mind
- 12) willing to give money, spend time, etc. in order to help people or give them pleasure
- 13) easily becoming angry
- 14) fearless, brave
- 15) providing all the things they need without help from outside
- 16) determined not to change your mind even when other people think you're unreasonable
- 17) not liking changes or new ideas
- 18) having the belief that your own country is better or more important than any other; the attitude that your own sex is better, more intelligent, than the other sex
- 19) showing in a gentle way that you love someone
- 20) too easily affected by emotions such as love, sympathy, sadness, etc.
- 21) doesn't think about things that are serious or important
- 22) always doing things carefully, using an ordered system
- 23) behaves in a sensible and reasonable way as you would expect an older person to behave
- 24) using every chance to gain power or unfair advantage over others
- 25) deliberately disobeying
- 26) willing and eager to help
- 27) someone who is not satisfied with anything unless it's completely perfect
- 28) bad-tempered, unhappy and silent
- 29) not feeling at all confident about your abilities, relationships, etc.
- 30) able to understand situations using their feelings without being told or having any proof
- 31) liking to meet and talk to new people
- 32) not generous, especially with money, when you can easily afford to be
- 33) giving help or encouragement

34) good at judging what people or situations are really like

35) tending to work hard

Task 11. Explain the following characteristics, ask your group-mates to guess the words:

fun-loving	
Gifted	

Witty	
decisive	

altruistic	
sharp-tongued	

intellectual	
tolerant	

tactless	
down-to-earth	

diligent	
extravagant	

naive	
placid	

ambitious	
touchy	

reliable	
open-hearted	

humble	
--------	--

cheeky	
--------	--

Task 12. What kind of person

- 1) ... would you like to have fun with?
- 2) ... would you especially avoid?
- 3) ... makes friends easily?
- 4) ... do you find interesting?
- 5) ... could you make friends with?
- 6) ... would you never be friends with?
- 7) ... would you never marry?

Task 13. Using your active vocabulary, write a brief characteristic of a well-known film or literary character. Ask your group-mates to guess the character.

1 C. Whose language is it?



Task 14. Make up sentences with highlighted words (ex. 1(e), p. 12 NEF), stick to the formal register.

To conduct, to view, poor, to transcribe, to omit, to require, notion, to remain, to adhere, thus.

Task 15. Agree or disagree with the following statements using conversational phrases from the list below:

Opinions

In my opinion

From my point of view

I don't quite see what people find in...

I don't know anything more exciting than...

I see nothing exciting in...

Don't you agree that...

I'd just like to say

Personally I believe / think

If you ask me

There is nothing like...

Absolutely marvelous

Great! Cool! Awesome!

Agreeing / disagreeing

Just so

I quite agree there

Naturally. Certainly. Sure. Exactly. Definitely. Absolutely.

I couldn't agree more.

It goes without saying!

I won't deny it

No doubt, beyond all doubt

Disagreeing

I can't agree with you

You can't be serious

How can you say such a thing!

I disagree with you

Surely not!

I doubt it

I'm not so sure

Certainly not!

Nothing of the kind!

I don't know what makes you think so

Just the other way round.

1) English is not only a means of communication, but it also serves as a cultural bridge, allowing ideas to travel across borders. **Helena, Bulgaria**

2) I think the spread of English is pretty positive for all the reasons others have very nicely exposed here. However, I think we should take it with care; though it is as

undeniable as impossible to avoid that the knowledge of one language affects us (our points of view, our preferences, our likes and dislikes) I think we should take it with great care and never allow English (or any other language that could become sort of universal) to finish and vanish our native cultural and linguistic background.

Fernando, Spain

3) Many cultures have been impacted negatively (right now there are language specialists trying to save First Nation tongues, the loss rooted in the way the invading culture dealt with them). I think it's good to know where our resultant culture has come from so it's more clear of a choice how to go forward. There is a reason the United States of America has no declared official language. **Amy, USA**

4) I would say it's a very positive thing and it's not even enough. Being able to communicate with other people from the rest of the world without having to learn thousands of languages which is beyond your brain's capacity is definitely a good thing. When you can communicate verbally with people, you'll avoid a lot of misunderstanding, misjudgements and stereotyping so you're certainly avoiding a lot of conflicts and hate. **Omar, Turkey**

5) Britishers used English as tool to impose their way of thinking ,their philosophy and most importantly their culture by gradually denigrating our culture, our philosophy and our national pride. Knowing English language was good but neglecting our languages and our literature made a mindset in India that our past was a dark age with no scientific knowledge and no rationality worth the name. This was something ridiculous. **Bharatiya, India**

Task 16.1. Read the article about outdated stereotypes of the British accents in Hollywood movies, watch the videos, prepare five questions to discuss with your group-mates.

Villains, Brits, And Cliché Movie Accents

From Egyptian pharaohs with British accents to foreign settings where everyone speaks accented English, the Hollywood formula for depicting “foreignness” or “otherness” relies on some odd and outdated stereotypes.

BY JAMES LANE

“Stand by for the opening night of the national television service!” announced a perfect British voice in November 1956. Except it wasn’t the birth of British television. It was the birth of Australian television.

Few things recall this bygone era as much as the sound of an affected, rich British accent. It was how newsreel narrators talked. It was how glamorous movie stars like Cary Grant and Katharine Hepburn talked. Such accents dominated the airwaves and movies of the United States, Canada, Australia, New Zealand and South Africa, to say nothing of the subcontinent.

Yet half a century later, Hollywood films and television series still fall back on familiar tropes when it comes to movie accents. Fantasy worlds are British, Disney villains inevitably sound like they’re stepping out of a first-class carriage with a glass of Pimms, and films set in foreign lands are populated by English speakers with heavy “foreign” accents. Why are we still drawn to these stereotypes?

“Standard” English

“Eliza,” says Professor Henry Higgins in “My Fair Lady”, “You are to stay here for the next six months learning to speak beautifully, like a lady in a florist’s shop.”



When this musical (about a professor determined to rid Audrey Hepburn of her Cockney accent) was written in 1956, the notion of “speaking correctly” was already ripe material for parody. And yet in many ways we still haven’t managed to shrug it off.

Received Pronunciation is also known as RP, the Queen’s English, Standard English or BBC English. You know it: that clear, authoritative accent from southern England, removed of all regional variations and color. This is the sound that was heard on evening news bulletins all over the world when television was invented. It was the default standard among the colonies, as well as in Britain.

<https://www.youtube.com/watch?v=m8lzyaMZ-mA> [“His girl Friday” (1940)]

In America there was a slightly tweaked version known as the Mid-Atlantic or Transatlantic accent. This was a consciously learned blend of English RP and Standard American popular among boarding schools, actors, and Hollywood. Think of Cary Grant’s distinctive plummy tones, or if you prefer a retrospective example, Pete Campbell in *Mad Men*. It denoted class, status and education. Commonplace in the 1930s and 40s following the introduction of the first “talkies” (sound films) in 1927. This style of “movie accent” fell out of style following the end of WWII.

The Brits Are Evil

Have you ever noticed how in Hollywood movies all the bad guys are played

by Brits?

<https://www.youtube.com/watch?v=e7gR7EYjcP8> [“British villains – 2015]

Ever since Alan Rickman captured American audiences in *Die Hard* and *Robin Hood: Prince of Thieves* — or go back even further to Peter Cushing in *Star Wars* and Anthony Hopkins in *Silence of the Lambs* — the default evil “movie accent” of choice is RP. Educated, suave, sneering, English.



