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**Луцької міської ради Волинської області»**

**“Be a Patriot!”**

**(«Будь Патріотом!»)**

**Укладачі: Піменова Т.В ., вчитель вищої категорії, учитель-методист;**

**Савчук Т.В., вчитель вищої категорії, старший учитель;**

**Трофимчук С.В., вчитель вищої категорії, учитель-методист.**

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**Contents**

|  |  |
| --- | --- |
| **Introduction……………………………………………………………..** | **..4** |
| **Part 1. Understanding Patriotism……………………………………...** | **..6** |
| **Part 2. Being Patriotic …………………………………………………** | **..8** |
| **Part 3. Tests on Reading…………………………………………….…..** | **10** |
| **Part 4. Use of English……………………………………………………** | **38** |
| **Part 5. Patriotic Speaking and Writing Ideas………………………….** | **48** |
| **Part 6. Listening …………………………………………………….....** | **52** |
| **Part 7. Selected Activities……………………………………………….** | **68** |
| **Conclusion………………………………………………………………..** | **71** |
| **Keys……………………………………………………………………….** | **72** |
| **References………………………………………………………………...** | **74** |

**Introduction**

Taking into consideration new socio-political realities and circumstances connected with Russian aggression, dedication to the all-governmental ideas of strengthening the country, an active civic position and the feeling of patriotism is becoming more and more up-to-date in the society.

It is important that every educational institution becomes a place for bringing up a patriot-citizen of Ukraine who is ready to be responsible, to build the country as a sovereign independent democratic legal country, to provide its national security, to promote the unity of the Ukrainian political nation and the establishment of peace and harmony in the society.

The communicative approach used for teaching the English language gives the teacher great opportunities to bring up civic attitude, patriotism and high moral values of a student. At a personal level, patriotism is considered as a significant characteristic of the person that is implemented in his/her outlook, moral ideas and ethics. The development of patriotic qualities of a student through learning the English language takes into account age peculiarities and covers three main stages.

In this manual, the attention is centered around high school as this is the right time for shaping patriotism itself and for bringing up love to Ukraine as Motherland. The development of the skills to present your country in the world, your culture and everyday life of your people, traditions and cultural values, national peculiarities and life reality in the communication with the peers and the guests is acquired through the realization of the skills developed during previous years while participating in role plays, creative projects, conferences and contests.

A lot of materials and tasks that are aimed at practical applying the information about Ukraine, at comparing different cultures, at bringing up future citizens of their country, equal partners of other European countries, that are eager to develop their Motherland and enrich the treasury of the world civilization can be used at the English lessons.

This manual is the product of the experience received in the USA and adapted at the lessons of English, while preparing the students for the Olympiads and the Independent Testing.

**Part 1**: ***Understanding Patriotism***

1. **Learn the difference between patriotism and nationalism.**

Nationalism refers to a blind belief that one's nation or cultural heritage is superior to others, while patriotism refers to a feeling of admiration for a particular belief or way of life. The two terms are often used interchangeably, and it's important to distinguish patriotism for what it is.

Nationalism is often marked by "us vs. them" rhetoric and behavior. Nationalists believe that people who don't believe in the superiority of a nation or culture are somehow lesser.

A patriotic attitude is marked by an understanding of a nation's history, accomplishments, and positive contributions to culture. Patriotism also recognizes a nation's failures and negative influence.

1. **Understand how patriotism is used.**

Patriotism is one of the most common beliefs manipulated in propaganda. Patriotic values and rhetoric are commonly subverted by those who try to manipulate certain beliefs or behaviors. The words "patriot" and "patriotism" are often used as a bludgeon to question someone's commitment and love for their country in a way that's actually more akin to nationalism.

A patriotic person may be moved by an appeal to their love of their country. However, alert citizens should be aware of the intentions of the messages they hear and the potential impact of the actions they seek to accomplish.

How patriotic you are is not determined by how well you conform to what messages propaganda circulates as truth. Patriots can love their country without blindly following the popular majority.

1. **Learn about where you live.**

Discover the history of your nation and how it grew to be what it is today. Find facts that surprise you, challenge you, make you laugh or make you proud. Try finding more about your country's past leaders, flag, national animal, famous landmarks, gastronomy, traditions, films, literature. Learn everything and anything unique about your nation.

Read books by authors writing today. Stay as up to date as possible about what it means to be a member of the country where you live.

1. **Learn about your cultural and natural history as well.**

The land that you stand on existed long before a government was there to name it. Greece, for example, became its own country by declaring independence from the Ottoman Empire in 1821, although Greek culture is ancient. A patriotic Greek person may have a fairly complicated interpretation of what it means to be Greek, and nuanced opinions about culture and government, entirely separately.

What people were native to the lands that are now your country? What grows there? What animals call it home? Learn everything you can about the place you call home.

1. **Understand the history of other countries as well.**

Just as it's important to get a good sense of the land you call home, it's important to get a good sense of the land your neighbors call home as well. Learn your country's place in the world.

Learn about the beliefs of others about their own countries. What does it mean to be patriotic in Europe? In America? In Africa? National identities and attitudes are as varied as the countries they're found in.

**Part 2** *Being Patriotic*

1. **Stay informed.**

Learning the history of your country is helpful, but it's also important to stay up on what your country is doing in the here and now. Your nation may be quite old, with a rich history, as in the case of Japan or France, or relatively new, with a fresh sense of self, as in the case of the United States.

Find causes you believe in. What issues affect your country today? What are the most important problems facing your nation?

Learn about your country's foreign policy. How does your country relate to the world? What role does your country play in its region?

1. **Keep your government honest.**

Who is making the decisions in your country? Do you agree or disagree with the direction in which your country is headed? If you feel patriotic about your country, make it your goal to get involved and understand what's going on.

No nation is free of faults. The United States has a long history of prejudice and racism, which still influences its culture today. Knowing this, researching this, and understanding this doesn't make you less patriotic. Know your country's past and be watchful of your government today to prevent future atrocities and abuses of power.

1. **Participate in local government.**

If you care about the place you live, get involved on the local level. Vote locally if you participate in a direct or representative democracy system, or otherwise find a way to let your voice be heard. Talk to your town leaders or elders, and find out who makes the decisions around you.

This doesn't have to be a big deal. If you feel patriotic, just talking to your neighbors and looking out for people can be a sign of this. Influence the way things go down in your neighborhood. Make it a safe place you're proud to call home. That's patriotism.

1. **Look at issues from both sides**.

Increasingly, it can be difficult to find "objective" information. Everything seems to have a bias to it, and it can be hard to know what perspective you're actually reading. Do your best to examine issues from multiple angles, taking into consideration the people doing the reporting. Who stands to gain from a particular perspective? Who stands to lose?

1. **Display your pride, if you want to.**

If you feel like showing your patriotism with dress, bumper stickers, flags, and other displays, then go for it. National holidays and other important dates in your nation's history are great times to let everyone know where you come from and how proud you are of it.

In some countries, flags are commonly flown outside of homes in support of the nation. In others, this would be a strange sight. It doesn't make the residents of the latter home any less patriotic.

Displays are the cheapest form of patriotism. It takes more than a symbol to be really patriotic. It's fine to show it, but never question anyone else's patriotism for not showing it.

1. **Love your country with open eyes.**

Every country has positive qualities and negative qualities, and no one national identity is superior to another. Loving a nation does not mean you should ignore or stay silent about its failures. It is important to be informed. It's also perfectly acceptable to love your country for its cultural heritage, its successes, and its unique character, in spite of its shortcomings by emphasizing the positive and working towards a better future for all who call your nation home.

**Part 3 *Tests on Reading***

**Text 1**

By Mrinalgouda Patil

I recently met my father's friend who is a Government officer. He was speaking **1)**….behind in some things. And in his words, he was constantly using Israel country. By listening to his words, I felt he is a big fan of Israel country. During this, he narrated a story about a family in Israel.

A family of mother with 5 children lived in Israel. The father served in army and was killed in the war. In Israel, there is a rule **2)…..** has to serve in the army. Now it was the first son’s turn to join the army. Unfortunately, even he was killed in the war.

This went on **3)**….. were killed.

Now the mother asks the fifth and the last son to join the army. So he goes to the committee where they will decide about his job.

So in the meeting, the officials said "See already your family has suffered a lot. All of your family members have been killed **4)…..**. So it will be better if you don't join the army".

So the fifth son who was determined and made his mind **5)**….. replied " No sir, I am ready to serve in the army".

So they had a conversation for a long time to sort out the problem. The officials were too strong on their decision.

Finally after some time, they came to a decision that "Since your mother is old, we let you spend time with your mother. She needs you. After she is no more, we will allow you **6)**….."

So the son returns to the home with a sad faced and explains the situation to the mother. Even the mother felt sad.

The next day, when the son goes to the mother's room, she is no more. She had committed the suicide . There was a letter lying down which read" Dear son, Now you can join the army. The country needs you. Go."

Hats off to this lady (mother) who thought her country is of prime importance than anything.

a) while serving in the army

b) till all the four sons of the family

c) why Indians are still lacking

d) to join the army

e) to serve in the army

f) that one among the family

g) while joining the army

**Text 2**

*Homeless Veteran*

by Mark Kirkmeyer - June 13, 2013

2008 - I was a homeless veteran living on the streets of San Diego and now I am a homeless veteran living in a Motel in Canon City, Colorado. **1)…..** Most of us have psychiatric problems and when we went to the VA for help we were either turned away or treated badly.

My personal story with the VA started back in 1988 when I was discharged from the Army. **2)….** They still would not service connect me for my knee problem and they prescribed Ibuprofen for my pain. I had to fight to get an appointment once a year to get a renewal on my prescription and finally gave up on the VA.

At the time I was still in the reserves (reserves have no medical except when on federal service). **3)….** While there I injured my back (or rather did something so the pain was noticeable in my back, my Chiropractor said my problem was always in my back). I reported the problem In Country and was treated In Country. I also reported it at my discharge physical, on Fort Ord, as I could not stand up straight. After reporting it to the VA, there answer to this day is we have no record of this injury in service.

A year later my reserve unit was deployed to Los Angeles for Riot Suppression Duty. I had grown up in South Central Los Angeles and was now doing military combat patrols on the streets that I played on as a child. **4)**….. I didn’t report this to the VA until I rolled my pick-up at estimated speeds greater than 100 mph off I10 in the Mohave Desert. I was taken to the VA after the College Student Health Department diagnosed me with PTSD. The doctor at the VA told me “you don’t fit into my grant program.”

After I was discharged, I grabbed my sleeping bag and poncho and dropped out. I lived on a freeway embankment under a poncho hooch until the city police ran me off and confiscated my sleeping bag and poncho. **5)**….

To this day I am still fighting with the VA about my disabilities and will probably never be recognized for more than the knee injury by the VA. **6)**…. a) I bought my own Ibuprofen for my pain. My reserve unit was activated and deployed to the Persian Gulf for Desert Storm.

b) For a year I slept anywhere I could until my mother found me. She got me started returning to society.

c) The officials were too strong on their decision.

d) I had knee pain for almost my entire 4 year enlistment and received medication, physical therapy, and had surgery while in service; the VA told me they had no record of my knee problem while in service until I told them that I had a complete copy of my medical records for them.

e) I am drawing SSD that is how I pay for my Motel Room.

f) This was the last stressor that caused a psychiatric response.

g) There are many of us and it is not because we want to be there.

