

*О. В. Данилейко*

# Практикум з англійської мови: збірник завдань для самоїсної роботи

*навчальний посібник*



**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ ТАРАСА ШЕВЧЕНКА**

**О. В. ДАНИЛЕЙКО**

**ПРАКТИКУМ З АНГЛІЙСЬКОЇ МОВИ: ЗБІРНИК  
ЗАВДАНЬ ДЛЯ САМОСТІЙНОЇ РОБОТИ**

**навчальний посібник**

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Навчальний посібник «Практикум з англійської мови: збірник завдань для самостійної роботи» розроблений для надання практичної допомоги в організації самостійної роботи студентів в опануванні аспекту практики усного та писемного мовлення у процесі вивчення англійської мови.

Всі розділи посібника містять оригінальні творчі завдання, що сприяють формуванню комунікативної, лінгвістичної та соціокультурної компетентностей, рецептивних та репродуктивних навичок студентів в чотирьох видах мовленнєвої діяльності.

Посібник адресований студентам Навчально-наукового інституту філології Київського національного університету імені Тараса Шевченка спеціальності 035.09 Філологія (фольклористика), освітньої програми «Фольклористика, українська мова і література та іноземна мова». Він також стане у нагоді абітурієнтам, студентам, викладачам, учителям та репетиторам англійської мови.

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## ЗМІСТ

|  |    |
|--|----|
| <b>ПЕРЕДМОВА</b> .....   | 4  |
| <b>ЗМІСТ САМОСТІЙНОЇ РОБОТИ</b> .....  | 7  |
| <b>UNIT 1. RHYME &amp; REASON</b> .....  | 8  |
| <b>PART 1. THE GOLDEN GATE: RHYMING WITH VIKRAM SETH</b> .....                                 | 8  |
| <b>PART 2. ADVERTISING MAGIC: CRAFTING COMPELLING CAMPAIGNS</b> .....                          | 13 |
| <b>PART 3. MIND GAMES: UNRAVELLING MYSTERIES THROUGH REASONING</b> .....                       | 20 |
| <b>PART 4. THE ART OF DEDUCTION: INVESTIGATING SHERLOCK'S METHOD</b> .....                     | 24 |
| <b>UNIT 2. DREAMS &amp; REALITY</b> .....  | 30 |
| <b>PART 1. CHASING DREAMS: EXAMINING CULTURAL ASPIRATIONS</b> .....                            | 30 |
| <b>PART 2. DREAMS: FROM FANTASY TO REALITY AND BACK AGAIN</b> .....                            | 39 |
| <b>PART 3. DECONSTRUCTING DOCUMENTARY REALISM</b> .....  | 46 |
| <b>PART 4. DISCOVERING YOUR STORY: SIX-WORD MEMOIRS</b> .....                                  | 54 |
| <b>ENGLISH EXAM PREPARATION GUIDE</b> .....  | 63 |
| ACHIEVING SUCCESS IN THE SPEAKING SECTION. PROVEN STRATEGIES FOR<br>SPEAKING PROFICIENCY ..... | 63 |
| COMMON SPEAKING TOPICS TO PREPARE FOR.....   | 64 |
| RECCOMENDED BOOKS FOR SPEAKING PRACTICE.....   | 66 |
| MASTERING THE WRITING SECTION .....  | 67 |
| EFFECTIVE TIPS FOR WRITING EXCELLENCE.....   | 67 |
| RECOMMENDED BOOKS FOR WRITING PREPARATION .....  | 67 |
| <b>REFERENCES</b> .....  | 69 |

## ПЕРЕДМОВА

Багатосеместрова навчальна дисципліна «Іноземна мова» є предметом, адресованим здобувачам освітнього рівня «Бакалавр» спеціальності 035.09 Філологія (фольклористика) Навчально-наукового інституту філології Київського національного університету імені Тараса Шевченка і викладається протягом трьох років як обов'язкова навчальна дисципліна, успішне опанування якої передбачає оволодіння англійською мовою на комунікативному рівні B2 (відповідно до Загальноєвропейських рекомендацій з мовної освіти). Успішне вивчення дисципліни передбачає освоєння двох її аспектів – практики усного та писемного мовлення, а також визначеного програмою граматичного матеріалу.

Важливою складовою оволодіння іноземною мовою у вищому навчальному закладі є самостійна робота студентів, яка є підґрунтям самоосвіти майбутніх фахівців, їх освітнього та професійного розвитку; вона підвищує якість навчання, сприяє ефективному засвоєнню вивченого, а також опануванню нового навчального матеріалу; сприяє розвитку саморефлексії та критичного мислення студентів, стимулює пізнавальну діяльність, прагнення до самовдосконалення та пошуку нових знань; розширює світогляд, розвиває творчу пізнавальну діяльність студента, що в сукупності сприяє формуванню компетентного мовця, спроможного ефективно реалізовувати комунікативні наміри у широкому колі особистісних, культурних та професійних контекстів.

**Метою** укладеного навчального посібника є надання практичної допомоги студентам та викладачам в організації самостійної роботи студентів в опануванні аспекту практики усного та писемного мовлення у процесі вивчення дисципліни «Іноземна мова» протягом третього семестру навчання; зорієнтувати діяльність студентів на формування умінь системного та ґрунтового освоєння англійської мови, розвивати їх готовність до безперервного професійного самовдосконалення.

Для успішного досягнення мети передбачається реалізація таких **завдань**:

- формування та розвиток комунікативної, лінгвістичної та соціокультурної компетентностей в чотирьох видах мовленнєвої діяльності;
- формування умінь планувати та ефективно організовувати процес самостійного вивчення іноземної мови в позааудиторний час;
- розвиток умінь ефективного пошуку, обробки, систематизації та презентації інформації засобами іноземної мови (англійської) для задоволення освітніх та професійних потреб;
- розвиток умінь працювати з автентичними англійськими джерелами різної жанрово-стильової спрямованості;
- оволодіння вміннями використання штучного інтелекту для освітніх та професійних потреб;
- формування усвідомленої жаги до безперервного вдосконалення рівня володіння англійською мовою як фундаментальної складової особистісного та професійного розвитку;

– розвиток готовності постійно удосконалювати рівень володіння англійською мовою для досягнення професійної майстерності.

Посібник укладено з урахуванням спільного їх використання з основними навчальними матеріалами курсу – підручником та робочим зошитом “Global Upper-intermediate,” а тому запропоновані для самостійного опрацювання модулі та теми доповнюють та поглиблюють зміст основного підручника. Послуговуючись комунікативно-діяльнісним підходом до вивчення іноземної мови, до самостійного опрацювання рекомендовано різноманітні комунікативні вправи, які передбачають роботу з автентичними текстами – друкованими, аудіо- та відеоматеріалами. Серед запропонованих видів вправ – множинний вибір, співвіднесення лексичної одиниці з її значенням, визначення правильних та неправильних тверджень, заповнення пропусків, короткі відповіді на питання, нотування, проектна робота тощо. Наприкінці курсу студенти повинні оволодіти уміннями та навичками вільного спілкування англійською мовою в межах визначених тем, а також опрацьованого самостійно навчального матеріалу.

Посібник включає передмову, інформацію про зміст самостійної роботи, завдання для самостійної роботи студентів, рекомендації щодо підготовки до усної частини іспиту з англійської мови, а також список використаних джерел.

Основна частина включає два модулі – «Римування та мотив» (*Rhyme and Reason*) та «Мрії та реальність» (*Dreams and Reality*), кожен з яких охоплює чотири теми для самостійного вивчення. У межах теми завдання структуровані таким чином, щоб забезпечити комфортне оволодіння студентом навчальним матеріалом самостійно. Вправи розміщені за принципом поступового наростання мовних труднощів, а також за збільшенням рівня самостійності при їх виконанні – від найнижчого репродуктивного до творчого (найвищого). Тож остання вправа кожної теми сформульована таким чином, щоб максимально включити студента в процес самостійної творчої діяльності. Такий підхід дозволяє не тільки оцінити загальний рівень розвитку функціональних навичок (*hard skills*), зокрема комунікативної та лінгвістичної компетентностей, але й визначити рівень сформованості соціально-комунікативних навичок (*soft skills*), зокрема креативності, критичного мислення, відповідальності, комунікабельності, здатності виконувати завдання вчасно, працювати в команді тощо. Послідовне чергування різноманітних за складністю видів вправ забезпечує більш ефективне опрацювання навчального матеріалу студентами в процесі самостійної роботи.

Керуючись принципом академічної свободи, у межах певних тем свідомо наведено більше вправ, ніж може бути опрацьовано студентом самостійно, адже це дозволяє викладачу винести на самостійне опрацювання лише ті завдання, які найбільше відповідають загальному рівню мовної підготовки всієї групи чи окремого студента. Викладач може на власний розсуд виключати певні вправи або модифікувати запропоновані, керуючись принципом педагогічної доцільності. Окрім того, деякі вправи можна виконувати усно, хоча в процесі самостійної роботи студенти можуть записувати відповіді у спеціально відведених для цього полях, використовуючи навчальний посібник як робочий зошит.

Вправи укладені на основі оригінальних автентичних матеріалів. До списку літератури увійшли джерела, які були використані під час підготовки навчального посібника.

Робоча програма курсу (українською мовою), адресована студентам, розміщена на сайті Навчально-наукового інституту філології Київського національного університету імені Тараса Шевченка та доступна за посиланням: <https://philology.knu.ua/>.

Рекомендовані до самостійної роботи завдання можуть також стати у нагоді студентам другого курсу спеціальностей 035.062 «Східні мови та літератури (переклад включно), перша – гінді», 035.065 «Східні мови та літератури (переклад включно), перша – індонезійська», 035.066 «Східні мови та літератури (переклад включно), перша – корейська», 035.069 «Східні мови та літератури (переклад включно), перша – японська», 035.067 «Східні мови та літератури (переклад включно), перша – перська», а також 034 Культурологія, які також навчаються за підручником та робочим зошитом “Global. Upper-intermediate.”

## ЗМІСТ САМОСТІЙНОЇ РОБОТИ

Зміст самостійної роботи студента з дисципліни «Іноземна мова» (аспект – практика усного та писемного мовлення) у третьому семестрі визначається навчальною програмою, а час, відведений на опрацювання дисципліни, регламентується навчальним планом і, відповідно до навчальної програми, становить 22 години.

Керуючись переліком тем, які вивчаються студентами на другому році навчання протягом першого семестру, підготовлено відповідний перелік тем (див. табл. 1), а також укладено завдання для самостійного опрацювання. Їх метою є систематизація, розширення та поглиблене вивчення студентами теми у вільний від обов'язкових занять час.

Для успішного засвоєння навчального матеріалу, рекомендується опрацьовувати тему, винесену на самостійне опрацювання, після її обговорення на занятті.

Таблиця 1. Зміст самостійної роботи відповідно до навчальної програми [4]

| № з/п   | Назва теми, що вивчається              | Назва теми для самостійного опрацювання                      | Кількість годин |
|---|--|--|-----------------|
| <b>Змістовий модуль 1. Римування та мотив (<i>Rhyme and Reason</i>)</b>   |  |  |                 |
| <b>Тема 1.</b>  | Поезія «Золоті ворота»                 | <i>The Golden Gate: Rhyming with Vikram Seth</i>             | 4               |
| <b>Тема 2.</b>  | Реклама                                | <i>Advertising Magic: Crafting Compelling Campaigns</i>      | 2               |
| <b>Тема 3.</b>  | Складні запитання та наукові пояснення | <i>Mind Games: Unravelling Mysteries through Reasoning</i>   | 4               |
| <b>Тема 4.</b>  | Ретроспектива подій                    | <i>The Art of Deduction: Investigating Sherlock's Method</i> | 2               |
| <b>Змістовий модуль 2. Мрії та реальність (<i>Dreams and Reality</i>)</b> |  |  |                 |
| <b>Тема 1.</b>  | Американська мрія                      | <i>Chasing Dreams: Examining Cultural Aspirations</i>        | 4               |
| <b>Тема 2.</b>  | Мрії та сни                            | <i>Dreams: From Fantasy to Reality and Back Again</i>        | 2               |
| <b>Тема 3.</b>  | Реальність та вигадка                  | <i>Deconstructing Documentary Realism</i>                    | 2               |
| <b>Тема 4.</b>  | Життєвий досвід                        | <i>Discovering Your Story: Six-Word Memoirs</i>              | 2               |
| <b>Всього:</b>  |  |  | <b>22</b>       |

Об'єктом контролю та оцінювання є рівень сформованості іншомовної комунікативної компетентності у вимірі чотирьох видів мовленнєвої діяльності: говоріння, аудіювання, читання та письма. Рекомендації щодо оцінювання самостійної роботи наведено у програмі навчальної дисципліни (див. [4]). Для оцінки усного (монологічного) мовлення рекомендується використовувати шкалу оцінювання, розроблену О. Г. Квасовою [3], для оцінювання компетентності у письмі – аналітичну шкалу, подану в [1].