Disney seems to have a particular penchant for female British villains. From the evil queen in *Snow White* to Cruella de Vil from *101 Dalmatians*. Disney villainesses seem to share a common Transatlantic accent. According to linguistics lecturer Bob Kennedy, by the time *Cinderella* was released in 1950, “there had been an established kind of prototype of the mature female villain and part of that prototype included using a Transatlantic accent (which had a connotation of power).”

Accents and dialects provide cultural shorthands to tap directly into popular stereotypes. Take another common character type: the Cockney working-class-loveable-scamp, the Eliza Doolittles and Michael Caines. As soon as they open their mouths, you know their background, their status, and probably the role they will play in the movie.

Cockneys can occasionally be bad guys too, like Sir Ben Kingsley’s character in *Sexy Beast* or the host of nasties in Guy Richie’s *Snatch*, but they are a different kind — brutish, impulsive, visceral — rather than the haughty evil-genius type. Speaking of *Snatch*, an honorable mention must go to Brad Pitt’s rendition of an

accent that is pretty much unintelligible. It presented quite the challenge to dub for overseas markets: the Spanish used their own regional variant of “Traveler slang,” while the Germans and the French just mumbled very fast.

Even Middle Earth Is British

The history and fantasy film genres are dominated by British accents, whether they take place in the fictional realms of Middle Earth and Westeros, or the actual ancient world depicted in sword-and-sandals epics like *Exodus*, *Gladiator* and the TV series *Rome*.

In Peter Jackson’s *Lord of the Rings* trilogy, the plan was for the hobbits to speak with a rural Gloucestershire accent, except for the more educated Frodo and Bilbo who naturally speak in RP. Instead almost all the accents throughout “*Lord of the Rings*” movies are RP, with a twist here and there to differentiate them. This is perhaps reflective of the classic “high fantasy” genre that Tolkien helped to shape.



<https://www.youtube.com/watch?v=j737oPgPE3s> [School of British accents – West Country]

There’s no such hegemony in *Game of Thrones*, however. Regional accents abound, from Sheffield to Scotland to Wales. There is tremendous variation although not quite as much consistency. For example, there are some very unusual pan-European accents, and then there’s Peter Dinklage’s bizarre concoction.

But why British? Are there not sufficient varieties of American accents? *Game of Thrones* novelist George R. R. Martin himself has said that English accents work

best for fantasy, as the genre is rooted in the Middle Ages.

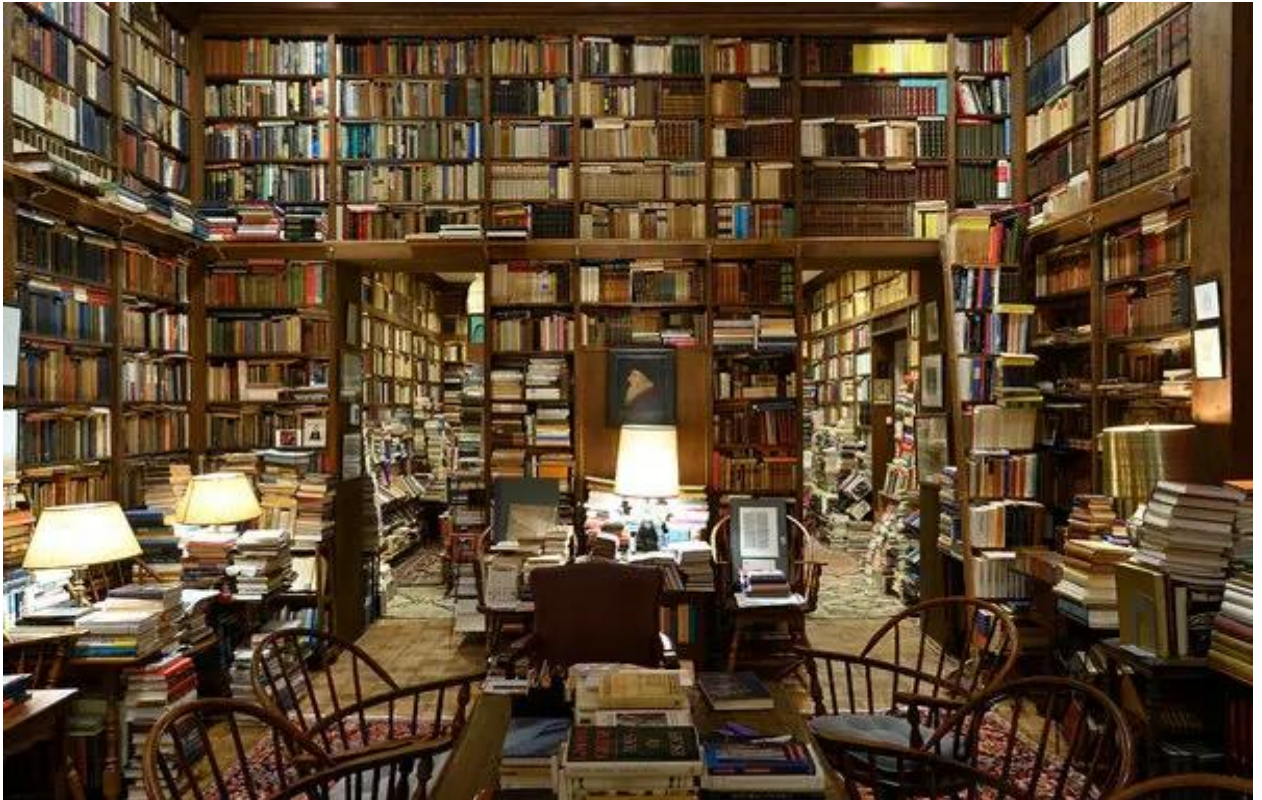


Another possibility is that by using foreign accents that are still familiar (and understandable) to American audiences, filmmakers can nudge viewers out of their ordinary world, into a place that is both strange and familiar. Of course, there are practical considerations too: Game of Thrones was partly shot in the British Isles and often casted local actors.

Task 16.2 Choose one British dialect mentioned in the article, prepare a short presentation about its linguistic peculiarities (pronunciation and lexis): 5-6 slides.

UNIT 2. THE ARTS AND OUR INTELLECTUAL DEVELOPMENT

2 A. Lost in translation



Task 17. How would you characterize / describe / call

- a novel which totally holds your attention?
- a book which you've read from the beginning to the very end?
- a book which is nice to read in bed?
- a story which is moving and sad?
- a tale which is very interesting and engaging?
- a novel which describes a sequence of events of a protagonist's life?
- a short story by E. A. Poe or S. King?
- a protagonist of Sh. Bronte's novel?
- a story which makes you feel almost suicidal?

- a plot which is impossible to predict?
- a book which makes you cry?
- a booklet you usually use to figure out how different appliances work?
- a story which jumps from present to past and back again at breakneck speed?
- a collection of short stories by different authors?
- records of all the voyages made by a ship?
- a protagonist who is totally unconvincing?
- a writer who is praised by the public?
- a book which is difficult to read?
- a novel which raises a lot of interesting questions?