**Text 3**

*Why should someone respect their own country?*

I am not questioning any person's integrity or anyway asking to start or stop loving and respecting their country. In such an urbanised and globally together world, why does anyone need to have emotions/sentiments/willingness for their fellow citizens.

Most of the answers here about individual and collective psyche, culture, history, people. I have to make a rather abstract, low-profiled and relatively dry addition to which most people will say "so what?", but they are reasons anyway. **1)….**

**1. Rights**

Your country gives you and helps you execute basic rights. **2)**…. The extent of quality and number of rights and their execution differs widely, but even the worst country of the world would not deny the natives a right to feed and clothe themselves. (You have a right to disrespect your country if you are in bad conditions indeed).

**2. Protection**

Whether you like it and accept it or not, you are always born into some kind of group, religion, community, caste, or race. **3)**…. Your country provides for your protection from such internal and external forces.

**3. Resources**

Your country spends its resources on you, right since you are born - on your housing, water, electricity, education, fuel, infrastructure and even medical needs. It maintains a record of your life, of your previous generations, of your whole family. **4)….** A country eases your life in the sense that doing all this single-handedly would be a big pain for any individual. It plays a quiet but significant role in your progress and prosperity. (But yes, not all countries do it well, and many do not do it right).

**4. External support**

Your country gives you a passport which is your identity outside its borders - it gives you an official, legal identity (yea yea, we are all children of Mother Earth, but unfortunately Immigration guys won't buy that). **5)**…. I know these are not emotionally strong reasons and have a lot of 'if's and 'but's about them, but imagine life without these, and try figuring out how would our modern lifestyle survive without the institution of country. Countries are no doubt doing a bad job, but their elements are pretty solid and life-easing...which do work out and improve our lives from time to time (historically they have). **6)**….

a) It also maintains embassies and consulates in most of the other countries whom you can turn to for help, emergency and information while travelling abroad.

b) Typically resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable

c) It allows you to find a job, a home, a partner and basic facilities comparatively easily than a foreign country would.

d) Hence I feel a country of residence deserves respect.

e) Also, I am talking about an average country profile, a model of some sort with some institution which carries out all the functions of the "country"; not all points are valid for all countries.

f) It provides a mechanism for solving your disputes, a system for taking you from one place to another, and another for taking your things if you don't want to go all the way yourself - to name the least.

g) Maybe you feel all human beings are equal, but many others don't, and that makes you a possible victim of clashes due to differences.

**Text 4**

1) Origin

2) Geographic distribution

3) History

4) Historical maps of Ukraine

5) Genetics

6) Subethnic groups

7) Identity and national oppression

A)Most ethnic Ukrainians live in Ukraine, where they make up over three-quarters of the population. The largest population of ethnic Ukrainians outside of Ukraine lives in Russia where about 1.9 million Russian citizens consider themselves ethnic Ukrainians, while millions of others (primarily in southern Russia and Siberia) have some Ukrainian ancestry. The inhabitants of the Kuban, for example, have vacillated among three identities, Ukrainian, Russian (an identity supported by the Soviet regime), and "Cossack". Approximately 800,000 people of Ukrainian ancestry live in the Russian Far East in an area known historically as "Green Ukraine".

B) DNA tests of Y chromosomes from representative sample of Ukrainians were analyzed for composition and frequencies of haplogroups. The Ukrainian gene pool includes six haplogroups: R1a, F, E, J, N3, and P. The percentage of Ukrainians carrying the R1a genes was quite high at 41.5–54.0%. Such high frequencies of R1a have also been found only in Belarus, Poland, Russia, Slovakia, and on the Indian subcontinent. Haplogroup R1a is thought to mark the migration patterns of the early Indo-Europeans and is associated with the distribution of the Kurgan archaeological culture. The second major haplogroup is haplogroup F, found in the Balkan and Danube regions. Haplogroup P found represents the genetic contribution of the population originating from the ancient autochthonous population of Europe. Haplogroup J and Haplogroup E mark the migration patterns of the Middle-Eastern agriculturists during the Neolithic. The presence of the N3 lineage is likely explained by a contribution of the assimilated Finno-Ugric tribes. However, tying haplogroups to specific ethnic groups is unhelpful. Early migrations could give equal rise to groups like J and E.

C) Among Ukrainians, there are several distinct subethnic groups, especially in western Ukraine: places like Zakarpattia and Halychyna. Among them the most known are Hutsuls, Volhynians, Boykos and Lemkos (otherwise known as Rusyns – a derivative of Ruthenians), each with peculiar area of settlement, dialect, dress, anthropological type and folk traditions. There are several theories about the origin of each of these groups. Some of these subethnic groups were strongly influenced by the neighboring nations, but according to all relevant indicators they belong to the mainstream of Ukrainian people.

D) The East Slavs emerge from the undifferentiated early Slavs with the Slavic migrations in the 6th and 7th centuries. The East Slavs were united in the Kievan Rus' during the 9th to 13th centuries. East Slavic tribes cited as "proto-Ukraninian" include the Volhynians, Derevlianians, Polianians, and Siverianians and the less significant Ulychians, Tivertsians, and White Croats. Gothic historian Jordanes and 6th-century Byzantine authors named two groups that lived in the south-east of Europe: Sclavins (western Slavs) and Antes. Polianians are identified as the founders of the city of Kiev and as playing the key role in the formation of the Kievan Rus' state. At the beginning of the 9th century, Varangians used the waterways of Eastern Europe for military raids and trade, particularly the Trade route from the Varangians to the Greeks. Until the 11th century these Varangians also served as key mercenary troops for a number of princes in medieval Kiev, as well as for some of the Byzantine emperors, while others occupied key administrative positions in Kievan Rus' society, and eventually became slavicized. Besides the other cultural traces, today among Ukrainian names there can be notice a several of those who have Norse origins as a result of mutual influences from that period.

E) In the 9th century the Varangians from Scandinavia conquered the proto-Slavic tribes on the territory of today's Ukraine, Belarus, and western Russia and laid the groundwork for the Kievan Rus’ state. The ancestors of the Ukrainian nation such as Polianians had an important role in the development and culturalization of Kievan Rus’ state. The internecine wars between Rus' princes, which began after the death of Yaroslav the Wise, led to the political fragmentation of the state into a number of principalities. The quarreling between the princes left Kievan Rus’ vulnerable to foreign attacks, and the invasion of the Mongols in 1236. and 1240. finally destroyed the state. Another important state in the history of the Ukrainians is Kingdom of Galicia–Volhynia (1199–1349).

F) The Ukrainian state has occupied a number of territories since its initial foundation. Most of these territories have been located within Eastern Europe, however, as depicted in the maps in the gallery below, has also at times extended well into Eurasia and South-Eastern Europe. At times there has also been a distinct lack of a Ukrainian state, as its territories were on a number of occasions, annexed by its more powerful neighbours.

**Text 5**

1) Identity and national oppression

2) Culture

3) Languages

4) Religions

5) Music

6) Dance

7) Symbols

A) The Ukrainian language traces its origins to the Old East Slavic language of the medieval state of Kievan Rus'. In its earlier stages it was called Ruthenian language. Ukrainian, along with other East Slavic languages, is a lineal descendant of the colloquial language used in Kievan Rus' (10th–13th century).

While the Golden Horde placed officials in key Kievan Rus areas, practised forced resettlement, and even renamed urban centers to suit their own language, the Mongols did not attempt to annihilate Kievan Rus society and culture. The second onslaught began with the destruction of Kiev by the Golden Horde in 1240. This khanate formed the western part of a great Mongol Empire that had been founded by Genghis Khan in the early 13th century. After the Mongol destruction of Kievan Rus in the 13th century, literary activity in Ukraine declined. A revival began in the late 18th century in eastern Ukraine with overlapping literary and academic phases at a time when nostalgia for the Cossack past and resentment at the loss of autonomy still lingered on.

B) Ukrainian folk oral literature, poetry, and songs (such as the dumas) are among the most distinctive ethnocultural features of Ukrainians as a people. Religious music existed in Ukraine before the official adoption of Christianity, in the form of plainsong "obychnyi spiv" or "musica practica". Traditional Ukrainian music is easily recognized by its somewhat melancholy tone. It first became known outside of Ukraine during the 15th century as musicians from Ukraine would perform before the royal courts in Poland

C) Ukrainians are predominantly Orthodox Christians. In the eastern and southern areas of Ukraine the Ukrainian Orthodox Church under the jurisdiction of the Moscow Patriarchate is the most common. In central and western Ukraine there is support for the Ukrainian Orthodox Church - Kiev Patriarchate headed by Patriarch Filaret and also in the western areas of Ukraine and with smaller support throughout the country there is support for the Ukrainian Autocephalous Orthodox Church headed by Metropolitan Mefodiy.

D) The watershed period in the development of modern Ukrainian national consciousness was the struggle for independence during the creation of the Ukrainian People's Republic from 1917 to 1921. A concerted effort to reverse the growth of Ukrainian national consciousness was begun by the regime of Joseph Stalin in the late 1920s, and continued with minor interruptions until the most recent times. The man-made Famine-Genocide of 1932–3, the deportations of the so-called kulaks, the physical annihilation of the nationally conscious intelligentsia, and terror in general were used to destroy and subdue the Ukrainian nation. Even after Joseph Stalin's death the concept of a Russified though multiethnic Soviet people was officially promoted, according to which the non-Russian nations were relegated to second-class status. Despite this, many Ukrainians played prominent roles in the Soviet Union, including such public figures as Semyon Timoshenko.

E) Ukrainian dance refers to the traditional folk dances of the peoples of Ukraine. Today, Ukrainian dance is primarily represented by what ethnographers, folklorists and dance historians refer to as "Ukrainian Folk-Stage Dances", which are stylized representations of traditional dances and their characteristic movements that have been choreographed for concert dance performances. This stylized art form has so permeated the culture of Ukraine, that very few purely traditional forms of Ukrainian dance remain today.

Ukrainian dance is often described as energetic, fast-paced, and entertaining, and along with traditional Easter eggs (pysanky), it is a characteristic example of Ukrainian culture recognized and appreciated throughout the world.

F) Due to Ukraine's geographical location, its culture primarily exhibits central and eastern European influences. Over the years it has been invariably influenced by movements such as those brought about during the Byzantine Empire and the Renaissance. Today, the country is somewhat culturally divided with the western regions bearing a stronger central European influence and the eastern regions showing a significant Russian influence. A strong Christian culture was predominant for many centuries, although Ukraine was also the center of conflict between the Catholic, Orthodox and Islamic world. Ukrainian culture has elements of some of the oldest cultures in the world such as Trypillian culture.

**Text 6**

***8 Interesting Facts About The Ukrainian Language***

1) Very pleasant to listen to

2) Rich in nearly the same words

3) Human Right

4) The name of the chemical or biological agent

5) The communication of the meaning of a source-language text by means of an equivalent target-language text

6) The frequency of letter usage

7) A shortened form of a word or phrase

**A)** The most widely used letter in the Ukrainian alphabet is the letter "п". It is also with this letter that most of the words start. But the most rarely used letter of the Ukrainian alphabet is the letter “ф”. In the Ukrainian language the words starting with this letter are in most cases borrowed from other languages.

**B)** The longest word in the Ukrainian language is one of the names of a pesticide:“dichloro-diphenyl-trichloro-methyl-methane”.

**C)** The biggest number of synonyms. According to the "Brief Synonym Dictionary of the Ukrainian Language" offering 4,279 synonymic orders, the word "бити" (to beat) has the biggest number of synonyms, totaling 45.