## PART 1. THE GOLDEN GATE: RHYMING WITH VIKRAM SETH

**Task 1** Read Vikram Seth's bio<sup>1</sup> from *The Golden Gate*. Take a quiz on Vikram Seth's life using the sonnet and information from your coursebook. Identify the correct answers by referring to stanzas from the sonnet, and explain which stanza aided in finding each answer.

The author, Vikram Seth, directed  
 By Anne Freedgood, his editor,  
 To draft a vita<sup>2</sup>, has selected  
 The following salient fact for her:  
 In `52, born in Calcutta.  
 8 lb. 1 oz. Was heard to utter  
 First rhymes ("cat," "mat") at age of thee.  
 A student of demography  
 And economics, he has written  
*From Heaven Lake*, a travel book  
 Based on a journey he once took  
 Through Sinkiang and Tibet. Unbitten  
 At last by wanderlust<sup>3</sup> and rhyme,  
 He keeps Pacific Standard Time.



Vikram Seth<sup>4</sup>

### Quiz

- Vikram Seth was born on...**
  - 20 June, 1952
  - 20 June, 1951
  - 20 June, 1953
  - 20 June, 1949
- Vikram Seth is known as a ...**
  - Migratory Indian
  - Nonresidential Indian
  - Tibetan Indian
  - None of these
- Which of the following is Vikram Seth's first travel book?**
  - The Golden Gate*
  - From Heaven Lake*
  - An Equal Music*
  - A Suitable Boy*
- In which country does Vikram Seth mostly reside outside India?**
  - America
  - China
  - England
  - France
- Vikram Seth was enrolled at Stanford University, intending to earn a PhD in...**
  - Economics
  - Psychology
  - English literature
  - Political Science
- Who directed Vikram Seth to draft a vita?**
  - Vikram Seth himself
  - An anonymous editor
  - His mother
  - Anne Freegood
- Vikram Seth is known as a modern English poet of...**
  - Rhyme and rhythm
  - Traditional sensibility
  - Free verse
  - None of these

<sup>1</sup> The text was retrieved from [39]

<sup>2</sup> *Vita* (noun) – a brief biographical sketch

<sup>3</sup> *Wanderlust* (noun) – the wish to travel far away and to many different places

<sup>4</sup> All images and illustrative content featured in this textbook are sourced from open-access resources to ensure adherence to copyright guidelines. Some visuals were crafted using *Canva* [38], icons sourced from *Flaticon* [37], and QR codes generated with *MeQR* [36].

## Task 2



A. Open the QR code and watch the short video “*What is Sonnet?*” by Professor Rebecca Olson. After watching the video, answer the questions

1. What is a sonnet?

---

2. Why is a sonnet always associated with desire?

---

3. From whom did English poets borrow the sonnet form?

---

4. How is a sonnet structured?

---

5. What is iambic pentameter?

---

6. What does a “turn” mean in the context of a sonnet?

---

7. What themes are usually portrayed in sonnets?

---

B. Reread the verse from Task 1 and complete the table

|                                      |  |
|--------------------------------------|--|
| Number of lines                      |  |
| Number of syllables per line         |  |
| Number of feet <sup>5</sup> per line |  |
| Rhyming Scheme                       |  |

C. Prove that Vikram Seth is using a sonnet form. Explain in what way Vikram Seth's sonnet differs from the traditional Shakespearean one, shown in the video

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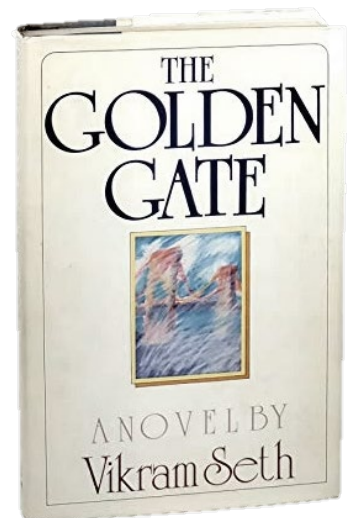
<sup>5</sup> *Feet* (noun) – a unit of division of a line of poetry containing one strong beat and one or two weaker ones

### Task 3

#### A. Read the text<sup>6</sup> about *The Golden Gate* by Seemita Mohaty. Verify if you have correctly identified the verse size used by Vikram Seth

In 1986 Vikram Seth wrote *The Golden Gate*, a novel in verse, composed entirely in rhyming tetrameter sonnets. The novel was said to be “Byronesque,” and was a satirical romance describing the stories of young professionals in San Francisco through their quests and queries to find, and then deal with love in their own lives as well as in each other’s. *The Golden Gate*, simply put, is a verse narrative about San Francisco written in rhyming sonnets. This was a bold project considering that poetry today mostly consists of free verse. And the incredible volume of rhymes (over 7000 lines) is astonishing. This metrical feat alone makes the novel interesting reading. We are given the key to what prompted Seth to attempt a verse-novel in a “comical authorial intrusion,” at the beginning of Chapter Five, and also we are informed about his poetic concerns:

A week ago, when I had finished  
Writing the chapter you've just read  
And with avidity undiminished  
Was charting out the course ahead,  
An editor – at a plush party  
(Well-wined, -provisioned, speechy, hearty)  
Hosted by (long live!) Thomas Cook  
Where my Tibetan travel book  
Was honored – seized my arm: “Dear fellow,  
What’s your next work?” “A novel...” “Great!  
We hope that you, dear Mr. Seth–”  
“... In verse,” I added. He turned yellow.  
“How marvelously quaint,” he said,  
And subsequently cut me dead<sup>7</sup>.



*The Golden Gate* comprises 594 sonnets, all written in iambic tetrameter (which also includes the acknowledgements, table of contents and author’s biographical note), and follows the fourteen-line stanza pattern. It is (almost wholly) written in verses of iambic tetrameter with the unusual rhyme scheme ‘aBaBccDDeFFeGG’ where the lowercase letters represent feminine rhymes and the uppercase represent masculine rhymes. This form has come to be known as the “Onegin stanza.” Unlike (for example) Shakespearian sonnet of ‘abbacddceffegg’ this stanza does not divide into smaller stanzas of four lines or two in an obvious way.

Seth’s rhyme, however, differs from the traditional sonnet form. The traditional sonnets were written in pentameter, and the rhyme scheme employed were abba abba cdecde (Petrarchan) or ababbcbccbcdee (Spenserian) or ababcdcd efefgg (Shakespearian). Seth’s rhyme scheme is very much unlike these, and goes ababcdcd in the octave and effegg in the sestet, and this is rare in the sonnet form.

<sup>6</sup> This is an abridged version of the text [20]

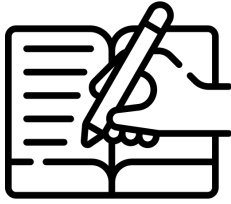
<sup>7</sup> *Cut someone dead* (idiom) – to pretend you do not know someone in order to show you are angry

## B. Match highlighted words from the text with their meanings

|                        |   |   |
|------------------------|---|---|
| <b>Tetrameter</b>      | → | a metrical foot consisting of an unaccented syllable followed by an accented syllable   |
| <b>Pentameter</b>      |   | a line of verse containing four metrical feet   |
| <b>Metrical foot</b>   |   | a group of syllables that follow a particular pattern of stress   |
| <b>Iamb or iambus</b>  |   | a line of verse containing five metrical feet   |
| <b>Feminine rhyme</b>  |   | a monosyllabic rhyme or a rhyme that occurs only in stressed final syllables (such as <i>claims / flames</i> or <i>rare / despair</i> )           |
| <b>Masculine rhyme</b> |   | a rhyme that contains a stressed syllable followed by one or more unstressed syllables (such as <i>stocking / shocking, glamorous / amorous</i> ) |

## C. Answer the questions

1. What is special about *The Golden Gate* according to the text?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is unique about the rhyming scheme used by Vikram Seth?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Explain why you think Thomas Cook, upon hearing that Vikram Seth was going to write a novel in verse, “turned yellow” and “cut him [Vikram] dead.”  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What challenges might arise from writing the novel with this rhyming scheme?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you believe having a strict rhyming scheme makes writing easier or more difficult? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Based on the verses you've read from *The Golden Gate*; do you find it easy to use rhyme in English?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Task 4**

Continue the story from *The Golden Gate* (p. 79 of your coursebook) using Vikram Seth's sonnet pattern. Follow the provided rhyming scheme and give your sonnet a title. If you prefer, you may also write your own sonnet on a topic that interests you.

Title: \_\_\_\_\_

|    |  |   |
|----|--|---|
| 1  |  | A |
| 2  |  | B |
| 3  |  | A |
| 4  |  | B |
| 5  |  | C |
| 6  |  | C |
| 7  |  | D |
| 8  |  | D |
| 9  |  | E |
| 10 |  | F |
| 11 |  | F |
| 12 |  | E |
| 13 |  | G |
| 14 |  | G |

## PART 2. ADVERTISING MAGIC: CRAFTING COMPELLING CAMPAIGNS<sup>8</sup>

### Task 1

Look at the adverts. Which ones do you like? Why? Which ones do you think could be the most effective? Why?



An ad for the weight loss product Slim Fast. The text reads: "Need to lose a little weight before your wedding?"



An ad for the drink Pepsi. The text reads: "We wish you a scary Halloween!"



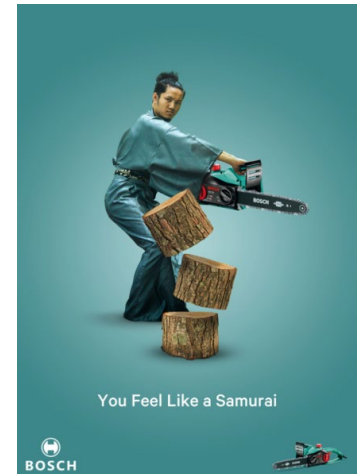
This ad is to promote coffee. The text reads: "Time to refuel?"



Ad for the jobs website [www.jobsintown.com](http://www.jobsintown.com). The text reads: "Life's too short for the wrong job."



Campaign for HBO Television Network in New York taxis to promote the TV series *The Sopranos*, which is all about the New Jersey Mafia.



An ad for the chainsaw. The text reads: "You feel like Samurai."

<sup>8</sup> In preparing the content for this topic, we consulted various resources and materials including [5; 21; 32].

## Task 2

Tick the forms of advertisement you've seen lately. Where did you see them? What were they advertising?



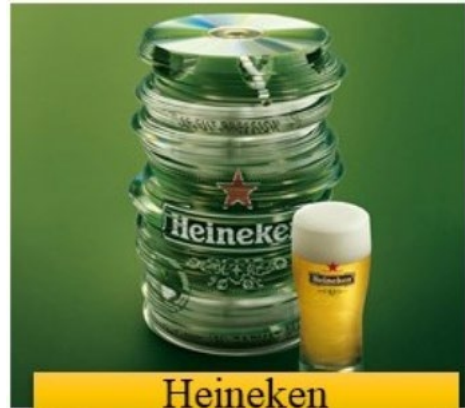
## Task 3 Answer the questions

1. What type of ads do you like?  
\_\_\_\_\_  
\_\_\_\_\_
2. Have you ever seen any interesting or funny ads recently? What were they? Why did you like them?  
\_\_\_\_\_  
\_\_\_\_\_
3. Which forms of advertising are the most effective? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. What makes a good ad?  
\_\_\_\_\_  
\_\_\_\_\_

**Task 4** Write the name of the product next to each description (1–6)



Big Pilot's Watch



Heineken



iPod Nano



McDonald's



Lancome



Netflix

1. It's a poster ad for a brand of beer. The target market is young people who enjoys socializing. \_\_\_\_\_
2. It's an online advert aimed at people who listen to music and enjoy new technology. \_\_\_\_\_
3. This advert for a beauty product is aimed at women over 35. The advert shows the product as elegant and classic. \_\_\_\_\_
4. This online ad is aimed at professional men who might commute to work. The product presents an image of classic style with a touch of humour. \_\_\_\_\_
5. This internet advert for an online movie rental service is aimed at people who like watching films but want the convenience of doing so at home. \_\_\_\_\_
6. This internet advert for a drive-in restaurant is aimed at customers who want the convenience of buying fast food from their cars. \_\_\_\_\_

**Task 5** Complete the expressions with the correct prepositions. Refer back to the descriptions in Task 4 and check your answers.