Task 18. Give synonyms of the following words (use your active vocabulary):

- 1) oppressive –
- 2) amusing –
- 3) lively (in plot)
- 4) thrilling –
- 5) memorable –
- 6) unconvincing -
- 7) absorbing -
- 8) touching –

Task 19. Give antonyms of the following words (use your active vocabulary):

- 1) lightweight, shallow (about a plot) –
- 2) depressing –
- 3) boring –
- 4) slow-moving –
- 5) trivial –
- 6) realistic –
- 7) plain (about a plot) –
- 8) a product of its time -

Task 20. 1. Write a blurb of a book, use blurbs from *English Vocabulary in Use*, unit

The diagram illustrates the structure of a book blurb for *The Invisible Life of Addie LaRue*. On the left, a dark vertical bar contains five labels with arrows pointing to the corresponding text on the right:

- Setting** points to "FRANCE, 1714".
- Main scenario & inciting incident** points to "A desperate woman makes a desperate deal in the dark – a bargain to live forever but be remembered by none."
- Character detail & key turning point** points to "So begins the invisible life of Addie LaRue, shadow muse to artists throughout history, forgotten friend, confidante and lover, slipping away with the morning light. Addie passes through lives, desperate only to leave a trace of herself. Until the day she walks back into a small bookshop in Manhattan and meets Henry, who remembers her."
- Conflict, dilemma or consequence** points to "After 300 years Addie's life is restarting, but the devil never plays fair. As Henry and Addie's lives start to intertwine, they must face the consequences of the decisions they've made and the prices to be paid."
- Themes/subjects of interest** points to "The Invisible Life of Addie LaRue is a dazzling adventure across centuries and continents, across history and art, about a young woman learning how far she will go to leave her mark on the world."

At the bottom, a yellow banner reads: **Book Blurb Example: *The Invisible Life of Addie LaRue***. The source *nownovel.com* is noted at the bottom right.

22, p. 50 as a model.

Task 20.2. Present your blurb to the group-mates, ask them to predict the plot development.

Task 21.1. Complete the sentences. Add one more sentence to develop a situation.

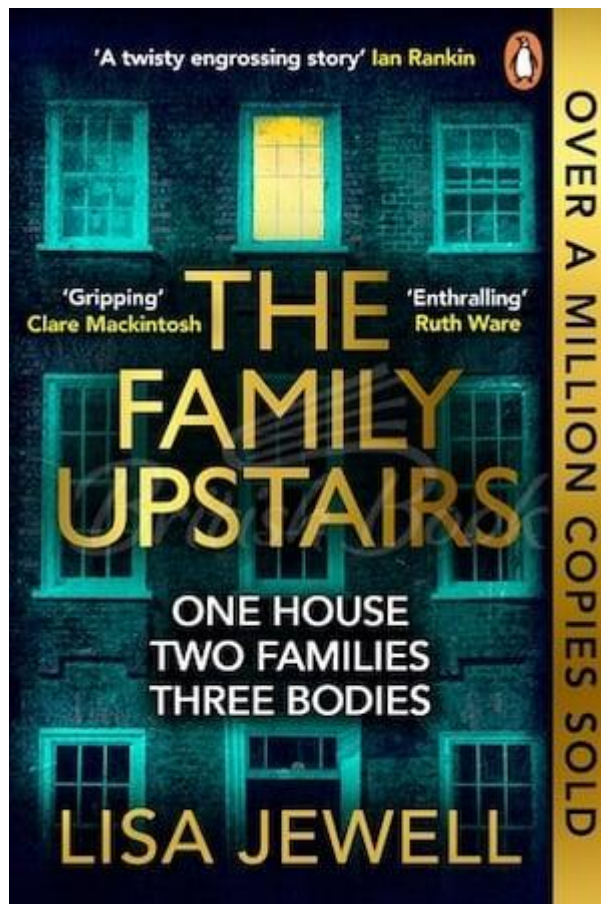
You may use any proper names instead of the pronouns:

1. But never, never could he ...
2. Not only was she ... but also ...
3. No sooner had they ... than ...
4. Not until this very moment ... had he ...
5. Only once did Mrs.
6. Only when they ... did he...
7. Hardly had she ... when ...
8. "Rarely have I ... ", - she thought to herself.

9. Only then she ...

10. Not until she ... did she ...

Task 21.2. Now take turns continuing your group-mate's sentence to obtain a thrilling story.



2 B. History goes to the movies



Task 22. Paraphrase the following sentences using the words and phrases from unit 20, p. 46 (English Vocabulary in Use):

- 1) This young actress is likely to become very successful.
- 2) This period film got excellent reviews.
- 3) The audience called the singer to perform some more after his concert.
- 4) This actress is definitely a wrong person for the role of the witch.
- 5) The new TV show has turned out to be a complete failure.
- 6) She is always associated with a middle-aged wife in TV drama series.
- 7) The last season of this series was very negatively criticized.
- 8) F. Coppola's films are very highly praised all over the world.
- 9) The play got disapproving noises from the audience on the first night.
- 10) The audience stood up and applauded at the end of her performance.

Task 23. Make up sentences using the following groups of words:

- 1) coup, to overthrow, armed forces;
- 2) ceasefire, the wounded, to withdraw;
- 3) troops, to loot, civilians;
- 4) civil war, refugees, to break out;

- 5) the rebels, casualties, to blow up;
- 6) to surrender, siege, to retreat;
- 7) to declare, on the border, war;
- 8) ally, treaty, to sign.

Task 24. Match weapons with their definitions.

1) Javelin	a) weapon that sprays out burning fuel
2) Artillery	b) a gun fired from shoulder level
3) Grenade	c) a tube-shaped, portable rocket launcher
4) Shotgun	d) a small bomb thrown by hand or launched mechanically
5) Mortar	e) weapon designed to shoot upward at aircraft
6) Bazooka	f) a light spear thrown as a weapon
7) Flamethrower	g) a long gun that fires a large number of small metal bullets at one time
8) Rifle	h) large-calibre guns used in warfare on land
9) Ack-ack gun	i) a short smooth-bore gun for firing shells (bombs).

Task 25. Fill in the gaps with the words from the table above and ex. 1, p. 163 (New English File):

- 1) Huge **a**_____ pieces appeared in Europe in the 15th century, but until about 1670 the word **c**_____ was applied only to special types of guns.
- 2) **M**_____, portable, short-barreled, muzzle-loading artillery piece that fires explosive projectiles at low velocities, short ranges, and high trajectories.
- 3) **A**_____ **g**_____ development began as early as 1910, when the airplane first became an effective weapon.
- 4) As used in World War II and later wars **f**_____ consisted basically of one or more fuel tanks and a cylinder of compressed gas to supply the propelling force.
- 5) **B**_____ and **a**_____, a weapon consisting of a stave made of wood or other elastic material, bent and held in tension by a string.

- 6) The word **g**_____ probably derived from the French word for pomegranate, because the bulbous shapes of early **g**_____ resembled that fruit.
- 7) The **b**_____ was developed chiefly for attacking tanks and fortified positions at short range.
- 8) Effective ABM systems have been sought since the Cold War, when the nuclear arms race raised the spectre of complete destruction by unstoppable ballistic **m**_____.
- 9) The name **r**_____ most often applied to a weapon fired from the shoulder.
- 10) **S**_____ is used primarily against small moving targets, especially birds.

Task 26. Compare a historical film or a film based on true events to what really happened. Use your active vocabulary (lexis in context, vocabulary bank from ex. 1 (b, d, e), p. 52, 54, 55 in New English File. You may choose a film from the list below or find your own variant.