**D)** Another interesting fact about the Ukrainian language is its being among the top three most beautiful languages in the world. In the linguistic contests in Italy and France it was acknowledged as the second most melodious language in the world after the Italian language. Other sources say that the bronze should be given for the Ukrainian language in this contest, the second place appointed for the French, and the fourth place given to the Persian language.

**E)** The most number of meanings is in the abbreviation "ПК" (PC). It stands for "персональний комп’ютер" (personal computer), "палац культури" (palace of culture), "паровий кран" (steam crane), "передній край" (front side), "перфокарта" (punched card), "пістолет-кулемет" (submachine gun), "предметний каталог" (subject catalog), "Повітряний кодекс" (air code), "пожежний кран" (fire hydrant), "польовий караул" (field guard), "постійний комітет" (standing committee), "проміжний конденсатор" (intercondenser), "прохідницький комбайн" (heading combine) and others.

**F)** The most translated literary work is "Testament" by Taras Shevchenko: it is translated into 147 languages among the peoples of the world.

**Text 7**

***Match the headings (A-G) to the paragraphs (1-5). There are two extra headings.***

*A – Hutsul folk music*

*B – The professional guild for musicians*

*C – The best from pop music*

*D – Keeping traditional music*

*E – Classical genre*

*F – Different styles*

*G – From the history of Ukrainian music*

**The Rhythm and Melodies of Ukraine**

1)Traditional Ukrainian music is easily recognized by its somewhat melancholy tone. It first became known outside of Ukraine during the 18th century as musicians from Ukraine would perform before the royal courts in Russia and Poland. Ukraine's music history spans back many years and remains popular today.

2)The bandura is commonly heard in Ukrainian music particularly those of the folk and semi-classical genres. A musical instrument from the 19th century, the bandura's forerunners were the kobza and torban. The use of these fascinating instruments is facing a revival in recent years. During the 15th century Ukrainian musicians, referred to as kobzari would sing epic poems whilst accompanying themselves on the kobza. A professional guild was established for the kobzari and was called “Kobzar Guild”. Sadly the kobzari suffered great losses during Stalin's rulership, but the guild is once again very active in Ukraine.

3)Early on in the 1900s, Ukrainian musicians in the USA were able to keep traditional music from Ukraine alive when it almost disappeared in its homeland. One fiddler who gained great fame in USA was Pavlo Humeniuk. In previous decades, polyphony was a common sound in music from Ukraine and certain groups have kept it going. However, today, pop and rock seem to be taking over the scene.

4)Certain tribes within Ukraine are known for their own unique music. The Hutsuls of the Carpathian Mountains make use of a trembita (alpenhorn) and different flutes. A great example of the rhythms and melodies of Hutsul folk music was seen in Ruslana Lyzhichko's performance at the 2004 Eurovision contest.

5)Many talented musicians and bands have come out of Ukraine. Some of them are dedicated to preserving the original traditional sounds of Ukrainian music whilst others have introduced new styles such as Ukrainian pop music. Ukraine is also well-known for its many great classical music performers.

Ukraine's music has had a long and successful history and continues to make waves throughout the world. Why not listen to some music from Ukraine online, you are certain to enjoy it.

**Text 8**

***Match the headings (A-G) to the paragraphs (1-5). There are two extra headings.***

*A – Holidays and festivals*

*B – Ukrainian culture*

*C – The tradition which had its beginnings in Ukraine*

*D – Art styles*

*E – Everyday life*

*F – Cultural influences*

*G – Singing traditions*

**Dance, Art, Holidays and Music Explored**

http://adserver-new.virtualcountries.com/www/delivery/lg.php?bannerid=131&campaignid=20&zoneid=128&loc=1&referer=http%3A%2F%2Fwww.ukraine.com%2Fculture%2F&cb=871ef0889e1)Since Ukraine is geographically located between Europe and Asia, much of its culture exhibits both Eastern and Western influences. Over the years it has been invariably influenced by movements such as those brought about during the Byzantine Empire and the Renaissance. Today, the country is somewhat culturally divided with the western regions bearing a stronger European influence and the eastern regions showing a strong Russian influence.

2)It is interesting to note that Communist rule in Russia had quite a strong effect on the art and writing of Ukraine. During the late 1920s and early 1930s, the Soviet authorities began enforcing the socialist realism art style in Ukraine. This style dictated that all artists and writers glorify the Soviet Regime with their talents. However, it wasn't long before the Soviet Union collapsed and artists and writers again became free to express themselves as they wanted. Unfortunately the collapse of the union also brought about a decrease in government subsidies. Writers chose to emulate the styles used in the 11th and 13th centuries, while artists expanded their horizons trying new techniques, subject matters and styles.

3) Ukrainian culture is richly embedded in ancient traditions. Even today many historical songs such as the dumy and the playing of the kobza – which was popular during the 16th century – is still enjoyed. However, music has also come a long way since then and Polissia magic pop and Kolomiya rap have gained popularity. The culture scene has also seen a resurgence of Cossack songs and song poetry. There are also a number of cultural festivals such as the Tavriya Games which are most popular.

The Ukrainian people also enjoy their culture in the form of traditional dances and dance games. Many of these originated in rural Cossack villages and some of the oldest dances can be traced back to ancient cults. Traditionally many of these dances were performed only by males or females, but today both sexes sometimes mix and enjoy the dance together. Appreciation for these dances is usually kept alive by Ukrainian dance troupes.

4) Many people do not know that the tradition of the Easter egg had its beginnings in Ukraine. In times gone by (and still sometimes today) these eggs were drawn on with wax to create patterns. Dye was then added to give the eggs their delightful colors – the dye not affecting the wax coated parts of the egg. Once the whole egg was dyed, the wax was removed leaving only the colorful pattern. The tradition is thousands of years old and predates the arrival of Christianity in the country. While Christian interpretations of this practice abound, many Ukrainians still believe that the egg has immense power and releases the earth from the restraints of winter. Even the designs have meaning and the eggs are usually given as gifts or used as decorations.

5) Ukrainians celebrate a number of holidays, namely Christmas, Easter, Whitsuntide, New Years and Ivana Kupala (St John's Eve). They also hold a festival every autumn to celebrate the end of the harvest. While some of these festivals are celebrated worldwide, Ukrainians have their very own way of observing them. Ukrainian culture is very interesting and there is so much to say on the matter that it cannot be discussed fully here. The best way to find out more is to visit the country and learn from the locals.

**Text 9**

***Fill in the parts of the sentences(A-H) into the gaps(1-6). There are two extra parts.***

*A – which was used in Kievan Rus’*

*B – and the works of various great poets*

*C – certain similarities may be found*

*D – when compared to those who speak Ukrainian*

*E – when thought of Ukrainian speakers*

*F – some contradictions may be found*

*G – which is spoken by roughly 67 percent of the population*

*H – when speakers of the language faced persecution*

**Spoken Languages of Ukraine**

http://adserver-new.virtualcountries.com/www/delivery/lg.php?bannerid=471&campaignid=14&zoneid=128&loc=1&referer=http%3A%2F%2Fwww.ukraine.com%2Flanguages%2F&cb=a4a32de056As one of the largest crossroads in Europe, Ukraine has a diverse array of spoken languages. Of course, Ukraine’s official language is Ukrainian, 1) ………… . Ukrainian is a Slavic language and it uses a Cyrillic alphabet when committed to written form. Foreigners may find the language incredibly difficult to understand or learn, but for those of Belarusian, Polish, Russian or Slovakian decent, 2)…………. since some vocabulary is shared with these neighboring nations.

The Ukrainian language can be traced back to the Old East Slavic language 3)…………. . Perhaps the beauty of the language is that it has persisted as the main language of the country to this day – despite continual persecution from ruling powers. The most noted political interference in this regard occurred during the nineteenth and twentieth centuries 4)………….. . . Before this, Imperial Russia had imposed two bans on the language to discourage the speaking of Ukrainian. However, the language survived due to the large number of Ukrainian people who continued to live in the country – especially in the more remote parts of Ukraine. Even during the bans, Ukrainians continued to enjoy folklore songs, kobzars 5)………….. .

Imperial Russia may not have been able to exterminate the Ukrainian language from the land, but they did have a strong influence on the country. Today Russian speakers make up the second largest language group in Ukraine – though they occupy a relatively small percentage 6) …………. . Other languages spoken in the country include Romanian, Polish and Hungarian, but these minority languages are spoken on a very small scale.

**Text 10**

***Decide if the statements are ‘true’ or ‘false’***

*1 Architecture in the country varies from buildings dating back a hundred of years to grand high-rise structures.*

*2 You should visit Lviv if medieval architecture interests you.*

*3 The 9th century churches, fortifications and palaces were made of wood.*

*4 Byzantine style wasn’t influenced by the Rus architecture.*

*5 Fortified monasteries were adapted to guard against attack.*

*6 Ukraine’s Baroque style was developed by Renaissance style.*

**Architecture in Ukraine - History's Construction Masterpieces**

http://adserver-new.virtualcountries.com/www/delivery/lg.php?bannerid=131&campaignid=20&zoneid=128&loc=1&referer=http%3A%2F%2Fwww.ukraine.com%2Farchitecture%2F&cb=f2b921aa61Most of Ukraine's cities will give you a glimpse into the country's grand architectural history. Architecture in Ukraine ranges from buildings dating back hundreds of years to massive contemporary high-rise structures. An outstanding sample of Ukrainian architecture can be seen in the Cathedral of Saint-Sophia in Kiev, which dates back to the 11th century. Visit Lviv if you are interested in medieval architecture or stop in Chernihiv to view its stunning buildings of long ago.

Ukraine's architecture began developing during the 9th century during the Kievan Rus era. Buildings from this time period were constructed out of wood and included churches, fortifications and palaces. Timber was placed in horizontal sections with a hipped roof, providing a base for further construction. An example of a residential home in this style is seen in Chernihiv. At around the same time the Byzantine style began to take root in Kievan Rus. Both architectural styles had an influence on each other. Byzantine domes were reformed and colors used in decorating became more Rus.

From the 12th to the 15th century defensive structures such as castles, fortresses and protected monasteries were constructed in populated areas. Decorative patterns can be seen on the massive walls of these buildings in the form of red brick plakhta. Fortified monasteries closely resembled castles as they were carefully adapted to guard against attack.

Between the 16th and 17th centuries a new form of architecture arose in Ukraine – Renaissance. This is clearly seen in the the architecture of Ukraine's Lviv. Renaissance style greatly developed Ukraine's Baroque style. Soon a completely Ukrainian form of Baroque architecture was born. During the 18th century Ukraine's architecture began to feature plastering. Classicism came to the fore at that time and more public buildings and palaces were built. Ukraine's architecture of the late 1800s and early 1900s took on a variety of styles such as modern, neo-classicism, neo-Gothic and Moorish.

Sadly, numerous stunning buildings were destroyed during the communist regime. Despite this many exquisite examples of Ukrainian architecture can be viewed throughout the country.

**Text 11**

***Decide if the statements are ‘true’ or ’false’***

1. *The Ukrainians created masterful homes and residences which praised the beauty around them.*
2. *The primary purpose of the Ukrainian castles was the defensive one.*
3. *Ukrainian palaces were built as royal residences which didn’t provide adequate protection for the monarchy.*
4. *It is uncommon to find gold-plated arches and solid gold furniture in these dwellings.*
5. *Expensive adornments both reflect the wonderful craftsmanship and provide insight into the way the nobles lived in those days.*
6. *There are a lot of places in Ukraine which are a must to visit.*

**Palaces and Castles - Walk through the Hallways of History**

Ukraine is a place of culture, history and natural beauty. For centuries the people who lived here worked to create masterful homes and residences that complemented the beauty around them and reflected the culture of their people. By and large they were very successful in this regard and as a result there are many beautiful castles and palaces in Ukraine today.