1. It's an ad ..... a new brand of beer.
2. It's aimed ..... people in the 24-34 age bracket.
3. It presents an image ..... classic style.
4. They're offering a discount ..... a range of products.
5. The slogan is ..... an online video library.
6. They advertised the product ..... the magazine.
7. The ad was shown ..... television.
8. They posted the video ..... their website.

**Task 6** Advertisements often claim that products will improve your life or give you special and exciting experiences, and so they use idioms connected with that theme.

**A. Read the advertisements provided below. Match the idioms (1-10) with their meanings (a-j)**

- a. be impressively powerful
- b. be different from and better than others so that everyone notices you
- c. more than you could ever imagine or wish for
- d. made me look and feel much younger
- e. make yourself feel much healthier or happier
- f. a very big difference
- g. were never successful
- h. is superior to other cars of its class
- i. has already got features other products will not have for a long time yet
- j. experiencing as many good things as possible in life

The cruise ship *Ocean Comet* offers luxury **beyond your wildest dreams**<sup>1</sup>. Holiday in style with our exclusive 21-day winter cruises. Go on, **do yourself the world of good**<sup>2</sup> and book now at [cometcruiser.com](http://cometcruiser.com).

Mary Wilkes has a glass of *Corngrass* health drink every day. 'Drinking Corngrass has **taken years off me**<sup>3</sup>, she says. At 85, Mary still believes in **living life to the full**<sup>4</sup>, and with Corngrass, she does.

The *Vestbook 3800T* is a laptop that is truly **ahead of its time**<sup>5</sup>. Less than 500 g in weight, it **packs an impressive punch**<sup>6</sup> with its super-fast Pandros processor.

In a world where it's getting more and more difficult to **stand out from the crowd**<sup>7</sup>, the top-of-the-range Vedra 2000 **beats** other cars in its class **hands down**<sup>8</sup>. Vedra – love to be different.

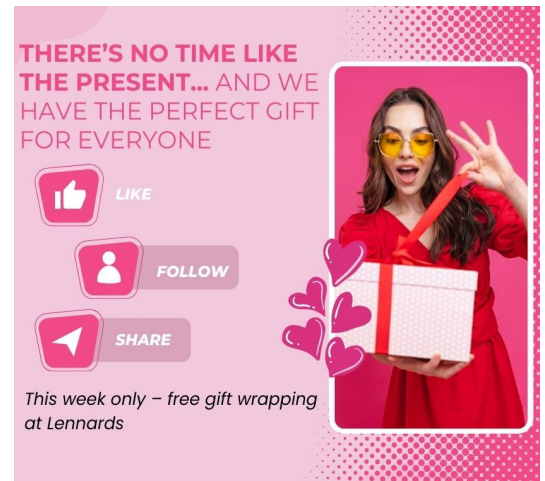
'We tried every kind of holiday, but they never quite **hit the mark**<sup>9</sup>, said Ben Stax. 'Then we discovered *Jetaway*. There's **a world of difference**<sup>10</sup> between a normal airline and one that takes care of you from the moment you leave your house.'

- 1 – .....
- 2 – .....
- 3 – .....
- 4 – .....
- 5 – .....
- 6 – .....
- 7 – .....
- 8 – .....
- 9 – .....
- 10 – .....

**B. Complete the sentences with the appropriate idioms from the previous task**

1. There's a ..... difference ..... economy class and business class when you fly long distance.
2. A camera that is ahead ..... The new Imagion A64.
3. *Trick me!* The new family fun game that beats other games ..... Available now at all good toy shops.
4. A villa in the Mediterranean? Free patrol for life? There are prizes beyond your ..... in our new super-lotto competition. Enter online today!
5. Small but perfectly formed, this music player ..... an impressive ....., with great sound qualities and portability.
6. If your cooking doesn't quite hit ....., why not try our new home-cookery course at [www.foodstermania.com](http://www.foodstermania.com)?

**C. Examine the ads and explain the meaning of idioms in bold. Explain how these idioms are cleverly used in language play and why advertisers incorporate them into their ads.**




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**Task 7**

**A. Think of 3 ways to promote a brand of toilet paper.**

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**B. Read the article once. Were any of your ideas similar to this one?**

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**C. Match the highlighted words (1-6) with the correct meanings (a-f)**

- |                   |  |
|-------------------|--|
| 1. A range        | a. anxious or afraid of something  |
| 2. Toilet paper   | b. the state of being a father   |
| 3. Fatherhood     | c. thin paper wrapped around a roll of cardboard for cleaning yourself; used in the bathroom |
| 4. A superstition | d. disobedient; badly behaved; rebellious  |
| 5. Naughty        | e. a belief in things that are not real  |
| 6. Frightened     | f. a group of different things of the same general kind                                      |

**D. Read the article again and complete the table.**

|                                  |  |
|----------------------------------|--|
| Name of the story:               |  |
| Setting for the story:           |  |
| Time it takes to read the story: |  |
| Author of the story:             |  |
| Genre of the story:              |  |

**E. Would you like to read this story? Why? Why not?**

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### Ghost Paper<sup>9</sup>

Where's the best way to promote a range of toilet paper? A company from Japan has an original idea – they've printed a short story on the paper!

The story is called *Drop*, and it's set in a public toilet. "The story is on about one metre of toilet paper and can be read in a few minutes," said company executive Niko Shimatani of Hayashi Paper, a Japanese paper company.

The author behind the story is Koji Suzuki. Many people refer to him as the Japanese Stephen King. He has written books about fatherhood and has even translated children's books. Before *Drop*, he wrote a novel called *Ring* in 1991. The novel was made into a feature film of the same name and was very popular in Japan and in Hollywood.

So, what's the short story on the toilet rolls about? It's a horror story based on a Japanese superstition. In many old Japanese houses, the toilets were often at the back of the house, in a dark corner. There was a myth that a ghost lived in the toilet bowl. Very often, parents told their children that a big hand would pull them into the dark toilet bowl if they were naughty. As a result, many children grew up frightened of "the ghosts in the toilets." One day, *Drop* may be made into a film. But will we have to watch it in the toilet?



<sup>9</sup> The text was retrieved from [13]

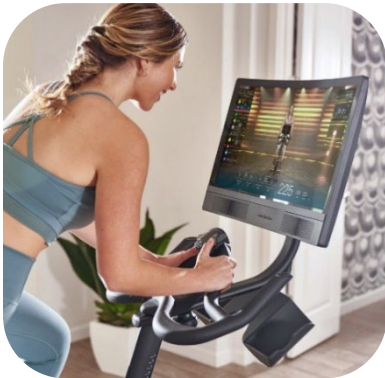
**Task 8**

**A. Create the advertisement for the product listed on the page<sup>10</sup>, or select a product of your preference. Briefly describe the chosen product, providing key details like its features and benefits. Use the provided framework to guide your mini-presentation, outlining the ideas you've developed. Additionally, create a catchy slogan for the product.**

**B. Use Canva to create a visual advertisement for the product, incorporating a picture of the product, the slogan, and any other relevant information.**

**The Tablet Exercise Bike**

This fantastic new exercise bike comes complete with a built-in computer tablet. Surf the net, respond to e-mails using the voice-recognition software or watch your favourite shows or films as you burn off those excess calories.



**The Powermaker Headlamp**

With more than 34 hours of battery life, the Powermaker Headlamp is built to last. Delivering more than 60 lumens of light. The Powermaker Headlamp has an adjustable light function and a small head band that can be easily removed.



**The 3-in-1 Kitchen Tool**

This amazing tool combines three useful kitchen utensils: a corkscrew, a bottle opener and a tin opener. Stylish and made of pure silver, this gadget comes with a practical and a lifetime guarantee.



**PRODUCT PROMOTION FRAMEWORK**

- 1. I've come up with idea to... \_\_\_\_\_
- 2. I've identified two key features to focus on in the adverts. These include... \_\_\_\_\_
- 3. The target audience for this product is... \_\_\_\_\_
- 4. One of the key benefits of this product is... \_\_\_\_\_
- 5. The core message I want to convey is... \_\_\_\_\_
- 6. The slogan that encapsulates my campaign is... \_\_\_\_\_

<sup>10</sup> The texts of the advertisements were retrieved from [1]

## PART 3. MIND GAMES: UNRAVELLING MYSTERIES THROUGH REASONING

### Task 1



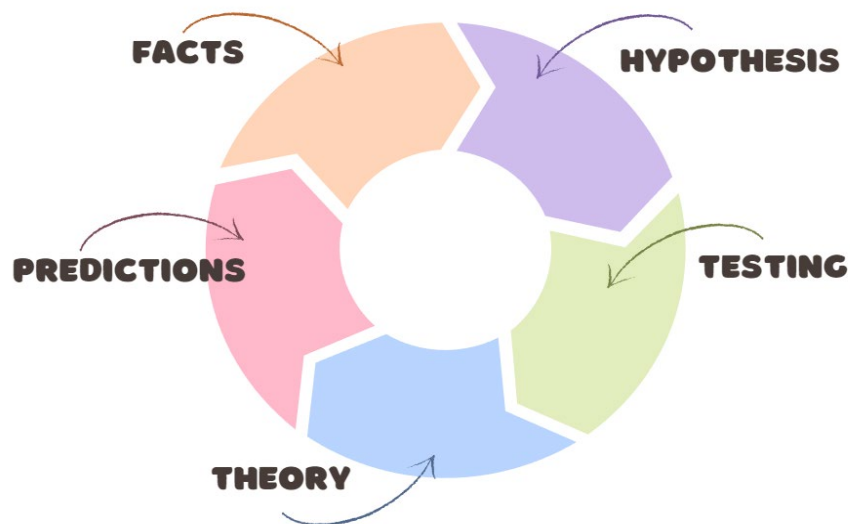
A. Scan the QR code to watch the video titled "*Fact vs Theory vs Hypothesis vs Law... EXPLAINED!*"

B. Fill in the table using the information from the video. Match each definition (A-D) with the corresponding concept (1-4), and give an example for each.

- A. Observations about the world around us
- B. A statement based on repeated experimental observations that describes some phenomenon of nature
- C. A proposed explanation for a phenomenon made as a starting point for further investigation
- D. A well-substantiated explanation acquired through the scientific method and repeatedly tested and confirmed through observation and experimentation

| Concept       | Definition | Example |
|---------------|------------|---------|
| 1. Fact       |            |         |
| 2. Hypothesis |            |         |
| 3. Theory     |            |         |
| 4. Law        |            |         |

C. Based on the video from Task 1 (A), analyze the cycle and provide a concise explanation (2-3 sentences) on how these concepts interact within the scientific process.




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**D. Match the collocations (1-8) with their corresponding definitions (A-H)**

- |                            |          |  |
|----------------------------|----------|--|
| 1. Speak the same language | <b>A</b> | understand each other perfectly        |
| 2. Get sth straight        | <b>B</b> | save for later                         |
| 3. Way to go!              | <b>C</b> | clarify or resolve something           |
| 4. Leave over              | <b>D</b> | invent or create something             |
| 5. Put sth to the test     | <b>E</b> | congratulations!                       |
| 6. Think sth up            | <b>F</b> | discover unexpectedly or by chance     |
| 7. Get sth down            | <b>J</b> | test or evaluate something             |
| 8. Stumble upon            | <b>H</b> | memorize or learn something thoroughly |

**E. Examine the statements in the table and assign them to four categories: fact, hypothesis, theory, or misconception. Provide brief explanations for each classification.**

| Statement  | Classification | Brief explanation |
|--|----------------|-------------------|
| Consuming chocolate enhances memory                  |                |                   |
| Sunlight exposure leads to the development of cancer |                |                   |
| Vaccinations are linked to autism                    |                |                   |
| Drinking coffee increases metabolic rate             |                |                   |

**Task 2**

**A. Answer the questions**

**1. Which websites are your go-to sources for finding relevant information?**

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**2. Have you ever heard of Quora? If not, take a moment to look it up and share your findings.**

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**3. Have you ever used a platform similar to Quora? Can it be considered a reliable source of information?**

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**B. Read the explanation retrieved from Quora<sup>11</sup> on how scientific reasoning differs from logical reasoning**

**Scientific Reasoning:** scientific reasoning is a process through which we seek to understand the natural world by observing, experimenting, and analysing data. It's the method that scientists use to build and refine our understanding of how things work. It involves formulating hypotheses (educated guesses) about how a phenomenon works and then testing those hypotheses through experimentation.