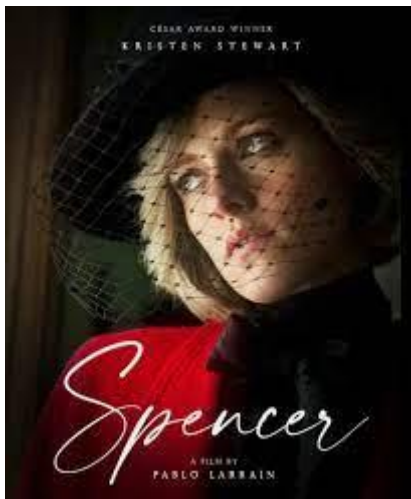
- “Dunkirk” (2017) tells a true story of a group of WW II British soldiers.



- “The Revenant” (2015) is inspired by a real-life frontiersman Hugh Glass.



- “Spencer” (2021) is a biopic about Princess Diana.



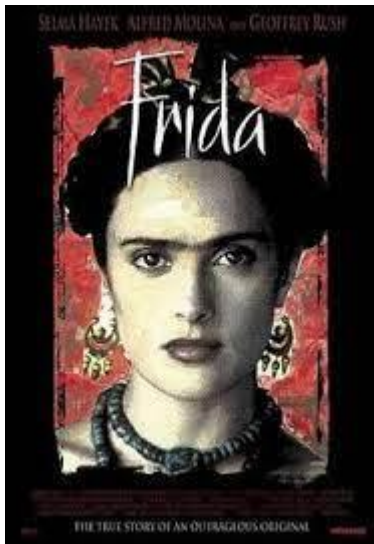
- “Lincoln” (2012) focuses on the last four months of President Lincoln’s life.



- “The young Victoria” (2009) is a dramatization of the turbulent first years of Queen Victoria’s rule, and her enduring romance with Prince Albert.



- “Frida” (2002) is a biopic about Mexican artist Frida Calo.



Task 27. Write a blurb of a film (4-5 sentences). Use ex. 20.4, p. 47 in English Vocabulary in Use as a model.

2 C. The music in us



Task 28. Match music genres with their descriptions:

1) pop	a) A genre of United States popular music with origins in folk, blues and Western music, often consisting of ballads and dance tunes with generally simple forms and harmonies accompanied by mostly string instruments such as banjos, electric and acoustic guitars, and fiddles as well as harmonicas.
2) hip-hop	b) A sub-genre of electronic dance music, it is characterized by its 4/4 beat, synthesized bass lines and repetitive loops.
3) rock	c) Originating in South Korea, it is characterized by catchy melodies,

	intricate choreography and visually stunning music videos, often performed by highly polished idol groups.
4) rhythm and blues	d) Originating in New Orleans, it combines blues, ragtime and band music to create lively, improvisational melodies.
5) soul	e) A genre of music that originated in the West during the 1950s and 1960s. It is eclectic, often borrowing elements from urban, dance, rock, Latin, country, and other styles. Songs are typically short to medium-length with repeated choruses, melodic tunes, and hooks.
6) reggae	f) Originating in the Bronx, it encompasses rap, DJing, breakdancing and graffiti art, often focusing on social and political issues.
7) country	g) A music genre that combines elements of African-American gospel music, rhythm and blues and jazz.
8) jazz	h) A genre of popular African-American music that originated in the 1940s as urbane, rocking, jazz based music with a heavy, insistent beat. Lyrics focus heavily on the themes of triumphs and failures in terms of relationships, freedom, economics, aspirations, and sex.

9) disco	i) Fusing rhythm and blues with country, it is known for its energetic rhythms, electric guitar and rebellious attitude.
10) house	j) A music genre that originated in Jamaica in the late 1960s, strongly influenced by American jazz and rhythm and blues, instantly recognizable from the counterpoint between the bass and drum downbeat, and the offbeat rhythm section.
11) rock-n-roll	k) A genre of dance music containing elements of funk, soul, pop, and salsa that achieved popularity during the mid-1970s to the early 1980s.
12) K-pop	l) A genre of popular music that originated as “rock and roll” in the United States in the 1950s, and developed into a range of different styles in the 1960s and later.

Task 29. Find the information and fill in the table:

Music genre	Vocalist / music band	Music hit
1) pop		
2) hip-hop		
3) rock		
4) rhythm and blues		
5) soul		

6) reggae		
7) country		
8) jazz		
9) disco		
10) house		
11) rock-n-roll		
12) K-pop		

Task 30. Choose one of the vocalist / music band from the table above and share a story of their success with your group-mates.

Task 31.1. Imagine you are an interviewer. What questions would you ask your favourite singer? Make up 5 questions using the active vocabulary.

Task 31.2. Now watch the interview with Taylor Swift. What questions did Barbara Walters ask her. Do any of them coincide with your questions?



<https://www.youtube.com/watch?v=P-TFhUq3otQ>

Task 32. Imagine you are a pop / rock / jazz star, be ready to answer journalists' (your group-mates') questions.



Task 33. Read the information about the origins of the music idioms. Can you guess their meaning? Check the dictionary to find out.

1) **to pull out all the stops** is originally referred to organ stops, which are pulled out to turn on each set of sounds in a pipe organ. When they are all pulled out, the instrument can be played at its maximum volume.



2) **to preach to the choir** comes from the action of trying to convince those people, who already regularly attend, to come to church.



3) **like a broken record**: when a record is scratched the needle of the record player gets stuck in the same spot and plays the same section of the song over and over.



4) **music to my ears** is associated with a feeling you get when you hear anything by Chopin.



5) **to sing from the same hymn sheet** comes from church congregations, who all sing the same music.

Come, Thou Fount of Every Blessing
NETTLETON

Robert Robinson, 1758 John Wycliff's Repository of Sacred Music, Part Second 1815 Traditional American melody

1. Come, thou fount of ev-ry bless-ing, tune my heart to sing thy grace; streams of
2. Here I raise my Eb-en-e-zer, hith-er by thy help I'm come; and
3. O to grace how great a debt - or did - by I'm con-strained to be; let that

mer - cy, nev - er ceas - ing, call for songs of loud - est praise. Teach me
hope, by thy good plan - sure, safe - ly to re - vive at home Je - sus
grace, now, like a fat - ter, bind my wan - d'ring heart to thee. Prone to

some me - lo - dious son - net, sung by flam - ing tongues a -
sought me when a stran - ger, wan - d'ring from the fold of
wan - der - ing Lord, I feel it - prone to leave the God I

bove; praise the moment I'm fixed up - on, He, moment of God's un - chang - ing love.
God; he, to re - cus me from dan - ger, in - ter - posed his pre - cious blood.
love; here's my heart, O take and seal it, seal it for thy cov'n - a - bove.

6) **don't harp on about it** is actually a shortening of the phrase “harp on the same string”, first recorded in 1518, which means “to play the same note over and over”.



7) **all that jazz**: the word “jazz” was sometimes used, in the early 20th century, to denote “meaningless talk”.



8) **to march to the beat of one's own drum:** imagine someone marching in a parade, but out of sync with the rest of the group.



9) **the same old song and dance** goes back to the late 1800s, when Americans first began using this expression. Around that time vaudeville was a popular form of show that opened with a song and some dancing. But it often was the same song and dance night after night.



10) **It's not my forte:** in music, forte literally means “loud” or “strong”.

f

11) **It rings a bell** is associated with bells which are usually sounded to remind us to do things, like the timer on your oven or a school bell.



Task 34. Answer the questions using music idioms from task 33 and ex. 6, p. 108 from Life advanced:

What would you say:

- to a friend who is always complaining about her lazy husband?
- to a friend / a colleague who again hasn't done what they promised and their weak excuse has been repeated million times.
- if you didn't want to retell a boring story in details.
- if your relatives tried to persuade you to take time off work and you've already bought tickets to the Maldives.
- if you were asked to do what you actually can't do well.
- if your colleague used all available resources to get a promotion.
- if your boss kept reminding you of your project deadline every morning.