Generally speaking the castles in Ukraine have a robust appearance, since their primary purpose was one of defense. They may have doubled as a prison during the course of their history and they are usually situated on a hill of some sort. Over time, however, more elaborate and decorative additions have been made to some of these fortresses and this has given them a legacy worth taking note of. Many have been turned into museums that now give the public insight into a bygone era in a most imaginative and creative way. The palaces in Ukraine are mainly royal residences which, while providing adequate protection for the monarchy, have also been designed to ensure that those who live here do so in comfort and luxury. Architectural embellishments may be lavish and expensive and it isn’t uncommon to find gold-plated arches, gold-tinted artwork and solid gold furniture and utensils decorated with jewels in these dwellings. These expensive adornments also tend to reflect the masterful craftsmanship that was popular during a given era of Ukraine’s history; they not only make a journey through such an establishment enchanting, but also provide insight into the way that these nobles lived in days gone by.

There are a number of palaces and castles in Ukraine which are worth seeing. The Livadia Palace and Mariyinsky Palace are popular. For those who prefer castles, the Olesko Castle, the Kodak Fortress and the Lviv High Castle certainly aren’t a waste of time. Of course there are many more castles and palaces worth seeing which haven’t been mentioned here. Why not take a look at the information we have on each attraction to help you decide which castle or palace you would most like to visit when touring the beautiful country of Ukraine.

**Text 12**

**My City is the most interesting place to visit!**

***Read the advertisements and decide which place***

*1 is the only one of its kind in the country*

*2 lets you participate in traditional festivals and ceremonies*

*3 is the youngest institution of its kind*

*4 offers an opportunity to try a new activity*

*5 was used for many purposes and housed many other institutions*

*6 contains something with the banknotes which are not in use nowadays*

*7 contains church items from another place*

*8 offers something to buy*

***There are two extra statements.***

**Art-gallery "Lutsk"**

**A** The art-gallery “Lutsk” is one of the youngest art galleries in our city. It presents works of the Ukrainian and foreign artists.

Mon - Fr - 10.00 a.m.- 6.00 p.m.

The gallery appeared on the cultural map of Lutsk in 2012 so today, it is the youngest art institution. As it was aimed by its creators, the gallery should become the window to the world for Lutsk artists and also give an opportunity for Lutsk citizens to learn more about the European art. That is why the European piece of art should be a frequent phenomenon here.

**Bell museum**

**B** The Bell Museum in Lutsk Castle is the only one of its kind in Ukraine.

Mon-Sun - 10.00 a.m.- 7.00 p.m.

The Bell Museum in Lutsk Castle is the only one of its kind in Ukraine. The collection includes bells from the 17thcentury through the beginning of the 20th century and now numbers more than 90 items.

In the 1960’s bells from closed churches were brought here, some decorated with intricate ornamentation on religious themes. The biggest bells in the collection weigh approximately one-half ton. In addition to church bells there are also bells from fire stations, railway stations, river piers, post offices and even a small school bell. The oldest bell dates back over 350 years. Interesting are square bells from Arkhangelska oblast (Russia), and also the tsar bell-tambour, whose sound can be heard from kilometers away.

Tickets are sold at the castle entrance. Adult: 10 UAH, children - 5 UAH. Cost for excursion  - 30 UAH.

Working hours in Winter: 10 a.m. -  5 p.m.

**Book museum**

**C** The museum collection includes books dating from the 17th through the 20th centuries.

Mon-Sun - 10.00 a.m.- 7.00 p.m.

The Book Museum is situated in the former regional treasury house (built in 1807) on the grounds of Lutsk Castle. Different city institutions functioned in this building during the 19th-20th centuries.

The museum collection includes books dating from the 17th through the 20th centuries. The Official Gospel, published in 1644 in Lviv, and the two-volume "Trebnyk”, by Petro Moghyla, are the pearls of the museum. In addition, visitors can see reconstructed old printing presses, one of them dating back to the 15th century.  Tickets are sold at the castle entrance. Adult: 10 UAH, children - 5 UAH. Cost for excursion  - 30 UAH.

Working hours in Winter: 10 a.m. -  5 p.m.

**Museum of Agriculture in Volyn**

**D** Museum of Agriculture in Volyn in Rokyni village – a great way not only to get acquainted with the development of the village in Volyn, but also relax on the shore of picturesque lake and participate in traditional ceremonies and festivals.

Museum of Agriculture in Volyn is a skansen, which is located on an area of over 170 thousand km 2 at Rokyni village (12 km from Lutsk). The museum was opened in 1979.

 The author of an idea to create a museum – is Petro Tesluk, author and developer of the museum – Olexander Mykolayovych Seredyuk. In 1983, the department of the Ministry of Culture of Ukraine awarded to the Museum of the History of Agriculture in Volyn a honorary title "National Museum."

 Interesting and exciting exposition materials of seven halls of the museum tell about the origins of agriculture and stockbreeding in the Volyn region, improvement of agricultural implements, representing the history of agriculture development of Volyn from ancient times to the present, agricultural science, land features of the natural conditions for farming.

 On the initiative of director of museum Olexander Seredyuk in 1989 the construction at the landscape of Rokyni park was begun which is the current exposure in the open air – "Cossack’s winter abode ", exhibits of which harmonious blend in nature reserve. The visitors can become familiar not only with the monuments of ancient residential, commercial, monumental and farm wooden building, but also immerse themselves in an interesting journey by protected paths of past centuries. In the exposition you can see the monument to Cossack Mamay – warrior, defender, and the winner.

 Cossack village lives: you can not only visit the traditional buildings, but also learn how to embroider, weave, knead dough, ride on horseback, plow, spend the night in the fragrant hay, or by long tradition sing Christmas carols or feel emotions of Kupala night, haymaking, reaping, Andrew vechornytsi.

 In the "Cossack’s winter abode” "School of Cossack’s endurance" works which is the youth organization, founded by Olexander Seredyuk, who teaches Combat Hopak.

**Museum of Lutsk Exaltation of the Cross Brotherhood**

**E** The museum presents the work of the Brotherhood, which united dukes and nobility, city and village citizens for the Orthodox revival in Volyn.

Mon - Fr - 10.00 a.m. - 6.00 p.m.

The Museum of Lutsk Exaltation of the Cross Brotherhood is housed at the old former Brotherhood monastery building.  The museum presents the work of the Brotherhood, which united dukes and nobility, city and village citizens for the Orthodox revival in Volyn.

Documents and art works of the Volyn artists, especially portraits of the most famous brotherhood members - Bishop Fanasii Puzyna, icon painter Iov Kondzelevych, public figure Danylo Bratkovskii, for example - are displayed in this museum. Household items, old printed documents and furniture which were used by the monastery are kept at the museum. The entire exposition is decorated by interesting and rare illustrations.  The museum also holds church items from the Volyn Ethnography Museum.

The old printed documents, taken from the Brotherhood library, are of special importance. These are documents about financia l operations of Lutsk Brotherhood and about measurements and dimensions of the Lutsk Exaltation of the Cross Brotherhood School and also the very thick walls of the Brotherhood monastery...

**Pharmacy Museum**

**F** The oldest chemist’s shop (pharmacy) in Lutsk, which is situated on the former Market Square in the Old City, has been functioning since the 19th century.

Mon - Fr - 8.00 a.m. - 9.00 p.m., Sat, Sun - 9.00 a.m. - 9.00 p.m.

The oldest chemist’s shop (pharmacy) in Lutsk, which is situated on the former Market Square in the Old City, has been functioning since the 19th century. Its first owner was Petro Zlotskii, who rebuilt the old house and established the pharmacy there in the 18th century. Today the retail space successfully reproduces the interior of the former old chemist’s shop. The massive chemist counter with the unique cash register (1902), where old money is still kept, is situated at the center of the space. In the second exhibition hall there is an old abacus and a printing press. Rare books concerning pharmacy are displayed on the shelves. The herbarium of medical plants, dating back to 1942, is also part of the museum.

**Text 13**

**The Best Places to Eat and to Entertain in My City**

*Read the advertisements and decide which place*

*1 offers both Oriental and European cuisine*

*2 offers wine from different countries*

*3 cooks tasty and healthy dishes using vitamin preserving technology*

*4 was created due to a historical document found on the site where the restaurant has been built*

*5 offers only traditional food for vegetarians*

*6 offers both live and recorded music*

*7 caters for the lovers of magic tricks*

***There are two extra choices.***

**Restaurant "Zelenyi Gai"**

**A** Three wonderful restaurant halls with the exquisite, comfortable interior, excellent service and tasty European food, are waiting for you.

9 a.m.-24 p.m.

The restaurant design represents classical style, it is perfect for wedding and banquet celebrations. Lounge styled hall is ideal for romantic meetings.

The restaurant offers cookery masterpieces, that is huge variety of appetizers, fish and meat dishes, desserts. European dishes and chef’s masterpieces will satisfy the most strict gourmand.

The restaurant menu in “Zelenyi Gai” is based on healthy and tasty food principles. Dishes are cooked in steam convectors, preserving all vitamins and nutrients.

**Café-restaurant “Basylik”**

**B** "Basylik" is a family cafe-restaurant that offers a wide selection of pizzas, sushi and other dishes and delicious desserts. There is created a separate children's room for kids.

11 a.m. - 24 p.m.

Family cafe-restaurant "Basylik" offers a wide selection of pizzas by popular author recipes. Amateurs of Italian cuisine can taste here fokacho pancakes, classic pastas and delicious salads with special sauces.

Those who are not indifferent to Japanese cuisine, certainly will be interested in a variety of sushi that is prepared in a cafe-restaurant "Basylik" in front of the visitors!

"Basylik" offers a wide selection of hot and cold drinks, alcoholic and non-alcoholic cocktails.

In cafe-restaurant there is a children’s corner where kids can draw, play and have fun in the company of other children.

There is also a friendly staff and prompt service. All this is offered by reasonable prices.

**Restaurant "Sribni Leleky"**

**C** Restaurant "Sribni Leleky" will surprise you with exquisite Ukrainian and European cuisine, and cosy interior will make your staying here unforgettable.

10 a.m. - 24 p.m.

There are banquet halls for 20-50 persons. The wine menu includes wine from Italy, different regions of France, Chile, Spain, Georgia, Moldova and Ukraine, and the choice of the other alcohol drinks will satisfy any gourmand. A server will immediately help you to choose wine which will be perfect for the chosen dish.

There is live music every evening, played by the duet “You and I”. The music creates a special atmosphere of the restaurant.

Besides the main hall, you can also enjoy cosy café, which is situated outside and observe a wine cellar.

Welcome to Lutsk!

**Restaurant "Old Pier"**

**D** Restaurant "Old Pier" – is an exquisite cuisine, medieval interior, good-natured and attentive staff. At this restaurant your holiday will be organized at the highest level.

In the restaurant "Old Pier" you can taste dishes of European, Ukrainian, Caucasian and Mediterranean cuisine.

At your service:

- professional carrying out of corporate parties, weddings, anniversaries and other events,  
- medieval interior, stylish design with fountains and a quality service,  
- organising and conducting of the entire set of activities for your holiday,  
- exquisite cuisine,  
- hall for 180 seats,  
- well-known ensembles and show ballets,   
- professional host, the host,   
 decoration of halls,  
 unforgettable atmosphere and experience.