**Example of Scientific Reasoning:** let's say you want to understand if plants grow better with different types of light. You might hypothesize that plants will grow best under sunlight, then set up an experiment where you place one plant under sunlight, one under artificial light, and one in the dark. You monitor their growth over a period of time and gather data. Based on the results, you draw conclusions about whether your hypothesis was correct or not.

**Logical Reasoning:** logical reasoning, on the other hand, is a way of thinking that relies on a set of principles or rules to reach conclusions that are based on the information you have. It's about making sure your conclusions follow a valid pattern of thinking, even if the information you start with might not be accurate.

**Example of Logical Reasoning:** imagine you know two facts: "All humans are mortal" and "Socrates is a human." Using logical reasoning, you can conclude that "Socrates is mortal." This conclusion follows the logical principle that if all humans are mortal and Socrates is a human, then he must also be mortal.

**C. Split the sentences (A-H) into two columns (1-2) based on whether they describe scientific reasoning or logical reasoning. Then, give each column the appropriate title**

- A. It's rooted in empirical observation and experimentation, focusing on understanding how the natural world works.
- B. Involves deducing conclusions from existing premises using established principles of logic.
- C. It's based on rules of formal logic and doesn't necessarily require real-world observation or experimentation.
- D. Involves making hypotheses, testing them through experiments, and revising conclusions based on new evidence.
- E. Applied in various fields including mathematics, philosophy, law, and everyday problem-solving.
- F. Conclusions are certain as long as the premises and the logical rules are valid.
- G. Conclusions are always subject to change based on new evidence or insights.

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<sup>11</sup> The text was retrieved from [26]

H. Primarily used in scientific research to expand our understanding of the natural world.

1.

➤ **A** It's rooted in empirical observation and experimentation, focusing on understanding how the natural world works.

➤

2.

➤

### Task 3



- A. Scan the QR code and visit the *Last Word* section on the *New Scientist* magazine website.
- B. Choose a specific question from the Last Word section that intrigues you.
- C. Provide a detailed and scientifically reasoned explanation for the selected question.
- D. Include elements such as facts, hypotheses, and logical reasoning to address the inquiry effectively.
- E. Present your response in a clear and concise manner, incorporating relevant scientific concepts.

Hypothesis: \_\_\_\_\_

Fact 1: \_\_\_\_\_

Fact 2: \_\_\_\_\_

Logical reasoning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





proves himself to be a formidable force against crime and a true champion of logic and reason.

**Task 2**



SCAN ME

**A. What do you think of Sherlock Holme’s deductive method? Do you find it easy to use? If you were challenged to deceive Sherlock Holmes, would you be willing to attempt it? If yes, how?**

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**B. Examine the image taken from “*Sherlock*” (TV series). Use deductive reasoning to speculate on the identity of the girl depicted. Pay close attention to details and formulate your response in the following format:**

**Clue 1:** \_\_\_\_\_

**Clue 2:** \_\_\_\_\_

**Conclusion:** \_\_\_\_\_

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**D. Scan the QR code and watch a brief scene from “*Sherlock*” (TV series). Take note of the clues that Sherlock observes about the girl in the scene and the conclusion he arrives at. Compare your conclusion about the girl with Sherlock’s deductions. If they don’t match, explain why.**

**Clue 1:** \_\_\_\_\_

**Clue 2:** \_\_\_\_\_

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Conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E. Imagine you're trying to outsmart Sherlock Holmes. Would you use the same method or try something different? Why?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Task 3**



**SCAN ME**

**A. Open the QR code to watch the video on deductive and inductive reasoning and explore Sherlock Holmes's detective techniques. Explain why many scientists argue that he might employ both deductive and inductive reasoning.**

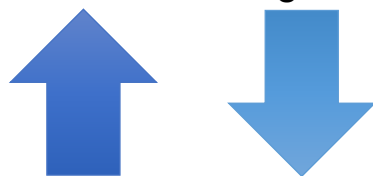
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B. Fill in the table by categorising the statements from the video (A-K) into two groups: deductive reasoning and inductive reasoning.**

- A. It has been around for a long time, dating all the way back to Aristotle.
- B. This type of reasoning is known as "bottom-up" reasoning.
- C. You should begin by establishing a premise and then moving on to another one; all these premises will lead you to a conclusion.
- D. The conclusion is based on observations.
- E. It leads us to a conclusion we're certain in.
- F. It leads us to a probable conclusion.
- G. This type of reasoning is referred to as "top-down" reasoning, as it involves starting with a general idea or concept and then working down to specific details.
- H. We start with a general premise and then go to specific situations.
- I. We start with a generalization and it leads us to a specific instance.
- J. It is based on the statement that the way we arrive the truth is to make repeated observations and then out of those observations, we generalize these repeatedly observed phenomena into a probable conclusion.
- K. We begin by observing specific instances, which leads us to a specific generalization.

| Deductive Reasoning | Inductive Reasoning |
|---------------------|---------------------|
| ➤                   | ➤                   |
| ➤                   | ➤                   |
| ➤                   | ➤                   |
| ➤                   | ➤                   |

C. Based on the information from the video, explain the significance of these two figures in the context of reasoning.



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D. Based on the video and the explanation provided, decide which type of reasoning Sherlock Holmes intends to use: deductive or inductive. Share your opinion and justify your answer with explanations.

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#### Task 4

A. Read a humorous anecdote featuring Sir Arthur Conan Doyle. Determine which type of reasoning the cabman uses: deductive or inductive. Explain your reasoning.

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#### The Smart Coachman<sup>12</sup>

The creator of Sherlock Holmes, Sir Arthur Conan Doyle once spent his summer holiday in France. The writer, who was world famous at that time, tried to travel incognito, but he could hardly wait to be recognized. When he was travelling home, he got into a hansom cab and bonneted.

– Where shall I take you, Sir Arthur Conan Doyle? – asked the coachman.

– Have we met before, that is why you know my name? – asked the perplexed writer.

– No, sir, we have never met before. But I read in the papers that you spent your holiday in Marseilles, and people arriving from that



<sup>12</sup> The text was retrieved from [27]



D. What do you think about the statement that "Deductive reasoning is better than inductive reasoning in detective work"? Explain why you agree or disagree, using examples from the anecdote and other relevant sources.

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**Task 5**



SCAN ME

A. Scan the QR code to watch a clip from the movie *Sherlock Holmes* (2009). See how Sherlock Holmes uses his reasoning to understand Dr. Watson's fiancée, Mary Morstan.

B. Study the scene. What clues or evidence did Sherlock Holmes use to form his opinions about the girl? What conclusions did he draw from them?

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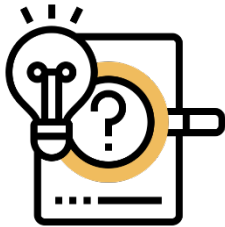
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C. Choose two instances of Sherlock Holmes' reasoning, one illustrating inductive reasoning and the other showcasing deductive reasoning. Use the evidence provided by Sherlock Holmes to demonstrate how each example corresponds to either inductive or deductive reasoning. Fill in the table with your findings.

| Deductive Reasoning | Inductive Reasoning |
|---------------------|---------------------|
| Premise 1:          | Premise 1:          |
| Premise 2:          | Premise 2:          |
| Premise 3:          | Premise 3:          |
| Conclusion:         | Conclusion:         |

PART 1. CHASING DREAMS: EXAMINING CULTURAL ASPIRATIONS

Task 1



A. Take a look at the cartoon illustrating the concept of the American Dream. Examine the left side of the cartoon and the "American Dream Helper" box on the shelf. What elements make up the American Dream according to the illustration?

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B. Examine the right side of the cartoon featuring the woman holding the box. What element in this part of the scene brings a humorous twist to the concept of the American Dream?

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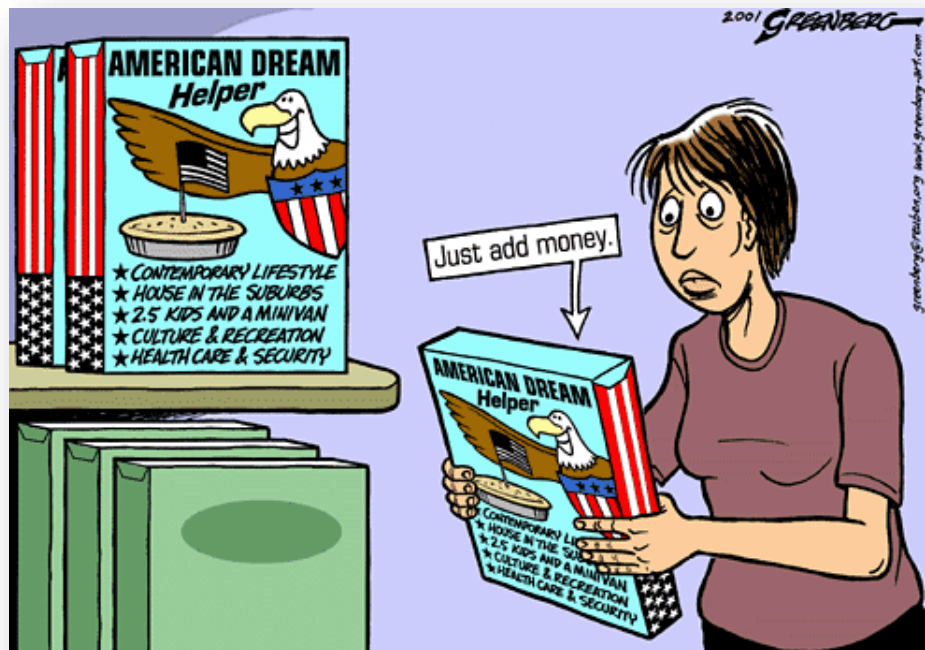
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C. Does the cartoon depict the American Dream in a positive or negative light? Justify your answer using details from the cartoon.

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**Task 2**

A. Scan the QR code to watch the video titled "*The American Dream.*"



B. After watching the video, answer the questions:

1. How is the American Dream defined in the video?

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2. According to the video, what is the essential requirement to achieve the American Dream?

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3. Find proverbs in the video that represent the American Dream. What main idea do these proverbs share?

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4. Describe the origins of the American Dream and how the philosophy of immigrants influenced its concept.

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5. According to the video, what fundamental principles support the concept of the American Dream?

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6. Explain why the American Dream is viewed as both a myth and a reality.

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7. Explain why Arnold Schwarzenegger is seen as a significant example of someone who attained the American Dream.

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8. Why do many people criticize the idea of the American Dream?

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9. How much do you agree with the statement that some groups are discriminated against and have limited opportunities to succeed in achieving the American Dream? Justify your answer.

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10. Provide examples of the American Dream portrayed in literature.

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**Task 3**

A. Examine the provided image and explain how the idea of the American Dream has changed over time.



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B. Match mantras (1-5) with their meanings (A-E).