- to a friend who didn't want to join your party but all of a sudden is calling you to say he / she is going to come.

How would you describe:

- an independent, self-sufficient person who is totally comfortable with being different from the others and does things in their own way.
- your friends who say to you the same unpleasant things about your new date.
- your new date's compliments.
- a person who realizes all the pros and cons, advantages and disadvantages in a particular situation.
- a person who donates big money for sick children but has never mentioned about it in public.

UNIT 3. DIGITAL MEDIA



3 A. Digital media and their influence on social living

Task 35. Study travel blog “Nomadic Matt”: <https://www.nomadicmatt.com/travel-blog/> to find out the following:



- 1) the topics of the latest posts;
- 2) the topics of the popular posts;
- 3) what are the travel tips about; are they useful for you?
- 4) does section “resources” answer your questions about booking accommodation, flights, travel companies, etc.
- 5) what travel books can you find on the website? Are you interested in reading such books? Why / why not?

6) would you use this travel blog info if you were going to travel? Why / why not?

Task 36. Read about “10 IT & Technology Buzzwords You Won’t Be Able To Avoid In 2024”: <https://www.datapine.com/blog/technology-buzzwords/>. Write down their explanations.

Task 37. Read the post “Top 20 Social Media Buzzwords and What They Mean”: <https://www.ignitesocialmedia.com/humor/top-20-social-media-buzzwords-and-what-they-mean/>. Which buzzwords have you known before? Which words are new? Make up sentences with any eight buzzwords.

Task 38. Complete the sentences:

- 1) They had no choice but ...
- 2) The government had no alternative except...
- 3) No matter what the politicians say, ...
- 4) No matter how hard you try, ...
- 5) There’s no doubt ...
- 6) There was no expectation ...
- 7) There’s no question ...
- 8) Our opponent had no chance ...
- 9) There was no mention ...
- 10) There was no way ...
- 11) I had no intention ...
- 12) It’s no good ...
- 13) There was no point in ...
- 14) The police had no difficulty in ...
- 15) It’s no use ...

3 B. A hacker's life



Task 39.1. Read the text “A hacker’s life” (Life, p. 99), find the words and phrases that mean the following:

- 1) a vulnerability or weakness in a system that may result from a system design flaw or bug.
- 2) a characteristic that makes something or someone vulnerable.
- 3) a large piece of office furniture, typically made of metal, with deep drawers for storing documents.
- 4) a person who is knowledgeable about and obsessively interested in a particular subject.
- 5) to have someone's attention completely so that they cannot think of anything else.
- 6) to find and bring back something.
- 7) a person who does not conform to others' views of what is normal or acceptable in society.
- 8) unable to compete successfully with the other person or thing.
- 9) to decide that something or someone is not important and not worth considering.
- 10) information discovered as the result of an inquiry or investigation.

Task 39.2. Now choose 5 words and use them in the sentences of your own.

Task 40. Match the idioms with their meanings:

1) all hell breaks loose	a) used for wishing someone good luck, especially before a performance
2) break a sweat	b) to work extremely hard
3) break your duck	c) to make people who have not met before feel more relaxed with each other
4) break cover	d) to initiate a new venture, or to advance beyond previous achievements.
5) break ground	e) to leave a place where you been hiding or sheltering from attack, usually in order to run to another place
6) break a leg!	f) a chaotic or disruptive situation, especially one that begins suddenly or unexpectedly
7) break the ice	g) to win something or to score a point, goal, etc. for the first time
8) break your back	h) to put forth a large amount of energy or effort into or toward a task

Task 41. Read the article “What is a Podcast and How Does it Work?” (<https://mailchimp.com/resources/what-is-a-podcast/>), answer / discuss the following points:



- 1) How is podcast defined? How is a podcast host called?
- 2) What do you need to create a podcast?
- 3) What is a purpose of podcasts?
- 5) Dwell on the different types of podcasts.
- 6) What makes podcasts popular?
- 7) Discuss the pros and cons of making a podcast.
- 8) Do you have your favourite podcast? Why have you chosen it?
- 9) Have you ever thought of making a podcast? If yes, what topic would you choose and why?

Task 42. Find a podcast dedicated to learning English. Pay attention to the level of knowledge (choose levels B1-B2). Analyse advantages and disadvantages of the chosen podcast. Present the results of your analysis in the table.

Task 43. Create an episode of “Learn English podcast”:

- Choose a lexical or grammatical theme according to the High school curriculum (10-11th forms).
- Make up a plan of the episode.
- Make all necessary notes.
- Record a video.
- Download your video on YouTube and share the link.

UNIT 4. SOCIAL LIVING

4 A. Who's in control



Task 44. Find in the text “Welcome to Nannyfornia” (NEF, p. 68) the words and phrases with the following meaning:

- 1) made illegal or unacceptable;
- 2) to do something you are not allowed to do, esp. breaking a rule or law;
- 3) (of laws, rules, or systems) existing and being used;
- 4) to force someone to experience something very unpleasant;
- 5) an outlying part of a city or town;
- 6) the part of a cigarette that is left after it has been smoked;
- 7) a moral fault or weakness in someone's character;
- 8) uncontrolled and excited behaviour or emotion that is sometimes violent;
- 9) relaxed in manner and character; not usually worried about other people's behaviour or things that need to be done;
- 10) an official order or proclamation issued by a person in authority.

Task 45. Find other examples of “nanny-stateism” (in any country), share it with your group-mates using the words and phrases from task 41 and ex. 1 (e), p.69.

Task 46. Write down the meanings of the prefixes from ex. 4 (a, b), p. 70 (NEF). Now complete the sentences with the most appropriate words, using prefixes.

- 1) Allergic reactions to the coronavirus vaccine are rare and far o_____d by the benefits.
- 2) Our partners supplied new missiles for existing air defence systems and modern a_____t systems.
- 3) Discounts reach up to 55 percent off decor that ranges from traditional, like Christmas stockings and plaid pillow covers, to softer and more u_____d styles, such as flameless candles
- 4) Such a r_____t reveals an uncomfortable truth: namely, that Ukraine and the West are on an unsustainable trajectory, one characterized by a glaring m_____h between ends and the available means.
- 5) Volodymyr Zelenskyy: Today, being p_____ -U_____n means being p_____ - E_____n and p_____ -R_____n position is p_____ -t_____t .
- 6) However, her tendency to o_____e can lead to feelings of paranoia, with dramatic or comical results.
- 7) The environmental d_____n of one country could easily affect the environments of neighboring states.
- 8) Most contracts allow p_____ts of 10 to 20 percent of the balance each year without penalty.

Task 47. Study the following common exclamations. Work with a partner: make up a short dialogue (4 lines) using exclamations in response.