**Restaurant “Corona Vytautas”**

**E** Thanks to the restaurant "Corona Vytautas" you can plunge into the world of culinary historical traditions of Lutsk.

Opening hours:12 a.m. - 11 p.m.

During the archeological excavations a half-burned manuscript was found in the wall of the old foundation . It was a diary of the king’s chef Svarog, where he did calculations, wrote down the recipes of created by him dishes, described some events from the city life.

This manuscript became the stimulus of the restaurant “Corona Vytautas” creation in 1996. The restaurant is situated near the walls of the medieval Lutsk Castle. Besides cooking dishes, using the old recipes, they also try to revive  old traditions.

**Part 4 *Use Of English***

**Test 1**

***A Visit To The Wall***

March 8, 2011

By Thurman P. Woodfork

Some years ago, they were having a ceremony at The Wall. I asked my brother if he’d ever been **1)**…. The Wall, and he said no. Knowing that, during that time in his life, he did not like **2)**….. out alone, I asked if he would visit The Wall with me, and was surprised when he **3)**… yes.

So, we went down, parked the car quite a way back from The Wall, and walked **4)**….with other people headed for the **5)**…...

There was quite a crowd down by The Wall when we **6)**…, and my brother stopped beside the statue of **7)**… Three Soldiers. Some Big Wheel was giving a talk, and we stood there listening for a time, slightly apart **8)**… the crowd.

A TV cameraman, **9)**…. the faces looking toward The Wall, paused for a moment with his video cam pointed **10)**… us. I suppose he was attracted by the obvious family resemblance – two brothers, solemnly looking down at The Wall.

**11)**…. a bit, he continued his scanning.

A little later, my brother said, I’m ready to go, and I replied, OK, you don’t want to get **12)**… closer? He answered, “Not now; The Wall will be here for a time.” So we left, each with his own thoughts.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A) at | B) to | C) near | D) by |
|  | A) to go | B) going | C) be going | D) to be going |
|  | A) communicated | B) spoke | C) said | D) told |
|  | A) - | B) with | C) together | D) along |
|  | A) holiday | B) ceremony | C) parade | D) celebration |
|  | A) arrived | B) came | C) drove | D) rode |
|  | A) a | B) - | C) an | D) the |
|  | A) from | B) of | C) for | D) by |
|  | A) watching | B) scanning | C) looking | D) seeing |
|  | A) at | B) in | C) on | D) of |
|  | A) for | B) in | C) by | D) after |
|  | A) any | B) some | C) no | D) anywhere |

**Test 2**

***All Soldiers Are Heroes***

By Christel Ables

I am new to the army. I have only been in for a little over a year. I come from a long line of soldiers. My father, Robert Ables is an Iraqi was veteran. I found **1)**…. a month ago that I will be going as well **2)**…. just a few months.

I was scared out of my mind, as I had been keeping up with all the news **3)**…. the war started. I talked to my dad about the war. He was there just before, during, and after the initial bombing of Iraq.

I will never forget what he **4)**….. me. He said, " Honey, you would be silly not to be scared. Being over **5)**….. is what keeps most soldiers alive. Remember that courage is not the **6)**…… of fear, but the willingness to face it. It is in my **7)**….. that every soldier is already a hero. People who join the military know that someday, sooner or later, will **8)**….. a conflict. That is heroism. I was in charge of a platoon, and one thing we did was go around and let everyone tell the story of why they joined. Most answers were for college, money, for opportunity, to see **9)**…. world... but one soldier told me something I rarely **10)**…., He said that he lived in New York when 9-11 **11)**…. His whole world died. His wife worked in the trade center, and his 11-month-old son was there at day care. They didn't make it out alive. He had no one to live for. His parents died when he was 17. He decided that he could live for his country and continue to fight for the freedom that his father and grandfather fought for him."

With a hug and a good night, I went into my room and reflected **12)**… what my father said. He was right you know...

I AM scared, but I am also ready to fight for my country, and for everything that our veterans fought for before my time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A) into | B) out | C) at | D) on |
|  | A) in | B) around | C) by | D) nearly |
|  | A) for | B) since | C) from | D) - |
|  | A) said | B) added | C) told | D) asked |
|  | A) attentive | B) careful | C) careless | D) cautious |
|  | A) lack | B) shortage | C) absence | D) need |
|  | A) opinion | B) idea | C) mind | D) thought |
|  | A) see | B) face | C) watch | D) meet |
|  | A) - | B) a | C) an | D) the |
|  | A) listen | B) hear | C) see | D) encounter |
|  | A) was | B) began | C) happened | D) started |
|  | A) on | B) up | C) to | D) in |

**Test 3**

***All My Bright Tomorrows***

April 8, 2011 By Thurman P. Woodfork

I lie there looking **1)**…. into the sweaty face of the medic leaning over me. I’m surprised how much he **2)**…. like my father. But that can’t **3)**….; I never noticed the resemblance before. Besides, he’s only twenty-seven, and I’m twenty.

I remember a particular picture of my father, bare-chested, **4)**…. shower clogs and jungle fatigue pants, taking a short **5)**…. from his own war. Except that Dad was smiling then, he looked very much like this weary, concerned friend gazing down at me now with so much **6)**…. in his eyes.

“Doc?” I must not have spoken as loudly as I thought, because he leans closer, as if **7)**….. me better. “What is it, Buddy,” he asks gently, smiling now. The smile doesn’t quite reach his eyes; the pain and concern **8)**…. there. “Am I going to make it?”

“Sure,” he says reassuringly. “You got my personal guarantee.” I close my eyes momentarily, and he says, “Stay awake, Partner; the chopper is almost here.” I know he’s telling the truth about the chopper because I can hear it in the **9)**…. distance, the sound of its rotor growing steadily **10)**…. I sigh, and he speaks again, still gently reassuring, “Don’t worry, you’re gonna make it; everything’s gonna be fine.”

“I know,” I say, as the medevac chopper sets down close by. It’s suddenly important that I try to make him feel **11)**….; it’s probably because of the pain in his eyes. He’s dry-eyed; the tears must be running down inside him. I look up into those eyes once again, and then down at the bloody bandages covering my torso and hiding the mangled mess that’s what’s left of my left hand and lower left arm. I wonder **12)**….. a one-armed jazz pianist can make it to the big time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A) down | B) up | C) aside | D) by |
|  | A) looks | B) seems | C) resembles | D) is |
|  | A) have | B) be | C) live | D) work |
|  | A) putting | B) having | C) wearing | D) buying |
|  | A) time | B) moment | C) pause | D) break |
|  | A) ache | B) sufferings | C) pain | D) pains |
|  | A) to hear | B) to listen | C) to see | D) to look |
|  | A) stay | B) remain | C) happen | D) occur |
|  | A) moment | B) next | C) by | D) near |
|  | A) noisier | B) louder | C) quieter | D) stronger |
|  | A) good | B) the best | C) better | D) safer |
|  | A) when | B) why | C) what | D) if |

**Test 4**

***Symbols/ Lutsk***

The national **1)**…. of the Ukrainians are the Flag of Ukraine and the **2)**…. of arms of Ukraine.

The national flag of Ukraine is a blue and yellow bicolour **3)**….. The colour fields are of same form and equal size. The colours of the flag represent a blue sky above yellow **4)**…. of wheat. The flag was designed for the convention of the Supreme Ruthenian Council, meeting in Lviv in October 1848. Its colours were based **5)**…. the coat-of-arms of the Galicia-Volhynia Principality.

The Coat of arms of Ukraine features the same colours found on the Ukrainian flag: a blue shield with yellow trident—the symbol of ancient Slavic tribes that once lived in Ukraine, later adopted by Ruthenian and Kievan Rus rulers. Others say that the coat **6)**…. also the importance of the Holy Trinity, although coincidentally prior to Christianity the people of today's Ukraine believed in Triglav, with the similar concept of three.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A) signs | B) marks | C) types | D) symbols |
|  | A) dress | B) coat | C) jacket | D) shirt |
|  | A) rectangle | B) triangle | C) square | D) star |
|  | A) territory | B) lawn | C) garden | D) field |
|  | A) by | B) in | C) on | D) near |
|  | A) designs | B) shows | C) represents | D) highlights |

Lutsk is a city with a rich history, having felt ancient Ukrainian, Polish and Lithuanian influences, while preserving its own atmosphere and independence. It is one of the oldest cities in Ukraine, with the first written mention of Lutsk dating **7)**…. to 1085, though its history might have even deeper roots.

Lutsk historical **8)**…. is amazing. It counts 129 historical monuments of national and local importance. The most prominent of them are: Lutsk Castle (XIV), Ivan the Theologian Church (XII) St. Peter and Paul’s Cathedral (XVII), Synagogue (XVII), Lutsk Vault, etc.

Lutsk is a city of festivals. Every season of the year is marked by special events which attract tourist and are widely visited by city **9)**….. In winter one can learn more about Ukrainian Christmas during the festival “Christmas in the Volyn Family”, Spring in Lutsk is famous for Gaivky (Easter festival), Summer attracts by the art show “Night in the Lubart Castle”, City Day celebration, international festival “Polessia Summer with Folklore” and, of course, the Ukrainian Independence Day celebration, autumn presents a unique and rather extraordinary festival “Salo Festival”.

Modern Lutsk is a comfortable place which has 211.000 inhabitants. Because of its **10)**….. small size (42 sq.km) and good traffic it is very convenient to get to any place of the city in a short time.

Two parks and banks of **11)**…. river Styr are the most picturesque views of the city. Railway for kids and a zoo are best children attractions.

One should come to Lutsk and feel the medieval **12**)…., meet its hospitable people and have fun. Lutsk welcomes you!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7. | A) up | B) back | C) down | D) forward |
| 8. | A) heritage | B) wealth | C) similarity | D) life |
| 9. | A) inhabitants | B) people | C) visitors | D) settlers |
| 10. | A) relatively | B) accidentally | C) comparatively | D) visually |
| 11. | A) - | B) a | C) an | D) the |
| 12. | A) soul | B) feeling | C) atmosphere | D) air |

**Test 5**

***Folklore - Tales, Customs, Tradition and Clothes***

http://adserver-new.virtualcountries.com/www/delivery/lg.php?bannerid=471&campaignid=14&zoneid=128&loc=1&referer=http%3A%2F%2Fwww.ukraine.com%2Ffolklore%2F&cb=d5da081c63***Part I***

One of the best ways to gain insight and understanding into the ways of a nation is to take a deeper look 1)……. their folklore – and there is plenty of fascinating folklore in Ukraine! From fanciful dress to brightly 2)……. eggs, the traditional Ukrainian folklore is usually an artistic expression of many of the fundamental beliefs of Ukrainian society.

Many of these practices have 3)……. enjoyed for hundreds of years and have continued to play an integral role in society despite political and religious reforms. In many ways, Ukrainian folklore is a way for the common people to express their ideas about the 4) ……. around them. In this folklore page, we will focus on a few basic aspects of Ukrainian folklore.