- |   |  |
|---|--|
| 1. Pull yourself up by the bootstraps         | A. Trying to match others' lifestyle or possessions              |
| 2. Keeping up with the Joneses                | B. Achieving success if the most satisfying response to doubters |
| 3. Success is the best revenge                | C. Believe in your ability to achieve through determination      |
| 4. You can do anything you put your mind into | D. Hard work is necessary for achievements                       |
| 5. Success isn't given. It's earned.          | E. Improve your life without any help from other people          |

|             | TRADITIONALISTS<br>Born before 1945  | BABY BOOMERS<br>Born 1946–1964  | GEN X<br>Born 1965–1979  | MILLENNIALS<br>Born 1980–1995                             | GEN EDGE<br>Born after 1995                                  |
|-------------|--|---|--|---|--|
| THE IMAGE   | THE SELF-MADE MAN  | THE PICKET FENCE  | THE CORNER OFFICE  | LIVE FOR THE JOURNEY, NOT THE DESTINATION                 | HAVING AND BEING ENOUGH                                      |
| THE MANTRA  | PULL YOURSELF UP BY THE BOOTSTRAPS   | KEEPIN' UP WITH THE JONESES   | SUCCESS IS THE BEST REVENGE  | YOU CAN DO ANYTHING YOU PUT YOUR MIND TO                  | SUCCESS ISN'T GIVEN, IT'S EARNED                             |
| ICONS       | Walt Disney<br>Henry Ford<br>John D. Rockefeller                               | Don Draper<br>The Kennedys<br>The Cleavers  | Gordon Gecko<br>Scarface<br>Michael Jackson                            | Mark Zuckerberg<br>Mary-Kate + Ashley Olsen<br>Jared Leto | Malala Yousafzai<br>Barack Obama<br>Laverne Cox              |
| POP CULTURE | <i>The Great Gatsby</i><br><i>It's a Wonderful Life</i><br><i>Citizen Kane</i> | <i>The Adventures of Ozzie and Harriet</i><br><i>Father Knows Best</i><br>Muscle cars | Yuppies<br><i>Wall Street</i><br><i>Fear and Loathing in Las Vegas</i> | <i>Harry Potter</i><br><i>Friends</i><br>Hipsters         | <i>I Am Cait</i><br>YouTube stars<br><i>The Hunger Games</i> |

**C. Choose the interpretation of the American Dream that appeals to you the most and explain why.**

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**Task 4**

A. Look at the statements listed below and decide which of them aligns the closest with your own understanding of the American dream. Mark them from 1 (agree completely) to 4 (disagree completely). Think of reasons why you agree or disagree.

|   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| to live in a nice house with a nice family and to be happy          |   |   |   |   |
| to be a millionaire   |   |   |   |   |
| to be able to work hard and to be able to really achieve greatness  |   |   |   |   |
| to have the chance to make a better life than what I had growing up |   |   |   |   |
| to be able to pursue the job that I want to pursue                  |   |   |   |   |
| to be able to live where I want to live                             |   |   |   |   |
| to live a better life than my parents did                           |   |   |   |   |
| to buy more cars and bigger houses                                  |   |   |   |   |
| don't think about tomorrow  |   |   |   |   |
| to have the freedom to pursue my dreams                             |   |   |   |   |

B. Make your own definition of the American dream by reflecting on your insights.

The American dream is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Task 5**



A. Examine the artwork "*The Chinese Dream*" by David Parkins. Identify elements within the artwork that imply the Chinese Dream is illusory. Reflect on whether there is a distinction between the Chinese Dream and the reality of contemporary life in China. Support your analysis with evidence from the image.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Read the extract from the article "*Interpreting and understanding 'The Chinese Dream' in holistic Nexus*"<sup>13</sup> by Xing Li. Match the headings A-E with the paragraphs 1-5.

- A. Dream for All
- B. Rising from the Ashes: The Core of the Chinese Dream
- C. Global Prosperity
- D. The Road Map of the Chinese Dream
- E. Learn from the American Dream and Surpass it

Soon after the conclusion of the 18th National Congress of the Communist Party of China in November 2012, President Xi Jinping put forward, for the first time, the idea of the "Chinese Dream" on a visit to the exhibition "The Road towards Renewal" at the National Museum of China. During the visit, the President claimed

<sup>13</sup> The text was retrieved from [18]

that the great rejuvenation of the Chinese nation “is a dream of the whole nation, as well as of every individual.” In March 2013, President Xi Jinping further elaborated on the Chinese Dream in his speech at the closing ceremony of the First Session of the 12th National People’s Congress. Since then, the concept and the phrase “the Chinese Dream” have been widely circulated and cited as well as further articulated by the President himself and different scholars and media. The core ideas and implications behind the “Chinese Dream” concept can be summarized into the following aspects:

1

Straightforwardly, the concept of the Chinese Dream refers to the great historical rejuvenation of the Chinese nation. It embodies prosperity for the country, historical renewal of the nation and happiness for the citizens. The concept implies that Chinese people who live at this great time have the opportunity to enjoy a successful life, to realize one’s dream and to grow and progress together with the country.

2

The underlined essence of the concept means the dream of Chinese people, and it covers a whole range of aspects including better education, stable employment, decent incomes, social security, improved medical and health care, improved housing conditions and a better environment. That is, to let Chinese young generations grow up well, have satisfactory jobs and live better lives.

3

The concept is claimed to have universal relevance. The Chinese Dream is a dream of peace, development, cooperation and mutual benefit for all. It is connected to the beautiful dreams of the people in other countries. The Chinese Dream will not only benefit the Chinese people, but also people of all countries in the world.

4

The notion of the Chinese Dream surely takes some inspirations from the “American Dream,” an established global icon. The former is not intended to replace the latter. Although they differ from each other in a number of comparative perspectives, they are both based on the premise of global development and world peace, and so the two Dreams are complementary and cooperative.

5

The Chinese Dream is seen as being derived from and based on three sources of confidence: a socialist development path with Chinese characteristics; a socialist theoretical system with Chinese characteristics; and a socialist socio-political system with Chinese characteristics. These characteristics are safeguarded and maintained by the Chinese Communist Party, who is the leader and driver of the realization of the Chinese Dream.



SCAN ME

C. Scan the QR code to listen to six Chinese people answering the question "What is the Chinese Dream?" After listening to their responses, write a concise definition of the Chinese Dream based on the common themes you identify. Compare the official idea of the Chinese Dream promoted by President Xi Jinping with the perspectives shared by real people.

The Chinese dream is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 6**

A. Explore the concept of the Ukrainian dream by comparing two images titled "The Ukrainian Dream," which garnered significant attention after Russia's invasion of Ukraine. Answer the questions to delve into the symbolism depicted in each artwork.



УКРАЇНСЬКА МРІЯ  
UKRAINIAN DREAM

Ukrainian Dream postage stamp

After the Russian invasion, Ukrposhta released a stamp titled "The Ukrainian Dream," inspired by a sketch from 11-year-old Sofia Kravchuk. Originally planned as an envelope, it became a stamp after Russian troops destroyed an airplane AN-225 Mriya in Gostomel. **Examine the picture and answer the questions:**

**What national symbols do you see in the picture?**

\_\_\_\_\_

**What kind of dreams are depicted in the picture?**

\_\_\_\_\_

**What national symbols of peaceful life and freedom can you identify?**

\_\_\_\_\_

**In your opinion, what does the Ukrainian dream represent from the perspective of the girl?**

\_\_\_\_\_



Painting by numbers ORNER x InnaRuda Ukrainian Dream

“Ukrainian Dream” is a paint-by-numbers artwork by ORNEL x InnaRuda. Its motto, “With a strong desire, Kremlin will be on fire!”  
**Examine the picture and answer the following questions:**

**What national symbols do you see on the picture?**

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**Why is a domestic animal depicted as a defender?**

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**How well, do you think, the artist portrays the readiness of the Ukrainian nation to defend their country?**

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**In your opinion, how well does this painting reflect the concept of the Ukrainian dream?**

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**B. Answer the questions:**

**1. Which image appeals to you the most? Why?**

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**2. Which one best captures the idea of the Ukrainian dream? Why?**

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**3. Which of these aligns more closely with your understanding of the Ukrainian Dream?**

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## Task 7

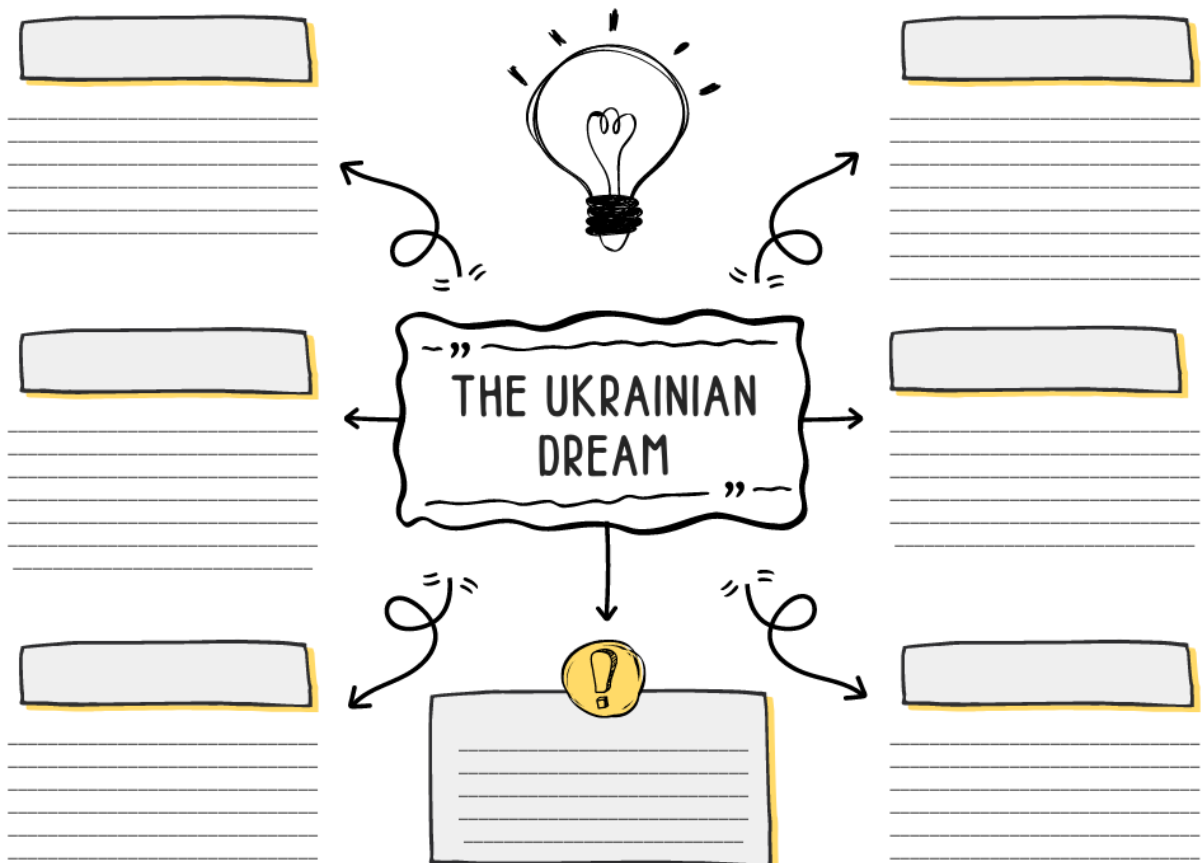


A. What would be a good national dream for Ukraine? Brainstorm ideas for Ukraine's national Dream by completing the schema below with concepts that you believe are essential. Briefly explain the significance of each concept within the context of the Ukrainian Dream.

B. Write your own definition of the Ukrainian Dream based on the completed schema.

C. Visualize your idea of the Ukrainian Dream using *Canva* or *PowerPoint*. Create a collage incorporating images, symbols, and text from various sources that represent your vision of the Ukrainian Dream.

A. In a one-minute selfie video, explain the significance of each element in your collage and how they contribute to the concept of the Ukrainian Dream.



The Ukrainian dream is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PART 2. DREAMS: FROM FANTASY TO REALITY AND BACK AGAIN

### Task 1



#### A. Answer the questions

1. Do you dream often? What things do you dream about?

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2. Do you believe dreams have the power to influence or shape reality? Why or why not?

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B. Read the following quotations about dreams. Choose one quote that resonates with you the most and explain why.

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C. Share a personal dream or aspiration you have and how you plan to turn it into reality.

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”

Dreams become reality when we put our minds to it.

-Queen Latifah

”

A DREAM written down with a date becomes a GOAL. A goal broken down into steps becomes a PLAN. A plan backed with ACTION becomes REALITY.

- Unknown author

”

Reality can destroy the dream; why shouldn't the dream destroy reality?

- George A. Moore

## Task 2



**A. Sigmund Freud (1856-1939) is known as the father of psychoanalysis (“the talking cure”). He believed that dreams could give us an insight into ourselves. Do you agree with Sigmund Freud’s belief? Why or why not?**

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**B. Look at the pictures depicting different dream scenarios and read over the descriptions of the dreams in the article (but don’t read the interpretations). Have you experienced any of these dreams before? What do you think they might symbolize?**

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**C. Read the article<sup>14</sup> ones to compare your ideas from the previous task.**

**D. Read the article again. Then, read the statements and say which dream they’re referring to.**

1. You have a secret that you’re trying to hide.
2. There’s something in your life that you aren’t dealing with.
3. You’re discovering new skills or strengths.
4. You’re feeling insecure.
5. You haven’t taken advantage of an important opportunity.
6. You can’t decide how to react in a situation.

**E. Answer the questions**

**1. What was the last time you had a dream? What was it about?**

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**2. Which dreams from this page have you ever had?**

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**3. When was the last time you had a nightmare? What was it about?**

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<sup>14</sup> The text was retrieved from [15]

## In Your Dreams

Have you had a dream recently? What happened? Were you falling? Running away? Trying to hide? These are all common dreams. But what do they mean? Here are a few typical dreams and their interpretations.