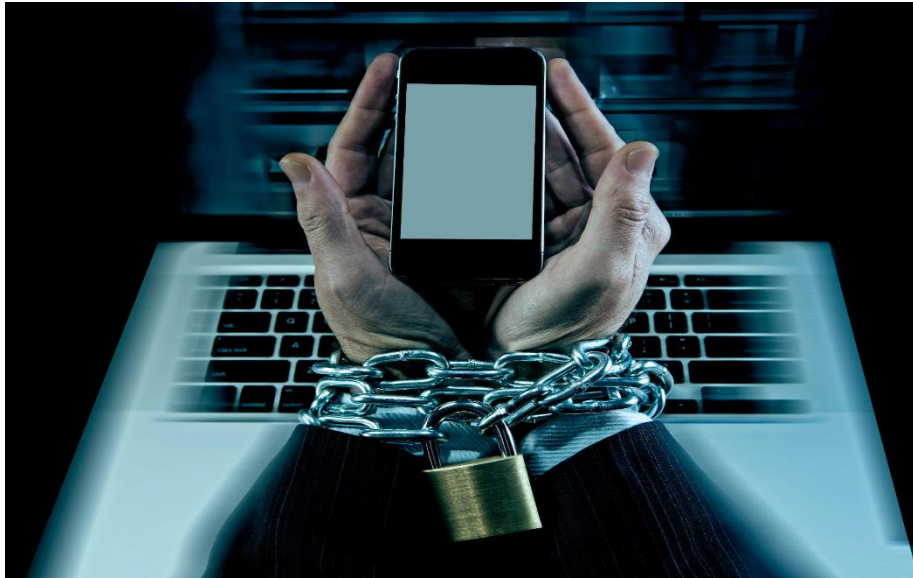
- Good grief! (surprise, disapproval)
- You don't say! (surprise)
- Oh, boy! (excitement)
- No way! (expresses disbelief or shock)
- Holy cow! (astonishment, shock)
- Oh, that's awesome! (excitement and approval)
- Oh, how wonderful! (delight and happiness)

- You're kidding! (disbelief or doubt)
- Oh, incredible! (amazement)
- Gad! (surprise, disapproval)
- Gee! (surprise)
- Gosh! (surprise)
- Darn it! (anger, disappointment)
- Heaven forbid! (surprise, fear)
- Heavens! (surprise, fear)
- Good heavens! (surprise, fear)
- My goodness! (surprise, fear)
- Goodness! (surprise, fear)
- Terrific! (approval, enthusiasm)
- Marvelous! (glee, admiration)
- Holy Smokes! (surprise)

Interjections:

- Zoinks — to express surprise
- Gee — to express surprise, enthusiasm or sympathy
- Yowza — to express surprise, enthusiasm, approval or excitement
- Dang — to express displeasure
- Drat — to express displeasure
- Gadzooks — to express surprise or annoyance
- Ow, ouch — to express pain
- Boo, ew, yuck, ugh, shoot, whoops, rats — to express displeasure
- Yay, yippee — to express pleasure
- Cheers — to express congratulations
- Oh well, oh no — to express commiseration
- Eek, yikes — to express fear

4 B. Can't live without it



Task 48. Check your phone vocabulary. Write the words and phrases next to their definitions:

- 1) to add money to your account so you have enough balance - _____
- 2) a phone that is connected to the phone system by wires _____
- 3) to say something in a louder voice so that people can hear you - _____
- 4) to turn (something) off by pushing a button - _____
- 5) to connect a person using a phone to the person they want to speak to - _____
- 6) to make a telephone call to sb. - _____
- 7) to use something (e.g. money) completely so that nothing is left - _____
- 8) to succeed in talking to someone on the phone - _____
- 9) to end a phone conversation by cutting the connection - _____
- 10) to stop people from continuing a phone conversation by breaking the phone connection - _____
- 11) a public telephone that is operated by coins or by a credit or prepaid card _____
- 12) to call on the phone - _____
- 13) a phone message recorded by someone when you do not answer their call, or a

number of these messages _____

14) a telephone call that is deliberately terminated by the caller before being answered by its intended recipient _____

15) a telephone service used to find someone's telephone number _____

16) occupied (someone is already using the phone) _____

17) to put electricity into an electrical device such as a battery - _____

Task 49. Imagine a strange number is calling you. Develop a situation using the words and phrases from task 48 (no less than 6).

Task 50. Read the text about different types of addiction. Make up 2-3 questions about each of them. Ask your group-mates to answer.

Types of Addiction



Video Game Addiction

Video gaming is a common behavioral addiction. While this activity can be a fun

way to unwind or spend time with friends, it can develop into an unhealthy dependence. A video game addict will prioritize gaming over their relationships and other activities. This addiction, like many others, can interfere with responsibilities like education and work. It can also cause financial issues. Some people will continue to buy games or upgrade their gaming experience, despite not having the money to do so. Video game addiction can be more difficult to recognize and seek help for because it does not have as many obvious consequences. It is not physically addictive or harmful like alcohol or drugs, but the repercussions are still very real.

Internet Addiction

The internet is a practically ubiquitous tool. We use it for school, work and relaxation. With smartphones, tablets and computers, the internet is almost always just a tap or click away. In many ways, this has made life easier. We can find the answer to nearly any question almost immediately. We can connect with friends and family across the world. On the other hand, the internet and its accompanying screentime have their downsides. Many of us find ourselves mindlessly scrolling through our social media feeds for hours. Though not yet officially recognized by the Diagnostic and Statistical Manual of Mental Disorders, research does indicate that internet addiction is a prevalent issue. Addiction to video gaming and online gambling can fall under the umbrella of internet addiction.

Shopping Addiction

“Retail therapy” is a common phrase. If you are feeling down, you go out to buy something new. That is a pretty harmless outlet for negative feelings if you indulge in it occasionally. But shopping, like any behavior, can evolve to become compulsive. Approximately 18 million Americans have a shopping addiction. The negative consequences of this dependence are largely financial. Some people who are addicted to shopping may stretch or break their budgets to feed their habit. They continue to buy, despite not needing or even wanting more items. This may lead to maxing out and opening new credit cards. As the financial burden mounts, a

shopping addict may also have to contend with a negative impact on their relationships, particularly if they share finances with a partner or spouse.

Gambling Addiction

Behavioral addictions like gambling also have negative financial consequences. Compulsive gambling, like other addictions, is driven by the feeling of reward you get when you place bets. No matter how many losses you experience, the compulsion drives you to continue. Gambling addicts can exhaust their savings, destroy relationships and even steal to continue fueling their behavior. Like other addictions, the tolerance level can increase over time. You may find yourself needing to make larger bets more frequently to achieve the same feeling. Some people may focus on just one game, such as online poker, while others may find multiple outlets appealing, such as casino table games, slots and online betting forums.

Food Addiction

Food addiction can come with serious physical and psychological effects. Someone struggling with food addiction may also be contending with obesity, chronic pain, anxiety symptoms and depression. This addiction may be a way of coping with difficult emotions, such as stress. Food, particularly food high in fat, sugar and salt, can trigger the brain's reward system. You may find yourself compulsively eating even if you're not hungry. While food addiction can involve eating many different things, some foods are considered triggers for this dependency. Items such as ice cream, candy, pasta and chips are often associated with compulsive eating.

(from "Synergy wellness blog")

Task 51. Watch the video "Struggling with addiction": https://www.youtube.com/watch?v=LzIbrOB_VRg, answer the questions and discuss the following:

- What is an unhealthy addiction in Will's opinion? Agree or disagree with his

viewpoint.

- What moments did Will enjoy being 17 years old? Can you recollect any happy moments of your teenage period?
- How did Will's problems with addiction start? Was it possible to avoid them?
- What can you tell about Will's new friends at High school? Do Ukrainian teenagers face the same problems at High schools? Have you ever had such problems?
- Why was Will arrested for the first time? What was his reaction to the arrest?
- How did Will's parents react to his drug-addiction? How would you react being in their shoes?
- What happened to Will after he tried heavy drugs?
- What actually motivated Will to recover?
- What did Will say about choices in his life? Do you agree with him? Why / why not?
- What are your thoughts about Will's story?