Perhaps the first aspect of folklore you are likely to notice is a strong nostalgia for ancient clothing. Many of the older men and women today may fondly remember a big celebration from 5)……. youth where traditional garments where worn and traditional customs where followed. At particular events – especially in rural areas – the occasion and season has a large bearing on 6)……. choice of dress. Great care was take to present beautiful, well-made, hand-sewn garments that reflected the customs and traditions of the region from which the wearer 7)…….. These beautiful old garments are often lavishly adorned with embroidery and braiding. The particular style of dress 8)…….. usually change from one geographical area to the next and this means that there is a stunning variety of old garments 9)…….. can now be seen in museums in Ukraine. Shirts, 10)……. particular, give an interesting insight into the culture surrounding Ukrainian clothing. A well-made, nicely-embroidered shirt would be 11)…… by the maker as an advertisement of her sewing skills and an indication of her suitability as a housewife. The embroidery patterns they chose changed with the fashion of the time but certain symbols – such as the tree of life or the sun or moon – would 12)……. used quite frequently. Most of the embroidery work was done in the cold of winter when outdoor activities were limited.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **A** | at | **B** | in | **C** | through | **D** | by |
| **2** | **A** | painting | **B** | painted | **C** | paints | **D** | paint |
| **3** | **A** | be | **B** | been | **C** | was | **D** | being |
| **4** | **A** | worldwide | **B** | worldly | **C** | underworld | **D** | world |
| **5** | **A** | their | **B** | they | **C** | them | **D** | themselves |
| **6** | **A** | a | **B** | the | **C** | some | **D** | - |
| **7** | **A** | originated | **B** | originating | **C** | originate | **D** | originates |
| **8** | **A** | will | **B** | would | **C** | used | **D** | didn’t use |
| **9** | **A** | whose | **B** | what | **C** | where | **D** | which |
| **10** | **A** | from | **B** | at | **C** | in | **D** | that |
| **11** | **A** | worn | **B** | wearing | **C** | wear | **D** | wore |
| **12** | **A** | being | **B** | been | **C** | be | **D** | Have been |

***Part II***

The average person had a small number of 1)……. – each befitting certain usage. A chequered ‘plakhta’ was a colorful garment used on festive occasions, while the more durable ‘zapaska’ skirt was for everyday 2)…… . Young, unmarried women would take great pride in their hair and wear it braided, decorated with ribbons and flowers and open to the elements 3)……. the summer months. Once married, it was considered a matter of great importance to keep the hair hidden under an ochipok – most 4)……. due to the magical qualities attributed to hair in times gone by. Winter coats sported sheepskin for warmth while 5)……. winter boots would often be packed away in summer when women would often walk about barefoot. Even today the clothing that is usually on 6)……. in museums or stowed away in a chest can tell the most enchanting story.

Another 7)……. of folklore which is especially prominent during Easter is that of pysanky. Pysanky are the Ukrainian version of the Easter 8)……. and the tradition of painting eggs during the Easter months was started long before Christianity was brought to the country. In 9)……. , the tradition has its roots in ancient pagan traditions wherein the egg serves as a symbol of the sun, spring and the renewal of growth and nature. This ancient tradition – which is at 10)……. 3300 years old – was absorbed into Christian teachings and has emerged as a major custom in the world today. The eggs are delicately decorated with beautiful patterns and pictures and an admirer has to turn the egg to 11)…… all facets of its beauty. The patterns are distinctly Ukrainian and are pleasurable to see.

There are many other facets of folklore of Ukraine which are not discussed here. The best way to learn more about folklore and to see the beautiful articles from Ukraine’s past is to visit a few of the 12)……. great museums in Ukraine which are dedicated to this subject. Doing this will greatly add to your visit and help you gain a better understanding of the history of the Ukrainian people.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **A** | outfits | **B** | dresses | **C** | shirts | **D** | costumes |
| **2** | **A** | dress | **B** | use | **C** | wear | **D** | routine |
| **3** | **A** | over | **B** | during | **C** | at | **D** | through |
| **4** | **A** | similar | **B** | likely | **C** | like | **D** | unlike |
| **5** | **A** | difficult | **B** | hard | **C** | stiff | **D** | heavy |
| **6** | **A** | show | **B** | exhibition | **C** | display | **D** | loan |
| **7** | **A** | aspect | **B** | kind | **C** | way | **D** | type |
| **8** | **A** | bunny | **B** | egg | **C** | pie | **D** | decoration |
| **9** | **A** | fact | **B** | addition | **C** | type | **D** | way |
| **10** | **A** | last | **B** | all | **C** | least | **D** | end |
| **11** | **A** | look | **B** | view | **C** | describe | **D** | show |
| **12** | **A** | many | **B** | some | **C** | all | **D** | much |

**Part 5 *Patriotic Speaking and Writing Ideas***

1. What does independence mean to you?
2. I am thankful to live in Ukraine because….
3. I feel most Ukrainian when…..
4. What does to be patriotic mean?
5. Write a poem about living in Ukraine.
6. In 20 years I think Ukraine will be….
7. Will you wear blue and yellow on the 24th of August?
8. Why do people have flags?
9. How do you feel when you hear our national anthem?
10. The first time I was thankful to live in Ukraine was….
11. What can I do to show my patriotism?
12. Being a Ukrainian means….

**Read the Quotes and express your opinion on the ideas.**

1. “Here is your country. Cherish these natural wonders, cherish the natural resources, cherish the history and romance as a sacred heritage, for your children and your children's children. Do not let selfish men or greedy interests skin your country of its beauty, its riches or its romance.” ***Theodore Roosevelt***

2. “Loyalty to country ALWAYS. Loyalty to government, when it deserves it.”

3.“Patriotism is supporting your country all the time and your government when it deserves it.” ***Mark Twain***

4. “There is no flag large enough to cover the shame of killing innocent people.” ***Howard Zinn***

5. “It is not always the same thing to be a good man and a good citizen.” ***Aristotle***

6. “In the face of impossible odds, people who love this country can change it.” ***Barack Obama***

7. “The greatest patriotism is to tell your country when it is behaving dishonorably, foolishly, viciously.” ***Julian Barnes***

8. “A love for tradition has never weakened a nation, indeed it has strengthened nations in their hour of peril. ” ***Winston S. Churchill***

9. “People who enjoy waving flags don't deserve to have one” ***Banksy, Wall and Piece***

10. “Patriots always talk of dying for their country but never of killing for their country.” ***Bertrand Russell***

11. “My country owes me nothing. It gave me, as it gives every boy and girl, a chance. It gave me schooling, independence of action, opportunity for service and honor.” ***Herbert Hoover***

12. “What is patriotism but the love of the food one ate as a child?” ***Lin Yutang***

13. “I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him.” ***Abraham Lincoln***

14. “The love of one's country is a splendid thing. But why should love stop at the border?” ***Pablo Casals***

15. “To me, it seems a dreadful indignity to have a soul controlled by geography.” ***George Santayana***

16. “If you are ashamed to stand by your colors, you had better seek another flag.” ***Author Unknown***

17. “Love your country. Your country is the land where your parents sleep, where is spoken that language in which the chosen of your heart, blushing, whispered the first word of love; it is the home that God has given you that by striving to perfect yourselves therein you may prepare to ascend to him.” ***Giuseppe Mazzini***

18. “Men love their country, not because it is great, but because it is their own.” ***Seneca***

19. “I am not an Athenian or a Greek, I am a citizen of the world”. ***Socrates***

20. “ I have no country to fight for; my country is the earth, and I am a citizen of the world.” ***Eugene V. Debs***

21. “It is not for him to pride himself who loveth his own country, but rather for him who loveth the whole world. The earth is but one country and mankind its citizens.” ***Baha'u'llah***

22. “They wrote in the old days that it is sweet and fitting to die for one's country. But in modern war, there is nothing sweet nor fitting in your dying. You will die like a dog for no good reason.” ***Ernest Hemingway***

23. “A patriot must always be ready to defend his country against his government.” ***Edward Abbey***

24. “In the face of impossible odds, people who love this country can change it.” ***Barack Obama***

25. “All wars are civil wars because all men are brothers... Each one owes infinitely more to the human race than to the particular country in which he was born.” François Fénelon

**Comment on the following :**

1. “If a person has lived through war, poverty and love, he has lived a full life” **O. Henry**
2. “Patriotism is not a short and frenzied outburst of emotion but the tranquil and steady dedication of a lifetime.” **Adlai Stevenson**
3. “The patriot volunteer, fighting for country and his rights, makes the most reliable soldier on earth.” ***Stonewall Jackson***
4. “Let us never forget that government is ourselves and not an alien power over us. The ultimate rulers of our democracy are not a President and senators and congressmen and government officials, but the voters of this country.” ***Franklin D. Roosevelt***
5. “Leadership to me means duty, honor, country. It means character, and it means listening from time to time.” ***George W. Bush***

**Write a Letter**

* Yesterday your class discussed a question “Is patriotism a good or a bad thing?” at the lesson of History. You were a little bit shocked to hear some of your classmates’ ideas but at the same time there were students whom you could call your friends because of their patriotic values. You are writing a letter to your friend in which you cover the following questions:
* What role does patriotism play in your life?
* Should patriotism be taught in schools?
* Does patriotism come naturally or should it be taught?

**Part 6 *Listening***

**Test 1**

**Be Proud of Your History!**

***Listen to the text and decide if the following statements are true (T) or false (F)***

1. *A group of very special guests were hosted by the great Lithuanian Duke Vitautas in 1492.*
2. *One of the missions of those guests was to make Vitautas a king.*
3. *It was the largest convention in Medieval Western Europe.*
4. *It was impossible to put up all of the guests along with their servants and guards in the castle.*
5. *Guests enjoyed diplomatic discussions in the time between entertainments.*
6. *Vitautas couldn’t become a king because the crown for the coronation was stolen.*

**The Congress of Monarchs**

In 1429, on the banks of the River Styr, the great Lithuanian Grand Duke Vitautas hosted a group of very special guests. And what guests they were! Among those coming to the castle were Polish King Jagiellla; Holy Roman Emperor Sigizmund; Norwegian, Danish and Swedish King Erik; delegates of Infland and the Teutonic Knights; ambassadors of Pope Martin V; and legates of the Byzantine Empire and the Grand Duchy of Moscow.

There were two significant missions that united all these guests – to discuss the issue of European defense against the Ottoman Empire, and, most important, to crown Vitautas! This convention is acknowledged to be the largest in Medieval Eastern Europe and is recorded in history as the Congress of European Monarchs.

The number of honored guests, along with their servants and guards, numbered three times the local population (15 thousand people!!!). It was difficult to accommodate all of the guests in the castle and in the city so many of the visitors were housed in neighboring villages such as Gnidava, Krasne, Omelanuk, Zaborol and Zhuduchyn.

Guests enjoyed great entertainment in the time between diplomatic discussions. Monarchs played games and participated in jousting tournaments, races and different hunting excursions. They also loved to eat and drink in high style (especially when it was at the expense of another duke). Everyday they consumed 700 barrels of honey and wine, 700 oxen, 1400 sheep, and hundreds of elk, boars and many other small animals.

But unfortunately Vitautas wasn`t destined to become the king. The crown for the coronation, to be delivered by the Pope`s Nuncios, was stolen and the Lithuanian Kingdom was never to be established in Lutsk.

However, even today, if you look at the top of the Entrance Tower of Lutsk Castle in the light of the rising sun, you can see the outlines of the lost crown. Try it for yourself!