**Dream:** You're being chased by some kind of evil force and you can't run fast enough!

**Interpretation:** Dreams in which you're running away from something might mean there's something in your life that you aren't dealing with. Perhaps you're avoiding a difficult decision, or you need to comfort someone. It could also mean that you're feeling threatened.

**Dream:** You're falling to the ground (although you never actually hit it).

**Interpretation:** If you're falling in your dreams, it's possible you aren't receiving the support you need in real life. It could also mean that you're feeling insecure or that you're worried about something.

**Dream:** You're lost or trapped somewhere.

**Interpretation:** These dreams often happen when you can't decide how to react in a situation in real life. Or it could mean that you're in a situation that's new for you and you aren't sure what to do. These dreams often take place in forests, city streets, large buildings, or other maze-like structures.

**Dream:** You've got no clothes on in a public place.

**Interpretation:** This is often interpreted to mean that you're feeling vulnerable, or that you have a secret you're trying to hide. However, if no one else in the dream seems to notice you, it can mean that whatever it is you're worried about isn't really that important.

**Dream:** You've missed an important appointment, or you're late for something (such as train, bus or plane).

**Interpretation:** This dream usually means that you feel that you haven't taken advantage of an important opportunity in your real life. It may also mean the you're struggling over a decision and can't decide what to do.



**Dream:** While walking around your house, you discover more rooms – often very large ones.

**Interpretation:** These dreams often occur when you're in a part of your life where you're discovering new skills, abilities or strengths. The hidden rooms could also represent a part of your mind that you're not using to its full extent.

Sweet dreams!



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## GLOSSARY

**To confront** (*verb*) – if you “confront” someone, you meet them in order to discuss a problem

**Maze-like** (*adjective*) – like a maze: a structure with many confusing roads, corridors, paths and no easy way out

**Vulnerable** (*adjective*) – if you're feeling “vulnerable”, you feel that you're in danger

**To struggle over** (*expression*) – if you're “struggling over” a decision, you can't decide what to do

**To its full extent** (*expression*) – completely

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### Task 3



**A. Scan the QR code and watch the video by TED Ed titled “Why do we dream?” After watching the video, complete the quiz.**

#### Quiz

- 1. Who wrote a dream book with interpretations of common dreams?**
  - A) Ancient Egyptians
  - B) Mesopotamian kings
  - C) Sigmund Freud
  - D) Leonardo da Vinci
- 2. What idea did Sigmund Freud propose?**
  - A) Dreams are random neural firings during sleep.
  - B) Dreams are the brain's way of organizing information.
  - C) Dreams have no meaning or significance.
  - D) All our dreams, including nightmares, are both collections of images from our daily conscious lives and have symbolic meaning.
- 3. Who defined dream as a symbolic representation of our unconscious primitive thoughts, urges, and desires?**
  - A) Leonardo da Vinci
  - B) Carl Jung
  - C) Sigmund Freud
  - D) William James
- 4. Why do we dream?**
  - A) To fulfill our wishes
  - B) To remember
  - C) To forget
  - D) All of the above

5. **Is it true or false that only sleep is good to increase performance on certain mental tasks?**  
A) True  
B) False
6. **What does the reverse learning theory suggest?**  
A) Dreams are random and have no purpose.  
B) Dreams serve to rehearse for future events.  
C) Dreams help to review and eliminate unnecessary neural connections during REM sleep cycles.  
D) Dreams are symbolic representations of our deepest desires.
7. **The “Continuation Activation Theory” of dreams holds that you dream in order to:**  
A) Keep your brain active when sensory input is low.  
B) Consolidate memories from the day.  
C) Rehearse for future events.  
D) Solve complex problems.
8. **Keeping your fight-or-flight instincts sharp is one of the reasons we dream, according to which theory?**  
A) Primitive instinct rehearsal theory  
B) Reverse learning theory  
C) Continuation Activation Theory  
D) Cognitive theory of dreaming
9. **True or false: Lack of dreaming may be a contributing factor to illnesses.**  
A) True  
B) False
10. **True or false: Sometimes the best solution to a problem is to sleep on it.**  
A) True  
B) False

**B. Based on the information provided in the video, answer the questions**

1. **Why is it challenging to formulate a single, definitive theory about the purpose of dreaming?**

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2. Which theory or theories of dreaming do you think provide the most convincing explanation for why we dream? Explain your reasoning.

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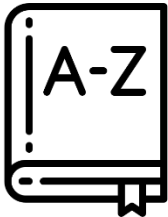
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**Task 4**

**A. What idioms about dreaming do you know?**



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**Complete the assignments to discover more dream idioms.**

**B. Match idioms 1-6 with definitions A-F**

- |   |                      |   |   |
|---|----------------------|---|---|
| 1 | A pipe dream         | A | think of something and develop it                       |
| 2 | Never dreamt that... | B | an idea that could never happen because it's impossible |
| 3 | Dream up             | C | strange and unusual                                     |
| 4 | Dreamlike            | D | never thought that it would happen                      |
| 5 | Like a dream         | E | enjoying life   |
| 6 | Living the dream     | F | perfectly – without any problems                        |

**C. Choose the correct idioms to complete the sentences**

1. My brother's a racing driver, he's married to a supermodel and he lives in Beverly Hills. He's really \_\_\_\_\_.
2. The car works \_\_\_\_\_.
3. The idea of a perfect society is just \_\_\_\_\_.
4. With the snow gently falling and the fog over the lake, the forest had a sort of \_\_\_\_\_ quality to it.
5. The theme for the party had been \_\_\_\_\_ by Sebastian. He's full of crazy ideas.
6. I \_\_\_\_\_ I'd be married to someone as nice as you.

**D. Complete each sentence with true information about yourself**

1. Despite initially considering it a pipe dream, \_\_\_\_\_
2. I never dreamt that I would have the opportunity to \_\_\_\_\_
3. The moment \_\_\_\_\_ felt dreamlike.
4. After \_\_\_\_\_, I'm finally living the dream.



## PART 3. DECONSTRUCTING DOCUMENTARY REALISM

### Task 1



- A. Look at the statements. For each statement, decide how much you agree from 1 (disagree) to 5 (completely agree). Think of the examples to support your opinions.
- B. Choose two statements and explain how much you agree or disagree with them and why.

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Documentary films should be truthful.  |   |   |   |   |   |
| Documentary filmmakers should prioritize entertainment over accuracy.                                  |   |   |   |   |   |
| Documentary filmmakers should not try to edit their films to make them more dramatic and entertaining. |   |   |   |   |   |
| Documentary filmmakers should be objective in the construction of their texts.                         |   |   |   |   |   |
| Documentary films should be authentic.   |   |   |   |   |   |
| Viewers should always question the authenticity of documentaries.                                      |   |   |   |   |   |
| Documentary films should never do anything to mislead the audience.                                    |   |   |   |   |   |
| Special effects have no place in documentary texts.  |   |   |   |   |   |
| A documentary should not incorporate humour.   |   |   |   |   |   |

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### Task 2



- A. Read the article *What is a Documentary*<sup>15</sup> and examine the features of this genre. Match each paragraph (1-8) with the corresponding title (a-h):
- Authenticity and Objectivity
  - Real-life Subjects
  - Social Commentary
  - Impact and Advocacy
  - Non-fiction Storytelling
  - Factual and Informative
  - Cinematic Techniques
  - Different Styles and Approaches

<sup>15</sup> The text was retrieved from [41]

## What is a Documentary?

A documentary is a non-fictional film or television production that aims to present reality and provide factual information about real events, people, places, or social issues. Unlike fictional films that are scripted and acted out by performers, documentaries primarily focus on capturing and representing actual footage, interviews, archival material, and testimonies to convey a deeper understanding of a subject matter.

Documentaries can cover a wide range of topics, including history, science, politics, nature, culture, current events, and human stories. They can be investigative, observational, persuasive, or educational in nature, depending on the filmmaker's intention and approach.

### Features of Documentary

1

Documentaries strive to provide accurate and reliable information about the subject matter, often incorporating expert interviews, research, and evidence-based content.

2

Documentaries focus on real people, events, places, or social issues, aiming to shed light on their experiences, challenges, achievements, or significance.

3

Documentaries use various storytelling techniques to engage the audience and convey information, such as interviews, narration, on-location footage, reenactments, and archival material.

4

Despite their focus on reality, documentaries often employ creative and cinematic techniques to enhance storytelling, including editing, music, visual effects, and cinematography.

5

Documentaries can vary in style and approach, ranging from observational fly-on-the-wall filmmaking to more subjective, opinionated pieces or investigative journalism.

6

Many documentaries aim to shed light on social issues, challenge the status quo, or provoke discussions and debates about important topics.

7

While documentaries strive for objectivity, it is important to note that bias can exist, as filmmakers may have personal perspectives or agendas that can influence the narrative.

Documentaries often aim to create awareness, inspire action, or promote change by highlighting important issues and encouraging viewers to engage with the subject matter.

Documentaries provide an opportunity to learn about the world, gain new perspectives, and explore topics that might be **overlooked** or misrepresented in mainstream media. They have the power to inform, inspire, and provoke thought, serving as a platform for storytelling, education, and social commentary.

**B. Examine the highlighted words in the text. Match each highlighted word with its synonym from the list**

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Aim to achieve .....       | 7. Trustworthy.....           |
| 2. Repeat .....               | 8. The present situation..... |
| 3. Outline .....              | 9. Shoot.....                 |
| 4. Fact-supported.....        | 10. Bring to light.....       |
| 5. Omit.....                  | 11. Prejudiced.....           |
| 6. Hidden camera footage..... |                               |

**Task 3**



**A. Did you know spaghetti grows on trees? Scan the QR code and watch the video "Spaghetti-Harvest in Ticino" by BBC. Afterwards, answer the questions:**

1. Did you enjoy the hoax? Why? Why not?

\_\_\_\_\_

2. How did the creators of the documentary manipulate reality?

\_\_\_\_\_

3. What techniques did they use to make the hoax believable?

\_\_\_\_\_

4. Should documentaries be used to deceive people? Why? Why not?

\_\_\_\_\_

5. Is it ethical to deceive people in this way? Why? Why not?

\_\_\_\_\_



SCAN ME

B. Now, open the QR code and watch the BBC video detailing the creation process of this hoax. Then, answer the questions:

1. Who is Michael Peacock, and what role did he play in producing the hoax?

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2. What is Panorama, and why was it significant on that day?

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3. Who proposed the idea to create a hoax about spaghetti harvesting?

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4. How much money was spent producing it?

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5. What techniques did they use to make the hoax believable?

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6. Did the director support the idea of the hoax? How did he react after it was aired?

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7. How did viewers react to the documentary?

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8. In your opinion, what contributed to the success of the hoax?

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**Task 4**

A. Discover the diverse genres of documentary films listed below. Use online resources to find brief definitions and examples for each genre. Which of these genres are familiar to you? Which ones are new?



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B. What distinguishes the listed genres from traditional documentaries?

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C. Which genre "*Spaghetti-Harvest in Ticino*" belongs to? Give reasons for your answer.

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1. Mockumentary –

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Example: \_\_\_\_\_

2. Faux-documentary –

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Example: \_\_\_\_\_

3. Docudrama –

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Example: \_\_\_\_\_

4. Docufiction –

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Example: \_\_\_\_\_

5. News satire –

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Example: \_\_\_\_\_

### Task 5

Scan the QR code and watch the mockumentary "*BREAD: A Rising Addiction*." Make notes to answer these questions



1. What features of this video tell you that it is a mockumentary rather than a real documentary? Give reasons for your answers.

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2. Examine the use of puns in the video to understand how humour is generated.

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## GLOSSARY

A **pun** is a form of word play that exploits multiple meanings of a word or similar-sounding words for humorous effect: *What do you call an animal you keep in your car? A carpet.*

### Task 6



Open the QR code and watch the excerpts from *The Alternative Christmas Message* (Channel 4, 2020), paying attention to the use of deepfake technology. Answer the questions

1. What is a deepfake? (If needed, search for the concept on Google).

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2. Analyse the video to identify elements that contribute to its resemblance to a genuine Queen's message. (If necessary, compare with *The Queen's Christmas message*).

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3. Explore the humorous aspects of the video and highlight what you found to be the funniest.

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4. Delve into the video to identify any clues that may have raised doubts about its authenticity. Take into account factors such as visual quality, speech patterns, language utilized, and the overall presentation.

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5. Reflect on whether the absence of humour and the revelation of deepfake technology at the video's end would affect your belief in its authenticity.

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6. How does the use of deepfake technology challenge the authenticity of documentary content?