Task 52. Read the following dictionary definitions and analyze the difference between "addiction" and "obsession":

- **addiction:** an inability to stop doing or using something, especially something harmful [Collins dictionary]; a compulsive, chronic, physiological or psychological need for a habit-forming substance, behavior, or activity having harmful physical, psychological, or social effects and typically causing well-defined symptoms (such as anxiety, irritability, tremors, or nausea) upon withdrawal or abstinence [Merriam-Webster dictionary].
- **obsession:** something or someone that you think about all the time [Cambridge dictionary]; a persistent disturbing preoccupation with an often unreasonable idea or feeling [Merriam-Webster dictionary].

Task 53. Read about different obsessions people had in their childhood:

Barbara: "Horses. Watching every TV show, movies, books and friends with

horses. My obsession started when I was four-years-old and 45 years later, Pete, my first quarterhorse. Better late than never!”

Rojo: “Some obsessions, not in order: 1- Magic/the unseen world/allegories, folk tales, Ancient Greek mythology and literature. 2- Karate, Break dancing (wish I’d kept up with both lololol). 3-science fiction, usually old weird metaphysical stories. 4- Art making, storytelling. 5- Dinosaurs. I was a weird, smart, creative kid. I still am, I don’t think that’ll change any time soon 🤪”.

Elinor: “I was a strange child who read every book in the local library that I could find on my favorite topics. I was obsessed with learning about:

Leprosy (Hansen’s Disease).

Jim Bowie and his famous knife.

Marie Laveau the “Voodoo Queen” of New Orleans.

Vampires and Werewolves.

I wanted to learn how to fight with knives and a whip. My family had no idea who I was or what I was interested in. They gave me things like plastic doll dishes as presents”.

Aparna: “Harry Potter ! Not specifically I was pretty obsessed with the entire series. And I still am. I went through this phase where I literally convinced myself Voldemort was just misunderstood”.

Kaycee: Gum. Lots and lots of gum. I probably chewed hundreds of dollars of gum in the span of a couple of years. I learned to bite my nails when I was little, from my Dad, and it’s been a horrible obsession ever since. I chewed gum to try and break the habit, but I wasn’t allowed to chew it at school so I’d bite my nails at school. Overall, it wasn’t really helping me break the habit. I always loved looking at all the flavors. Chewing it for hours. I could go through a pack of 15 sticks in 3 days”.

Kiran: “Maintaining a journal - I was obsessed with maintaining a personal diary and used it in jotting down all my thought processes and moods. I had a personal diary till class 10th which I actively used to decorate with various sketch pens and cartoons, or more precisely, I poured all my creativity there. I was a reserved girl and never liked people reading my thoughts”.

Discuss in small groups:

- 1) Which is the weirdest childhood obsession from the mentioned above?
- 2) Which is the weirdest childhood obsession known to you?
- 3) Did you have any childhood obsession similar to those?
- 4) What was your childhood obsession?
- 5) What reasons for having childhood obsessions are mentioned by the speakers? What other reasons can you mention? Share the reasons of your childhood obsession.
- 6) What is the speakers’ attitude to their childhood obsessions? What is your attitude? Do you think it’s normal to have childhood obsessions?

Tasks for part-time students

The first term

1. *What motivates you* (unit 1, NEF; units 20-22, EVU): ex.1 Reading & speaking (a, b, c, e, h), p. 4-5; ex. 2. Grammar (a, b, c, d), p. 5; ex. 3. Speaking and listening (a, b, c, e, f), p. 6-7; ex. 4. Vocabulary (a, c, d), p. 7; ex. 5. Speaking (a), p. 7; ex.1. Reading and speaking (a, b, c, d, e), p. 8. Study the lexis from English vocabulary in use, p. 22. Describe yourself using the active vocabulary, p. 23 do ex-s. A letter of application: study p. 16-17, write a letter of application using the draft, p. 17, attach the letter.
2. *Lost in translation* (unit 3, NEF): vocabulary & speaking: a, b, c, d, p. 41; reading: a, b, c, d, e, p. 42; listening: a, b, c, d, p. 43. A review, p.48-49 (only books). English vocabulary in use, unit 22, p. 50 (learn the lexis), p. 51 - all the ex-s.
3. *History goes to the movies* (unit 4, NEF): ex. 1, p. 52-53, ex. 3 (a, b, c), p. 53, ex. 4, p. 54-55, ex. 5, p. 55. EVU unit 20, p. 46-47. Write a film blurb, using ex. 20.4 as a model. Choose a historical film or a film based on true events.
4. *The music in us* (unit 9, Life): ex. 1, 2, 3, 4, p. 105; ex. 1, 2, 3, 4, p. 106; ex. 8, p. 107; ex. 2, 3, 4, 5, 6, p. 108-109; ex. 1, 2, 3, 4, 5, p. 113.

The second term

5. *Digital media* (unit 8, Life): ex. 2, 3, 4, p. 93; ex. 2,3,4, p. 94; ex. 5, p. 95; ex. 6, 7,8, 9,10, p. 95; ex. 1, 2, 3, 4, 6, p. 100; writing an online news report: ex.1-3, p. 101, ex. 4 (a, b), p. 101, ex. 5 (town / university), p. 101. Unit 48, EVU: study the lexis on p. 102, ex. 48.1 – 48.4, p. 103.
6. *Who's in control* (5 A, New English File): ex. 1 (a-g), p. 68-69; ex. 2 (a-b), p. 69; ex. 3 (a-b), p. 69; ex. 4 (a-c), p. 70; ex. 5 (a-e), p. 70-71; ex. 6 (a, c, d), p. 71.
7. *Can't live without it* (4 C, New English File): ex. 1 (a-f), p. 60-61; ex. 3 (a-d), p. 61; ex. 4 (a-d), p. 62-63; ex. 5 (a-c), ex. 6 (a-c), p. 63. Discursive essay: a-d, p. 64-65; planning what to write (a-c), p. 65; writing, p. 65.

Sample test

1. Underline the correct word.

Example: I lost my wallet, so / because I had to phone the bank and cancel my credit card.

- 1) He was late for the interview and owing / consequently, he didn't get the job.
- 2) We had to work quietly so that / so as not to wake the children.
- 3) We worked hard to prepare the garden for the party. As a result / Nevertheless, it looked beautiful and everyone enjoyed being outdoors.
- 4) He's stopped working due to / since he turned 70 last year.

2. Guess the words and phrases from their definitions:

- 1) to know what you want or like - _____
- 2) to be determined to continue doing sth in a difficult or unpleasant situation –

- 3) likely to become angry very easily - _____
- 4) to maintain one's opinions or intentions in spite of opposition - _____

3. Give an antonym for each word:

- 1) fun-loving - _____
- 2) selfish - _____

4. Give a synonym for each word:

- 1) diligent - _____
- 2) self-confident - _____

5. Choose the correct word:

- 1) My colleague has been promoted to the _____ of purchasing manager.
 - a) career
 - b) profession

c) post

2) She's only a part-timer, so she gets her _____ weekly.

a) salary

b) wages

c) bonus

3) The work on a factory production line is very _____, you do the same thing all day.

a) challenging

b) monotonous

c) demanding

4) Ben decided to pursue a _____ in banking instead of becoming a doctor.

a) career

b) job

c) profession

6. Read the definition and write the word:

1) a flying weapon that has its own engine so that it can travel a long distance before exploding at the place that it has been aimed at

2) a country that has agreed officially to give help and support to another one, especially during a war

WRITING TIPS

A letter of application

- *Introduction*: a sentence explaining why you are writing;
- *Paragraph 1* contains relevant personal information;
- *Paragraph 2* shares relevant experience and qualifications you have;
- *Paragraph 3* gives an explanation why you consider yourself suitable for a position applied;
- *A closing sentence*: use an appropriate closing cliché, add your first and last names.