***Listen to the text the second time and choose the appropriate statement for 1-6 from A,B,C or D***

***1. The great Lithuanian Grand Duke Vitautas***

*A – went to a very special convention in 1429*

*B – was going to become a king in 1429*

*C – hosted famous kings of the medieval times*

*D - was going to become the ambassador of Pope Martin V*

***2 . The guests had a common mission***

*A – to discuss the issue of defense against the Roman Empire*

*B – to entertain and celebrate the victory over the Ottoman Empire*

*C – to crown the great Duke Vitautas*

*D – to hold the largest convention*

***3. Many of the visitors were accommodated in the neighboring villages because***

*A - there wasn’t enough place for all of them in the castle*

*B – they didn’t want to live all together*

*C – there wasn’t enough food for them*

*D – there weren’t good facilities in the castle*

***4. They loved to eat and drink in high style because***

*A – it was the tradition of those days*

*B – it was at the expense of another person*

*C – everything was very tasty*

*D – it was the main purpose of their meeting*

***5. Vitautas didn’t become a king as***

*A – the Pope didn’t come for the coronation*

*B – somebody stole the crown for the coronation*

*C – he didn’t want*

*D – they had to fight against the Ottoman Empire*

***6. If you look at the top of the Entrance Tower of Lutsk Castle in the light of the rising sun, you can see***

*A – the outlines of the Great Duke*

*B – the outlines of the horse*

*C – the outlines of the city*

*D – the outlines of the lost crown*

**Test 2**

***I Listen to the article and decide if the sentences are true or false ( T, F )***

1. *. Being patriotic means not to agree with the actions of the government.*
2. *. There is no any better place for living than our motherland as you appreciate what you have.*
3. *. Being loyal doesn’t mean to develop socially.*
4. *. Parents always try to involve their children in sport or any other activities to help them acquire the sense of belonging and self-esteem.*
5. *. Everyone must know how to defend their values and beliefs.*
6. *. Patriotism doesn’t matter much.*

***II Choose from A-D for the statements 1-6***

***1. There are a lot of people who don’t believe in their country and***

*A they aren’t patriots any more*

*B they feel disheartened about everything*

*C don’t show agreement with the government*

*D seem not as patriotic as they were in the past*

***2. Being patriotic kids can***

*A have a perfect level of understanding*

*B help future generations*

*C learn to appreciate everything they have*

*D understand that their country is not perfect*

***3. Dedication means***

*A a feeling of loyalty*

*B a commitment to purpose*

*C just something you have at good times*

*D social development*

***4. To have a sense of belonging is the reason for which***

*A children can be involved in different activities and groups*

*B parents learn their children to be patriotic*

*C children begin breaking away from their families*

*D children increase their self-worth*

***5. Patriotism let children become aware of***

*A the importance to defend something*

*B the possibility to build character*

*C strengthening their own integrity*

*D the sense of belonging*

***6. Patriotism is something that***

*A doesn’t help to explore core values*

*B affects youth in many ways*

*C doesn’t matter much*

*D somebody anticipates*

**The Importance of Teaching Kids to Be Patriots**

There are numerous individuals who feel disheartened about Ukraine and therefore are likely less patriotic than in the past. Patriotism is not just showing agreement with the government and its actions but also serves as a way to connect to society. Teaching children about patriotism and encouraging them to be patriotic actually teaches them many core values.

**1. Appreciation**. One big thing that children can learn by being more patriotic is to appreciate what they have. While our country is not perfect, it is still the best place in the world to live. Having a level of understanding for all they have can help future generations to get over their feeling of entitlement and learn to appreciate what they do have.

**2. Loyalty.** Loyalty is an important part of social development. It helps individuals keep focus on what is important and also allows them to express dedication to something. It is a commitment to purpose and one that can help young people understand that loyalty is not just something that you have during the good times but for the long haul as well. A valuable thing to learn when it comes to work commitments and marriage. Most commitments in the adult world require loyalty.

**3. Sense of Belonging.** By far, kids need to have a sense of belonging. It is for this reason that many people opt to involve their children in religious groups, community organizations, and even in team sports. Having a sense of self and a feeling of belonging to something greater can help increase a child's self-worth and also provide them with the support they need as they begin breaking away from their families.

**4. Standing For Something**. Patriotism allows children to learn to stand up for something. It helps them to build their own beliefs and values and to learn to hold steadfast in those beliefs. It really helps to strengthen an individual's integrity when they are left to stand up for what they believe in, especially against someone with a different belief set. This obviously helps build character in young people.

Patriotism may seem like something that doesn't matter much. It may seem like something that kids can do without. Patriotism is something that does affect youth in more ways than one might think. It really helps them to explore core values and develop more balanced lives. Expressing patriotism and passing it along to children will help their personal development a lot more than you might anticipate.

**Test 3**

***Listen to the song “With God on Our Side”*** <https://www.youtube.com/watch?v=cAgAvnvXF9U> )

1. ***Read the lyrics and translate them.***

|  |  |
| --- | --- |
| Oh my name it is nothing  My age it means less  The country I come from  Is called the Midwest  Its taught and brought up there  The laws to abide  And that land that I live in  Has God on its side.  Oh the history books tell it  They tell it so well  The cavalries charged  The Indians fell  The cavalries charged  The Indians died  Oh the country was young  With God on its side.  Oh the Spanish-American  War had its day  And the civil war too  Was soon laid away  And the names of the heroes  Is made to memorize  With guns in their hands  And God on their side.  But now we got weapons  Of the chemical dust  If fire them were forced to  Then fire them we must  One push of the button  And a shot the world wide  And you never ask questions  When gods on your side.  In a many dark hour I’ve been thinking about this  That Jesus Christ  Was betrayed by a kiss  But I can’t think for you | Oh the first world war, boys  It closed out its fate  The reason for fighting  I never got straight  But I learned to accept it  Accept it with pride  For you don’t count the dead  When gods on your side.  When the second world war  Came to an end  We forgave the Germans  And we were friends  Though they murdered six million  In the ovens they fried  The Germans now too  Have God on their side.  I’ve learned to hate Russians  All through my whole life  If another war starts  Its them we must fight  To hate them and fear them  To run and to hide  And accept it all bravely  With God on my side.  You’ll have to decide  Whether Judas Iscariot  Had God on his side.  So now as I’m leaving  I’m weary as hell  The confusion I’m feeling  Ain’t no tongue can tell  The words fill my head  And fall to the floor  If gods on our side  Hell stop the next war.  ( Bob Dylan, With God on Our Side) |

1. **Discuss and write**
2. **Work with your partner and discuss the following questions about Bob Dylan’s song**
3. Who is the person speaking?
4. Is he/she young or old?
5. Is he/she an average everyday person or an intellectual?
6. Why does he/she say ‘my name is nothing’, “my age it means less’?
7. Does he/she understand the events he/she is talking about or does he/she just recall the historical events and tells us what he/she has been taught?
8. Do you think he/she is against the war?
9. What is the overall attitude of the song ( one of irony, sarcasm, innocence, doubt, wonder)?
10. **Now write a paragraph to explain your ideas about the song**

**Test 4**

**I. You are going to listen to the report from VOA’s News Division about a sad day in the American history September 11th. Read the statements and guess whether they are true or false**

1. The United States is marking the 13th anniversary of the September 11th terrorist attacks
2. In Washington D.C., families of the victims gathered for a ringing of bells and reading of the names of those killed in the terrorist attacks.
3. Near Washington, U.S. Defense Secretary George C. Marshall and other officials attended an observance at the Pentagon, the home of the Defense Department.
4. Earlier Friday, a large American flag was hung down the side of the Pentagon, where the passenger jet hit.
5. Relatives hope visitors to the memorial will understand the full effect of the actions of their loved ones.
6. **Listen to the report and check your answers**

**American History: Life After 9/11**

***A Sad Day, at an Uneasy Time, as US Marks 9-11 Attacks***

***911 anniversary***

The United States is marking the 14th anniversary of the September 11th terrorist attacks. U.S. officials and many other Americans attended observances Friday to remember those killed and their loved ones.

Nearly 3,000 people died on September 11, 2001 when hijackers used four passenger airplanes to carry out suicide attacks in the United States. In addition to the victims, the 19 hijackers also were killed. Al-Qaida leader Osama bin Laden and his group claimed responsibility for the attacks. U.S. forces killed him in a surprise raid on his hiding place in Pakistan four years ago.

Friday morning, President Barack Obama, his wife and White House workers observed a public moment of silence in Washington. They gathered on the White House grounds at 8:46. That was the exact time when a hijacked airplane struck the World Trade Center.

In New York, families of the victims gathered for a ringing of bells and reading of the names of those killed in the terrorist attacks. Moments of silence were held at 8:46 and 9:03 in the morning, when a second hijacked plane also hit the World Trade Center.

Near Washington, U.S. Defense Secretary Ash Carter and other officials attended an observance at the Pentagon, the home of the Defense Department. They joined in remembering those killed when a hijacked airplane hit the Pentagon, killing 184 people.

Earlier Friday, a large American flag was hung down the side of the Pentagon, where the passenger jet hit.

There also was a moment of silence at 10:03 a.m. That was the time when a fourth hijacked plane crashed in western Pennsylvania. All 44 people on the plane were killed. Many Americans believe the hijackers had planned to attack a target in the nation’s capital.

The fourth plane came down in a field in the rural community of Shanksville. Today, a new visitors center there tells the story of the 9/11 attacks. The Flight 93 National Memorial was set up to recognize the passengers and crewmembers who attacked the hijackers.

Stephen Clark is with the U.S. National Park Service. It operates the visitors center and surrounding grounds.

“It just amazes me that this aircraft was but 18 minutes away from hitting Washington, D.C.”

The field was quiet on Friday, very different from the situation 14 years ago.

Gordon Felt’s brother Edward was one of the passengers on United Airlines Flight 93 on September 11, 2001.

“It is surreal at times. Early on, it became very evident to us very quickly that our loved ones, the events surrounding their deaths, had historical significance to our country.”

The last 35 minutes of Edward Felt’s life, and others on the plane, are explained at the new visitors center. Relatives hope visitors to the memorial will understand the full effect of the actions of their loved ones.

“They’ll get a sense of who those 40 heroes were, as well as what their collective actions did to help save the Capitol building that morning.”

I’m George Grow.

/ *This report was based on information from VOA’s News Division. George Grow adapted this story for Learning English. Mario Ritter was the editor*./

1. **Listen to the text again and choose the correct item**
2. U.S. ………………attended observances Friday to remember those killed and their loved ones.
3. officials and many other Americans;
4. officials and many other visitors;
5. members of the Parliament and many other Americans;
6. officials and many other Americans’ guests;
7. Nearly ………….. when hijackers used four passenger airplanes to carry out suicide attacks in the United States.
8. 13,000 people died on September 11, 2001;
9. 3,000 people died on September 11, 2001;
10. 3,000 people died on September 12, 2001;
11. 3,000 people died on September 11, 2011;
12. Friday morning, President Barack Obama, his wife and White House workers ………………………. in Washington.
13. organised a public moment of silence;
14. observed a public hour of silence;
15. observed a public moment of silence;
16. observed a public moment of quiet;
17. Near Washington, U.S. Defense Secretary Ash Carter and other officials attended an observance at the Pentagon, the home of ……………
18. the Committee on Military Affairs;
19. the Defense Department;
20. the International Relations Department;
21. the Department of Commerce;
22. Today, ………….there tells the story of the 9/11 attacks
23. a new visitors center;
24. a new guess center;
25. a new military center;
26. a new visitors community;
27. ………….., very different from the situation 15 years ago
28. The square was quiet on Friday;
29. The field was quiet on Friday;
30. The field was quiet on Tuesday;
31. The field was noisy on Friday.
32. **Match the adjectives with their definitions**

|  |  |
| --- | --- |
| **1**.Surreal | **A** Importance, being worthy of attention |
| 1. Significance | **B** shared or done by a group of people |
| **3**.Collective | **C** very strange or unusual |

**Test 5**

**Listen to the short story “The Old Man at the Bridge” by Ernest Hemingway**

<https://www.youtube.com/watch?v=zPfUJm5RhNQ>

An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule- drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther.