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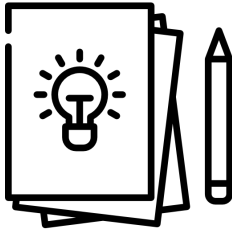
7. What are the ethical concerns raised by the use of deepfake technology in documentaries? Give reasons for your answer.

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**Task 7**



A. Brainstorm ideas for a fake documentary concept that challenges viewers' perceptions of reality. Consider themes such as conspiracy theories, alternate histories, or supernatural phenomena.

B. Develop a pitch for your documentary, following these steps:

1. Choose a captivating title that reflects the theme of your documentary.
2. Choose the genre.
3. Write a brief description outlining the premise of your documentary.
4. Identify the target audience for your documentary and explain why they would be interested in watching it.
5. Outline the central themes and messages you aim to convey through your documentary.
6. Write a concise passage for your documentary, limiting it to a maximum of 200 words. Aim to capture the authentic essence and narrative style typical of a documentary presentation.

**Title:**

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**Genre:**

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**Synopsis:**

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**Target audience:**

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**Key themes:**

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**My passage:**

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## PART 4. DISCOVERING YOUR STORY: SIX-WORD MEMOIRS

### Task 1



#### A. Answer the following questions

1. Are you fond of memoirs? Discover some recent best-selling memoir books online. Would you consider reading one of them?

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2. What, do you think, is the ideal length for a compelling memoir?

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3. Which do you find more difficult: writing a comprehensive book about your life or summarizing it in 100 words?

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**B. Dive into the captivating narratives of the New York Times Narrative Contest winners<sup>16</sup>.** In 2023, this global contest invited students worldwide to craft a poignant story in just 100 words. With nearly 13,000 entries, 15 exceptional stories were honoured, including Vira Hadzhiieva's moving account of the impact of Russian-Ukrainian war on her life.

#### C. Read the memoirs provided and match the titles (1-10) with the stories (a-j):

- |                                |                        |
|--------------------------------|------------------------|
| a. Left Behind                 | e. Hallway Crush       |
| b. First Snow of the Year      | f. Messi in the Making |
| c. Anglophone                  | g. Entangled Braces    |
| d. Multiplication and Division | h. Inevitable          |
|                                | i. Superhero           |
|                                | j. Pacific             |

1

It's January in Brooklyn and I'm walking down the street with earbuds in, fidgeting with a clump of snow between my gloves. A man directs some comment at me and I tense instinctively. "Sorry?" I respond, thinking of everything old men say to teenage girls on sidewalks. He points to my hands and I look down, surprised: a perfect snowball. "So round!" he murmurs. "Good job!" I smile, equal parts relieved and joyful, and keep walking. In a few hours this will all be grimy slush, but for now it's flurrying softly — the city feels quiet, beautiful, kind.

— Cora Anderson, 16, Millennium Brooklyn High School, Brooklyn, N.Y.

<sup>16</sup> The texts were retrieved from [22; 23]

2

On the soccer field, things were getting heated, literally, as it was a summer day around 98 degrees. My first-grade teammates were ready to take on the competition; I was too busy picking flowers. “Run, Kirian! Get the ball!” my coach shouted.

The flowers fell as the ball touched my foot. I got it! I could see my destiny before my eyes — with the goalie distracted, my talent would finally shine through! I thought to myself, she shoots, she scores, my moment, and the crowd goes ... mild? Confused, I looked to see my coach's disappointed face.

Oh, wrong goal.

— Kirian Veach, 16, Westchester Country Day School, High Point, N.C.

3

At age five, my biggest fear was five vowels and 21 consonants. Letters blurred together; words distorted into static. At home, I could sink into the comforts of four tones and retroflex consonants, where my last name could finally be pronounced correctly. Phonics lessons forced foreign z's and v's into my mouth, their taste replacing the familiarity of my mother tongue. At age six, those letters began to sharpen when I discovered the world of literature. The bane of my existence turned into my passion. At age seven, five vowels and 21 consonants — English — became my favorite subject.

— Jerry Xiong, 16, Prince of Wales Secondary School, Vancouver, British Columbia

4

I hear footsteps down the hallway. I don't look up, but I know exactly who is coming. “Act natural,” I think to myself. I lean against the brick wall and pretend to be really busy looking at my weather app. 77 today, 79 tomorrow ... I glance up to see the person that I've wanted to talk to the whole day. My heart flutters. I try to think of something good to say. He was trying to do the same. Yet the best thing we could think of was “Bye.” Ugh. I'll try again tomorrow.

— Elodie Ruff, 15, Kansas City Christian School, Prairie Village, Kan.

5

7 a.m., Feb. 24, 2022, Lviv, Ukraine. I awoke to my parents whispering. A panicked look covered my mom's face.

“What happened?” I sensed tension — no answer.

Zelenski's announcement, “We are introducing martial law on all the territories of our state” boomed loudly. My hands spontaneously shook. A lump formed in my throat. I couldn't speak. Piercing sirens sounded. My parents packed some essentials. We drove to my grandmother's house at the border, allowing us to escape. Unbidden tears flowed down my cheeks. We looked so happy in the photos on the walls of our home we left behind.

— Vira Hadzhiieva, 15, Wahlert Catholic High School, Dubuque, Iowa

I used to always sit near the front of the classroom. Straight-backed, eyes bright, eager to learn.

Inevitably, September would arrive. Eleven days in, the lessons were redirected for the day — articles, documentary clips, teacher anecdotes.

I felt my classmates' glares from behind, in front of, next to me. A girl who wasn't even alive at the time of the tragedy — but the girl with darker skin, whose father spoke with an accent and whose mother wore a hijab.

I moved to the back of the classroom. Shoulders hunched, gaze lowered.

Never forget, they tell me now.

How could I?

— *Ruhaab Shuja, 15, Indian Hills High School, Oakland, N.J.*

In a quiet school corner, I had my very first kiss. Nervous and excited, my heart raced. Unexpectedly, our braces became entangled. What a silly mishap. Awkward laughter erupted initially. We attempted to twist in opposite directions for a quick fix. But as time passed, the ache in my teeth intensified, and saliva started to leak uncontrollably. Our efforts were futile, and panic crept over us like a dark shadow. Hastily, we made our way to the infirmary, our movements resembling startled crabs. The school nurse gently untangled us, her shoulders shaking, trying to suppress her laughter.

— *Ruiqing Zhao, 17, The High School Affiliated to Renmin University of China, Beijing*

When I was 10, my father was already asking me about colleges and careers — already digging into my skin to uncover what shade of the American dream I would become.

At 10, he was sweltering in heavy Vietnamese heat, each vision of the future a repetition of the past.

Now I'm 14, around the same age my father would have discovered life, liberty and happiness, breaking my back behind a desk trying to follow and feeling indescribably strange to still be lost at sea when my father has already crossed thousands of miles of it to get me here.

— *Kassidy Khuu, 14, Hunter College High School, New York, N.Y.*

When my mom met Steve, I was worried that the love she had for me would divide. Especially with the addition of his son, I thought my home would be cramped and

loud. At first, I was correct. My room had to be shared. My house became louder. These changes made me resent my stepbrother, Steve and, at some points, my mother. That was until I went to Steve's office, and next to the framed pictures of my stepbrother was a framed picture of me. Seeing how he accepted me made me understand: Love doesn't divide. It multiplies.

— *Oliver Watson, 14, Centerville High School, Centerville, Ohio*

10

March:

Snuggling in bed, Mama reads me a Spider-Man book. I'm eight. Peter Parker's transition from a nobody to web-slinging defender of humanity enraptures me. After a radioactive spider bites him, he emerges from a dark alley transformed, wielding astounding powers, chemical venom coursing through his veins. Superhero.

June:

I watch Mama pack her suitcase. She'll be radioactive, she says. We can't visit, Papa says. Cancer floats like a word bubble above our heads. Mama promises she'll come back cured. A tight hug. She's gone.

September:

I read Spider-Man alone. I thought Mama would return a superhero. But she hasn't.

— *Isa H., California*

#### D. Find words in the texts with these meanings

1. make restless or uneasy movements (with something) (1) \_\_\_\_\_
2. snow that is lying on the ground and has started to melt (1) \_\_\_\_\_
3. to begin (2) \_\_\_\_\_
4. the player who stands in the team's goal to try to stop the other team from scoring (2) \_\_\_\_\_
5. a cause of continuous trouble or unhappiness (3) \_\_\_\_\_
6. feel slightly uncomfortable because you are excited or nervous (4) \_\_\_\_\_
7. spontaneous (5) \_\_\_\_\_
8. certain to happen (6) \_\_\_\_\_
9. a long, angry look (6) \_\_\_\_\_
10. the heart beats very quickly because you're excited (7) \_\_\_\_\_
11. having no effect (7) \_\_\_\_\_
12. to end something by force (7) \_\_\_\_\_
13. examine in detail to find information (8) \_\_\_\_\_
14. not having enough space (9) \_\_\_\_\_



E. Scan the QR code to access the webpage of *The New York Times*. Consider the questions posed by the editorial team<sup>17</sup> (listed above) and provide your responses. Share your thoughts in the comments section to engage with other readers of the magazine.

1. Which stories were most interesting to you? What would you like to say to those writers?

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2. Which ones reminded you of moments from your own life? Why?

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3. Which of them showed you something new? What did you learn?

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4. Which did you most wish continued beyond the 100 words? What do you imagine might happen next?

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5. What “writer’s moves” did you most admire? Be specific: Are there stories, sentences or even single words or marks of punctuation that especially impressed you? Which and why?

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6. What do you think: Is it possible to tell a satisfying story in 100 words? Can a tale that length still have character development, a plot, conflict and even suspense or a truly surprising ending? Which of these stories would you use as evidence for your answer?

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<sup>17</sup> The questions were retrieved from [22]

F. Read the comments left by other readers and identify the most captivating one. Select and share the comment that resonates most with your own viewpoint. Explain why.

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**Task 2**



Scan the provided QR code to access the Six-Word Memoirs® page on SMITH Magazine.

Navigate to the "Topics" section on the page.

Choose a topic that intrigues you or resonates with your interests. Read a selection of six-word memoirs within the chosen topic.

Select three six-word memoirs that stand out to you.

Reflect on why they caught your attention. Is it the emotional impact, relatability, or creativity?

Share the three chosen six-word memoirs and your reflections in a short paragraph (no longer than 150 words). Explain why each resonated with you and whether they connect to your personal experiences or thoughts.

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**Task 3**



Scan the QR code to view a video tutorial on crafting unforgettable Six-Word Memoirs. Note six tips provided in the video. List the tips below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Task 4**

- A. Do you like winter? What are your associations with this season? Think about any sensory experiences, emotions, or activities that are typically associated with the winter season. Look at the picture and indicate how much it matches your image of winter.

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- B. Complete the prompt "Winter feels like..." in six-word memoir style. Add three words that capture your personal feelings about the winter season.

Winter feels like \_\_\_\_\_



**Task 5**



- A. Watch the short film "Between Days" and a scene from the animated drama "Up." Compare the life stories of the main characters.
- B. Determine who you believe lived the best life and whose life story resonates with you the most. Why?

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C. Briefly describe the main heroes' lives in six words.



SCAN ME

Between days  
(2020)



SCAN ME

UP (2009)



### Task 6



- Write a six-word memoir that captures a significant moment or experience in your life. Explain your word choice.
- Use art or digital tools to create a visual presentation for your six-word memoir.
- Engage in a sharing circle to present and exchange memoirs with peers. Extend a received memoir into a 100-word short story, exploring its backstory and developing it further.