NB: do not forget to check your letter of application for mistakes (grammar, punctuation, style, lexis, spelling).

A book review

- *Paragraph 1* covers the title and the author of the book, the time and place settings;
- *Paragraph 2* tells about the plot and the main character;
- *Paragraph 3* tells about what you like best in the book and what you disliked;
- *Paragraph 4* is a summary of your general impression and your recommendations for the readers.

NB: Mind that your book review should be 200-250 words.

Discursive essay

- *Introductory paragraph* contains a background information about the subject and a thesis statement. It must indicate more than one perspective, to present both sides of an argument;
- *Body paragraphs*:
- *Arguments in favour* should comprise three pros (claims):
 - A topic sentence introduces the claim;
 - Presentation of evidence supporting the claim (provide examples,

statistics, quotations and other forms of evidence to bolster each pro);

- *Arguments against* should comprise three cons (*counter claims*):
 - A topic sentence introduces the counter claim;
 - Presentation of evidence supporting the counter claim (provide examples, statistics, quotations and other forms of evidence to bolster each con);
- *Concluding paragraph*:
 - Restate a thesis statement: summarize the main point of the essay;
 - Brief recap: provide the key points discussed in the body paragraphs;
 - Closing thoughts: share your reflections on the topic, leave space for the readers to consider their own stance.

NB: Mind that your discursive essay should be 250-300 words.

A descriptive essay

- *Introduction* gives a general idea of your subject:
 - *A hook sentence* is to grab readers' attention from the very beginning;
 - *Background information* covers a brief context, crucial points of your essay;
 - *A thesis statement* is a short but concise summary of the subject and purpose of your description.
- *Body paragraphs*:
 - *Paragraph 1* starts with a topic sentence;
 - *Paragraph 2* covers sensory details;
 - *Paragraph 3* adds to sensory details, describes specific characteristics of the subject.
- *Conclusion* reflects the initial purpose of the essay, gives a summary of the important details, ends with a clincher statement – a final sentence that should reinforce an overall purpose of the essay.

NB: Mind that your descriptive essay should be 250-300 words.

Online news report

- *A headline* explains what your report is about.
- *Introductory paragraph*: one or two short sentences that develop the title. Mind that it should not contain more than 25 words.
- *Body* answers the questions what, where, when, who, why and how; offers an extensive description of the event or incident. Start with the most important points. Use short paragraphs. The quantity of the paragraphs depends on your purpose. Body should be around 300 words.
- *Conclusion* summarizes the main points of the report and provides a context for the events or issues being reported on. It helps to give readers a better understanding of the story and its significance.

NB: Mind that your news report should be 350-400 words.

GET READY FOR THE EXAM

Sample exam cards

№ 1

<p>Guess the words from their definitions:</p> <ol style="list-style-type: none">1) very pleasing and attractive2) a job that needs special education and training3) difficult to believe and therefore unlikely to be true4) so exciting that it holds your attention totally5) people who have been killed or wounded in a war	<p>Guess the words from their definitions:</p> <ol style="list-style-type: none">1) careful to avoid danger or risk2) money that you receive as payment every month from the organization you work for3) very interesting because it is strange, mysterious, or unexpected4) not so good as people say5) people who are forced to leave their country because there is a war
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№ 2

<p>Explain the following:</p> <ol style="list-style-type: none">1) to know one's own mind2) to plan in advance3) up-and-coming actor4) the final credits roll5) a wide readership	<p>Explain the following:</p> <ol style="list-style-type: none">1) to stick to one's guns2) to get stuck on sth.3) to become typecast4) dialogue sequences5) the eponymous protagonist
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Speaking topics

1st term

1. What or who motivates you in your life / professional activity?
2. Describe the job you would love to do / hate to do.
3. What's your personality type?
4. To what extent do you agree with the statement that nowadays people in public life ought to be able to speak good English?
5. Tell about a book that you couldn't put down.
6. Does being a translator appeal to you as a career? Why / Why not?
7. Share your impressions about a book you read recently.
8. Tell about a film you really enjoyed that was set in a historical period.
9. Tell about a film you really enjoyed that was based on real events.
10. How important do you think it is that a historical film should get all the facts right?

The 2^d term

1. Speak about gadgets and activities people are addicted to in the 21st century.
2. What are behavioural addictions? How can they be treated?
3. "Nanny state" laws: for and against.
4. Speak about "nanny state" laws in your country.
5. How do digital media change the way we experience the world?
6. Does the use of digital media enhance our experience or spoil it?
7. Speak about specific features of blogs. Which features encourage you to read a blog, which don't?
8. What is your idea of a hacker? What is your attitude to them?
9. Do you prefer live music or recorded music? Why?
10. How do different genres of music affect your mood?

Recommended literature

Basic textbooks

1. Dummett P. Life (advanced). National geographic learning. Student's Book. Andover, 2020. 184 p.
2. McCarthy M., O'Dell F. English vocabulary in use (advanced). Cambridge University Press, 2020. 301 p.
3. Oxenden C., Lathen-Koening Ch. New English File (advanced). Student's Book. Oxford, 2021. 170 p.
4. Rogers L. Writing skills (advanced). Delta Publishing, 2020. 190 p.

Internet recourses

1. Peay A. How to write a movie review. URL: <https://www.apsu.edu/writingcenter/writing-resources/movie-review.pdf>
2. Gillett A. Using English for academic purposes: a guide for students in higher education. URL : <http://www.uefap.com/>
3. New English file student's site. URL: <https://elt.oup.com/student/englishfile/advanced3/?cc=ua&selLanguage=uk>
4. Journal of English for academic purposes. URL: <http://www.journals.elsevier.com/journal-of-english-for-academic-purposes/>
5. Mc Combes Sh. How to quote in academic writing. URL: <https://www.scribbr.com/citing-sources/how-to-quote/>
6. Prewitt J., Caswell A. The Gendering of Language: A Comparison of Gender Equality in Countries with Gendered, Natural Gender, and Genderless Languages. URL: https://www.researchgate.net/publication/257663669_The_Gendering_of_Language_A_Comparison_of_Gender_Equality_in_Countries_with_Gendered_Natural_Gender_and_Genderless_Languages
7. Presentation Tips for Students: How to Give a Great College Speech. <https://www.youtube.com/watch?v=js5W1K39H24>

8. Types of academic misconduct. URL:
<https://students.wlu.ca/academics/academic-integrity/types-of-academic-misconduct.html>

9. Writing tips. URL: <https://essaypro.com/blog/descriptive-essay>

Online dictionaries

1. Cambridge Online Dictionary. URL: <https://dictionary.cambridge.org/>

2. Collins Online Dictionary. URL: <https://www.collinsdictionary.com/>

3. Longman Dictionary of Contemporary English Online. URL:
<https://www.ldoceonline.com/>

4. Merriam-Webster Online Dictionary. URL: <https://www.merriam-webster.com/dictionary/dictionary>

5. Oxford English Dictionary. URL: <https://www.oed.com/?tl=true>

6. Oxford Learners' Dictionary. URL: <https://www.oxfordlearnersdictionaries.com/>

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