It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there. "Where do you come from?" I asked him. "From San Carlos," he said, and smiled. That was his native town and so it gave him pleasure to mention it and he smiled. "I was taking care of animals," he explained. "Oh," I said, not quite understanding. "Yes," he said, "I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos." He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, "What animals were they?" "Various animals," he said, and shook his head. "I had to leave them." I was watching the bridge and the African looking country of the Ebro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there. "What animals were they?" I asked. "There were three animals altogether," he explained. "There were two goats and a cat and then there were four pairs of pigeons." And you had to leave them?" I asked. "Yes. Because of the artillery. The captain told me to go because of the artillery." "And you have no family?" I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank. "No," he said, "only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others." "What politics have you?" I asked. "I am without politics," he said. "I am seventy-six years old. I have come twelve kilometers now and I think now I can go no further." "This is not a good place to stop," I said. "If you can make it, there are trucks up the road where it forks for Tortosa." "I will wait a while," he said, " and then I will go. Where do the trucks go?" "Towards Barcelona," I told him. "I know no one in that direction," he said, "but thank you very much. Thank you again very much." He looked at me very blankly and tiredly, and then said, having to share his worry with someone, "The cat will be all right, I am sure. There is no need to be unquiet about the cat. But the others. Now what do you think about the others?" "Why they'll probably come through it all right." "You think so?" "Why not," I said, watching the far bank where now there were no carts. "But what will they do under the artillery when I was told to leave because of the artillery?" "Did you leave the dove cage unlocked?" I asked. "Yes." "Then they'll fly." "Yes, certainly they'll fly. But the others. It's better not to think about the others," he said. "If you are rested I would go," I urged. "Get up and try to walk now." "Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust. "I was taking care of animals," he said dully, but no longer to me. "I was only taking care of animals." There was nothing to do about him. It was Easter Sunday and the Fascists were advancing toward the Ebro. It was a gray overcast day with a low ceiling so their planes were not up. That and the fact that cats know how to look after themselves was all the good luck that old man would ever have.

**Choose the correct item**

1. What was the old man doing in his native town?

a. taking care of animals

b. begging on the streets

c. helping the soldiers

d. talking care of children

2. What is special about the day the narrator encounters the old man?

a. It is Easter Sunday.

b. It is the last day of the war.

c. It is Thanksgiving.

d. It is Christmas Day.

3. Why does the old man leave the animals?

a. because the children are taking care of them

b. because he loses interest

c. because they all die

d. because of the artillery

4. Which animal is the old man least concerned about?

a. the goats

b. the pigeons

c. the cat

d. the dog

5. The trucks are crossing the bridge and going where?

a. Vera Cruz

b. Barcelona

c. San Carlos

d. Tortosa

6. What is the old man's native town?

a. Vera Cruz

b. Ebro Delta

c. Barcelona

d. San Carlos

7. What is the narrator's job?

a. He questions people before they cross the bridge.

b. He protects the people who cross the bridge.

c. He scouts ahead for the enemy's location.

d. He stops people from crossing the bridge.

8. Why does the old man stop and not go across the bridge?

a. He is asked not to cross the bridge.

b. He doesn't need to cross the bridge.

c. He is too tired to cross the bridge.

d. He isn't interested in crossing the bridge.

9. The old man is a symbol of what?

a. the causes of war

b. the patience of the soldiers

c. the civilian victims of war

d. the apathy of the civilians

10. How old is the old man?

a. ninety-four

b. sixty-six

c. eighty-four

d. seventy-six

**Listen and read then answer the following uestions**

11. Explain why the narrator takes so much time to converse with the old man. Use details from the story to support your answer.

12. What statements from the story suggest that the old man is about to give up on life? Quote specific statements to back your answer.

13. How is the narrator portrayed in the story? How does he treat the old man? Give examples from the story to back your answer.

14. How does Hemmingway show that war is disrupting the lives of the peasants? Is this portrayal realistic? Why or why not?

15. What is the setting of the story? Give details from the story to support your answer.

17. What kind of life has the old man been leading? What keeps him going? Use details from the story to support your answer.

**Part 7*****Selected Activities***

***Remembering Our Heroes***

Veteran’s Day is a time in the United States for remembering those who have served their country in military duty. Many men and women have given their time and their lives to fight for the freedom and safety of the ones they love and others they have never met. On this day of remembrance and honor, take a closer look at what our countries and our veterans mean to all.

**Selected Veteran's Day Activities for Your Classroom**

1. **Veterans Among Us**

If you are not new to teaching internationals, you will not be surprised to know that many of your students are military veterans. Many countries around the globe require their young men to serve a short amount of time in military service. Some nations require the same commitment from their young women. Break your class into groups of about four or five to discuss the topic of required military service. Does their home country require military service? Did they participate in it if their home country does require it? Encourage each person to share from his or her experience. Then have each group list as many advantages and disadvantages they can think of for mandatory military service. Close out the activity by asking each of your students to write a short opinion piece on whether they agree with or disagree with mandatory military service.

If you know someone who has served in the military and is willing to talk about his or her experiences, invite a veteran to your class to speak. He can share interesting stories from his time serving in the military, or he may want to talk about the type of training he went through to become a serviceman. Encourage your students to have some questions prepared to ask your speaker after his presentation. You can then encourage your students to write thank you notes to the speaker for sharing with your class.

1. **Patriotism Reigns**

What does it mean to be patriotic?

Does it mean flying a national flag in front of your house or never questioning the government?

***Ask your students what they think it means to be patriotic***. After that, list as many symbols of patriotism as you can think of. You should include items like the flag, and eagle, the White House and any others you and your class can think of and symbols that may be used in your students’ home countries. Then have each of your students choose one of these symbols from a country other than his own to research.

How did it become a symbol of patriotism?

What does it mean to people today?

In what situation is it used?

**Ask your students to share this information in a poster that shows as well as explains the symbol.** Then give each person a time in front of the class to share what he or she learned.

How many patriotic songs do your students know?

Make a list of as many as you can think of.

Do your students know the history of how those lyrics came about? Then give each student an opportunity to share national anthems countries. Do they know the history of that song? If not, this is a good time to do some research. You may want to divide your class according to their home countries for group work. Then have each group share the information that they learned with the class. You can also create a bulletin board display with pictures and information from your students’ reports.

**3. Saving Private Ryan**

In this brutally realistic portrayal of war, a troop of soldiers sets out to save the life of the only remaining brother from a family of four. In so doing, members of the troop sacrifice their own lives in order to save the life of Private Ryan. This is just one example that shows how a man may sacrifice his own life for the lives of others. As your students remember the veterans who have served their countries, ask them to think about giving their lives for the life of another. Would they be willing to do that? If so, for whom would they be willing to die? In a free writing session, ask your students to take a stand on whether it is noble to give one’s life for another or whether it is too much to ask of anyone. Each student should take a position on the topic and then support it with specific examples, facts, personal experiences or experiences of others. Instead of or in addition to a time of writing, you can stage a class debate on the topic.

It can be a humbling experience to think of those who have served and those who have given their lives to ensure our freedom.

When Veteran’s Day brings to mind the sacrifices of men and women around the world, your students can be sure to give the due respect and remembrance to these soldiers.

**Conclusion**

***Some Rules and Ideas to Follow Every Day***

1. Patriotism is the respect and love we have for our country.

2. A way of showing Patriotism is through our work.

3. We are Patriotic when we recognize what our country has given us.

4. To be Patriotic we need to be conscious of our laws and our history.

5. Being Patriotic is to know and love our history, our culture and our traditions.

6. We are Patriotic when we support our authorities and help them resolve a situation in conflict.

7. We are Patriotic when we are kind with our neighbors and keep our neighborhood clean.

8. We are Patriotic when we help people who suffer from natural disasters.

9. We are Patriotic when in our family we follow our country`s traditions.

9. We are Patriotic when with our effort and work we get a fair, peaceful, and respectful society.

10. In school and in our house we are being taught to respect our Flag and National Anthem.

11. We are patriotic when we are loyal to our country.

12. Remember that only you can make the nation/team a better one so get involved.

13. Pick up litter around the teams home ground, buy a flag, learn the National Anthem and read up on heroes of your nation.

14. Celebrate the holidays that make this country what it is today. Show your patriotism by understanding the days and celebrating them in the appropriate style. However, the best way to show patriotism is by living it every day.

**KEYS**

Tests on Reading

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text 1 | Text 2 | Text 3 | Text 4 | Text 5 | Text 6 |
| 1. C | 1. G | 1. E | 1. D | 1. D | 1.D |
| 1. F | 1. D | 2.C | 2. A | 2. F | 2. C |
| 1. B | 3.A | 3.G | 3. E | 3. A | 3. - |
| 1. A | 4.F | 4.F | 4. F | 4. C | 4. B |
| 1. E | 5.B | 5.A | 5. B | 5. B | 5. F |
| 1. D | 6.E | 6.D | 6. C | 6. E | 6. A |
|  |  |  |  |  | 1. E |

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

Listening

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Test 1 | | | | Test 2 | | | |
| 1 | F | 1 | D | 1 | F | 1 | B |
| 2 | T | 2 | C | 2 | T | 2 | C |
| 3 | F | 3 | B | 3 | F | 3 | A |
| 4 | T | 4 | D | 4 | T | 4 | B |
| 5 | T | 5 | A | 5 | F | 5 | B |
| 6 | F | 6 | B | 6 | T | 6 | D |

Test 4

|  |  |  |
| --- | --- | --- |
| Task I/II  a) T  b) F  c) F  d) T | Task III  1) a 4) b  2) b 5) a  3) c 6) b | Task IV   1. c 2. a 3. b |

Test 5

|  |  |
| --- | --- |
| 1 A | 6 D |
| 2 A | 7 C |
| 3 D | 8 C |
| 4 B | 9 C |
| 5 B | 10 D |

Use of English

|  |  |  |  |
| --- | --- | --- | --- |
| Test 1 | Test 2 | Test 3 | Test 4 |
| 1. B | 1. B | 1. B | 1.D |
| 1. A | 2.A | 2.A | 2.B |
| 1. C | 3.B | 3.B | 3. A |
| 1. D | 4.C | 4.C | 4.D |
| 1. B | 5.D | 5.D | 5.C |
| 1. A | 6.C | 6.C | 6.C |
| 1. D | 7.A | 7.A | 7.B |
| 1. A | 8.B | 8.B | 8.A |
| 1. B | 9.D | 9.D | 9.A |
| 1. A | 10.B | 10.B | 10.C |
| 1. D | 11.C | 11.C | 11.D |
| 1. A | 12.A | 12.D | 12.C |

Test 5

|  |  |  |  |
| --- | --- | --- | --- |
| Part 1 | | Part 2 | |
| 1 | A | 1 | A |
| 2 | B | 2 | C |
| 3 | B | 3 | B |
| 4 | D | 4 | B |
| 5 | A | 5 | D |
| 6 | B | 6 | C |
| 7 | A | 7 | A |
| 8 | B | 8 | B |
| 9 | D | 9 | A |
| 10 | C | 10 | C |
| 11 | A | 11 | B |
| 12 | C | 12 | A |

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