My memoir: \_\_\_\_\_

Link to my presentation: \_\_\_\_\_

The story behind my memoir:

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Memoir I've received: \_\_\_\_\_

The story behind the memoir:

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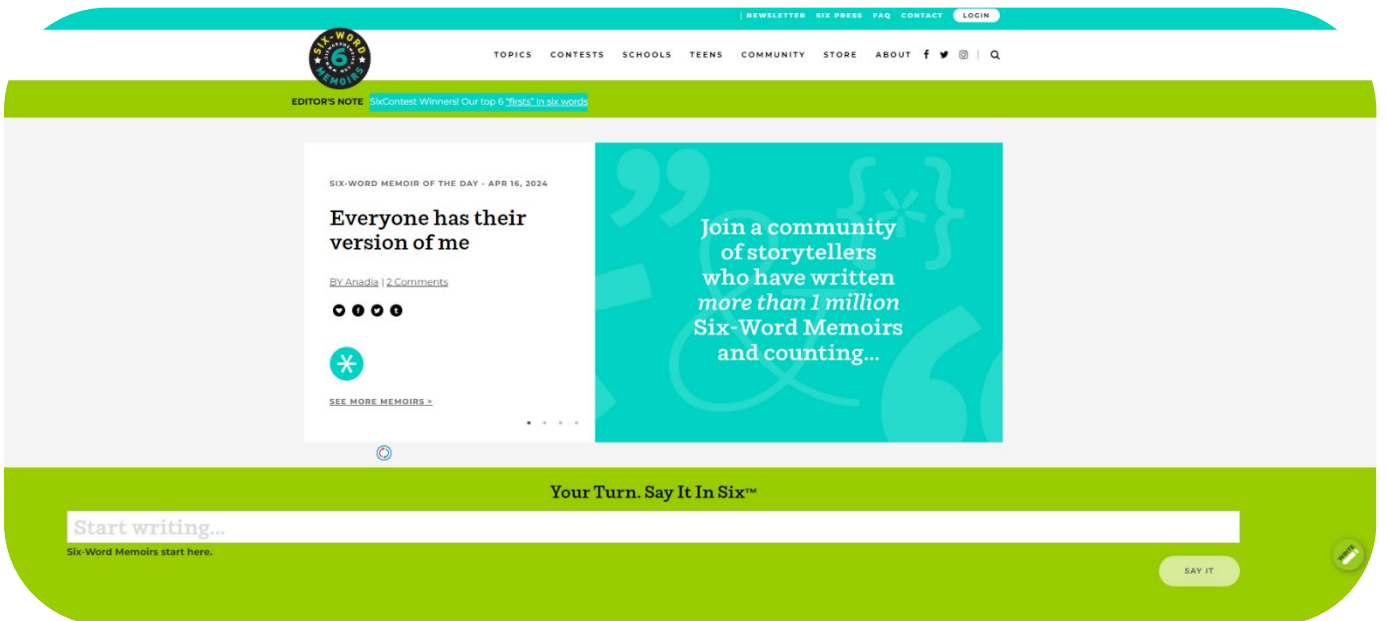
D. Share your six-word story with the world by visiting the *Six-Word Memoirs*® page on *SMITH Magazine*. After posting your story, consider participating in *the SixContest*, where you can submit your six-word memoir for a chance to be featured as one of the top six “firsts” in six words. Share a screenshot of your submission below.

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Preparing for the English exam is crucial for achieving success in the course. The summative assessment consists of an exam that integrates two assignments: a written test and an oral topic. Detailed information about assessment criteria and scoring is available on the official website of the Educational and Scientific Institute of Philology.

This section provides valuable tips and suggests key topics to help you prepare effectively.

### **ACHIEVING SUCCESS IN THE SPEAKING SECTION. PROVEN STRATEGIES FOR SPEAKING PROFICIENCY**

- Read a topic from the examination card.
- You have one minute to prepare your response, but feel free to start speaking immediately if you're ready.
- Examiners will not interrupt your answer, but they may ask additional questions afterward for clarification.
- Avoid speaking in your native language or using it to ask for word meanings. Stay in English throughout the conversation.
- If you notice a mistake, correct yourself immediately or smoothly continue the conversation without dwelling on errors.
- Provide detailed responses rather than answering with a simple "yes" or "no." Expand on your thoughts and opinions.
- Take pauses to gather your thoughts and organize your response. Avoid rushing through your answer.
- Limit the use of fillers such as "uh," "um," or "you know." Practice speaking fluently and confidently.
- Aim to deliver a response that is clear, to the point, and logically organized. Stay on topic and avoid rambling or going off on tangents.
- Support your answers with relevant examples and reasons to strengthen your arguments and demonstrate understanding.
- Demonstrate your understanding and mastery of the linguistic units covered in your classes, including grammar structures, vocabulary, collocations, and idiomatic expressions.
- Use information and examples from your classes, revisiting texts, audio files, and any additional materials provided, such as videos or articles. Incorporating relevant content from your coursework will enhance the depth and accuracy of your response.
- Practice speaking on various topics and familiarize yourself with new vocabulary items to expand your language proficiency.

## COMMON SPEAKING TOPICS TO PREPARE FOR

### **1. The Art of Rhyming in “The Golden Gate” by Vikram Seth.**

Discuss the significance of rhyme in Vikram Seth's novel, “The Golden Gate.” Explore who Vikram Seth is and his contributions to literature. Provide background information on “The Golden Gate” and its unique qualities as a novel written entirely in verse. Analyse the impact of rhyme on the themes and emotions conveyed in the poem, particularly focusing on the use of the sonnet form. If applicable, share personal experiences or insights gained from writing a sonnet as a home assignment.

### **2. Creating an Impactful Advertising Slogan: Tips and Strategies.**

Discuss the techniques and principles behind crafting persuasive advertising slogans.

### **3. Scientific Reasoning: Solving Puzzling Questions.**

Explore the distinction between scientific and logical reasoning. Define key terms such as fact, hypothesis, theory, and law, and discuss their significance in scientific inquiry. Provide examples of how scientific reasoning is used to address perplexing or unresolved questions across various fields of study.

### **4. The Art of Reasoning: Exploring Different Methods.**

Discuss diverse methods of reasoning, including backward and forward reasoning. Clarify the distinctions between these methods, while also demonstrating an understanding of synonymous terms, such as deductive and inductive reasoning. Analyse the approach employed by Sherlock Holmes and discuss why his method is characterized as inductive rather than deductive.

### **5. Thinking Like Sherlock Holmes: Solving Puzzles Through Reasoning Backwards.**

Explore the concept of reasoning backwards and illustrate its usage in problem-solving. Analyse Sherlock Holmes' approach and discuss why his method is classified as inductive rather than deductive, providing examples from his detective work.

### **6. Rhyming in the English Language: Insights from “The Appeal of Rhyme” by David Crystal.**

Explore the significance of rhyme in English poetry and its impact on the language. Explain the mechanism of rhyming in English and why it is considered effective. Discuss the types of languages that use rhyme and those that avoid it. You may also incorporate examples from Vikram Seth's “The Golden Gate” to support your analysis.

### **7. Deconstructing the “American dream”: Origins and Interpretations.**

Explore the origins and various interpretations of the American Dream throughout history. Examine how interpretations have evolved over time and in different socio-cultural contexts. Provide examples of individuals who have achieved the American Dream. Consider whether the American Dream is a unique concept exclusive to Americans, and discuss why other cultures, such as the

Chinese, also adopt similar ideals, such as the Chinese Dream. Share your personal perspective on the American Dream and its relevance in contemporary society.

### **8. Exploring the Concept of the “Ukrainian dream”: Myth or Reality?**

Begin by introducing the concept of the American Dream and its significance in American culture. Then, share your perspective on whether Ukraine has a comparable concept to the American Dream. Explore the aspirations, values, and societal factors that may influence the formation of the “Ukrainian Dream” and assess its relevance in contemporary Ukrainian society. Finally, discuss your outlook on the future of the Ukrainian Dream based on your observations and insights.

### **9. Analysing “A Dream Within a Dream” by Edgar Allan Poe.**

Begin by providing a brief introduction to Edgar Allan Poe, highlighting his significance as a literary figure known for his contributions to the genres of mystery, horror, and fiction. Mention that “A Dream Within a Dream” was written in the year of Poe's death and discuss the recurring themes of death, mystery, and the enigma of life in his poetry. Provide a summary of the poem, exploring its themes and metaphorical symbols, such as death, time, and the ephemeral nature of life. Reflect on why the protagonist's life is portrayed as merely a dream within a dream and offer personal insights on your interpretation of the poem, discussing whether you found it appealing and why.

### **10. Dreams as Ambition and Aspiration.**

Define the two meanings of the word “dream,” highlighting its dual nature as both a subconscious experience during sleep and as an ambitious aspiration or goal. Share personal opinions on the influence of dreams in shaping reality, discussing how they can inspire and motivate individuals to pursue their aspirations. Explore the psychological theories behind dreaming and its significance in achieving personal goals, drawing from home assignment videos and texts. Provide examples of how dreams have empowered individuals to undertake groundbreaking investigations or achieve remarkable feats.

### **11. Capturing Life in Six Words: The Art of Six-Word Memoirs.**

Explore the history and importance of six-word memoirs as concise yet powerful forms of self-expression. Discuss strategies for creating impactful memoirs, considering the balance between brevity and depth. Provide an example of a six-word memoir that resonates with you personally, explaining why it stands out and its significance to you. Share your own six-word memoir and reflect on the challenge of encapsulating your life in just six words, discussing the process and difficulty involved in distilling complex experiences into a brief statement.

### **12. How Real is the Reality in Documentaries?**

Introduce the concept of documentaries and their distinctive features, highlighting their role in portraying real-life events and issues. Share personal opinions on the portrayal of reality in documentaries and the extent to which they can be trusted as accurate representations of truth. Discuss modern documentary genres such as mockumentaries, faux-documentaries, docudramas, docufictions, and news satire, exploring their unique characteristics and increasing prevalence in contemporary media. Reflect on the reasons behind the popularity of pseudo-documentary genres and whether they coexist harmoniously with traditional

documentaries. Consider the future of documentaries and whether they will remain relevant in the ever-changing landscape of media consumption.

### **13. The Art of Storytelling in Nature Documentaries.**

*Introduce the concept of documentaries and their role in depicting real-life events and issues, focusing on nature documentaries as a specific genre. Explore the creative techniques employed by filmmakers to showcase the beauty and wonder of nature. Discuss the reasons why nature documentaries may sometimes distort reality, including technological advancements such as AI-generated content. Examine the ethical implications of distorting reality in nature documentaries, considering both positive and negative impacts. Reflect on the future of nature documentaries in light of evolving technologies and changing audience expectations.*

### **RECCOMENDED BOOKS FOR SPEAKING PRACTICE**

1. Clandfield, L., & Jeffries, A. (2011). *Global: Upper-Intermediate Coursebook*. Macmillan Publishers Limited. (First edition 2011).
2. Campbell, R., & Tennant, A. (2011). *Global: Workbook*. Macmillan Publishers Limited. (First edition 2011).

## MASTERING THE WRITING SECTION

In your final English exam, you will encounter various types of written tasks designed to assess your language skills. Some of the most common tasks include:

1. **Paragraph Writing.** This task requires you to develop a coherent and well-structured paragraph on a given topic. Each paragraph should have a clear topic sentence and supporting details.

2. **Information Sheet.** You may be asked to create an information sheet providing essential details on a specific topic, event, or subject. This task requires clear organization and presentation of information.

3. **Formal Letter of Complaint.** In this task, you'll need to write a formal letter expressing dissatisfaction with a product, service, or situation. It's essential to articulate your concerns clearly and provide relevant details to support your complaint.

### EFFECTIVE TIPS FOR WRITING EXCELLENCE

1. **Familiarize yourself with model answers.**

2. Before you start writing, **carefully analyse the topic or prompt.** Ensure that you fully understand what is being asked and respond to all parts of the prompt.

3. **Spend the first few minutes planning your answer.** Organize your thoughts and decide on the main points you will include in your writing.

4. **Structure your writing.** Divide your writing into paragraphs; use bullet points or subheadings if necessary.

5. After completing your writing, **proofread** it carefully to correct any grammatical errors, spelling mistakes, or typos. Pay attention to punctuation and ensure clarity and coherence in your writing.

6. Make sure you **write the required number of words for each task.** Check the exam instructions for specific word count requirements and adhere to them accordingly.

### RECOMMENDED BOOKS FOR WRITING PREPARATION

1. Дроботун В., Кавицька Т., Квасова О., Осідак В. (2019). *Тестові завдання з англійської мови для підготовки студентів до іспитів (1-4 курси): навчально-методичний посібник.* КНУ. 74 с.
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7. Learn English with Harry. (2021, 24 November). How to complain politely in English | Phrases for making complaints in English [Video]. YouTube. <https://www.youtube.com/watch?v=HN-i3AGBcDA>.
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11. Zemach, D. E., & Rumisek, L. A. (2005). *Academic Writing from Paragraph to Essay*. Macmillan Publishers Limited. (First edition 2003).

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2. Про затвердження Положення про організацію навчального процесу у вищих навчальних закладах, Наказ Міністерства освіти України № 161 (2014) (Україна). <https://zakon.rada.gov.ua/laws/show/z0173-93#Text>.
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21. Hot English Method: Skills Booklet. Madrid : Hot English Publishing SL, 2012. 117 p.
22. In your dreams. (2024). *Hot English Magazine*, (115), 16.
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