

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ТА СЛОВ'ЯНСЬКОЇ ФІЛОЛОГІЇ

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# **A TASTE OF ENGLISH**

**Навчальний посібник  
з дисципліни  
«Перша іноземна мова (англійська)»**

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## ПЕРЕДМОВА

У сучасному світі, коли глобалізаційні процеси і міжкультурна взаємодія стають дедалі інтенсивнішими, володіння англійською мовою є невід’ємним складником професійної підготовки майбутніх філологів, перекладачів та викладачів. Особливої ваги набуває розвиток комунікативної компетентності, яка забезпечує ефективне спілкування у побутовому, академічному та професійному середовищі.

Навчальний посібник розроблено для опанування аспекту «Розмовна практика» в межах дисципліни «Перша іноземна мова (англійська)» для студентів 1 курсу. Він укладений відповідно до освітньої програми «Англійська та друга іноземна мови та літератури (переклад включно)» за спеціальністю В11 Філологія, спеціалізація В11.041 Германські мови та літератури (переклад включно). Посібник також може бути використаний для викладання розмовної практики в межах дисципліни «Друга іноземна мова (англійська)» для студентів 2 курсу освітньої програми «Німецька та друга іноземна мови та літератури (переклад включно)» за спеціальністю В11 Філологія, спеціалізацією В11.043 Германські мови та літератури (переклад включно). Пропонований ресурс спрямований на системне формування та вдосконалення навичок усного мовлення в типових ситуаціях повсякденного, академічного та міжкультурного спілкування.

Зміст посібника структуровано за тематичним принципом і охоплює два модулі, які передбачають поступове ускладнення лексико-граматичного матеріалу та розвиток мовленнєвих стратегій.

**Module 1: Food and Eating** – присвячений тематиці харчування, кулінарії, етикету, закладів харчування тощо;

**Module 2: Education** – зосереджений на питаннях освітніх систем, ступенів, навчального процесу у Великій Британії, США та Україні.

У межах кожного модуля представлено:

- тематичні юніти з актуальною лексикою;
- завдання на розвиток монологічного та діалогічного мовлення;
- вправи на відпрацювання навичок перекладу;
- дискусії та ситуативні завдання;
- проєктну діяльність як інтегровану форму застосування мовленнєвих умінь;
- тематичний англо-український словник активної лексики;
- інструменти для самоконтролю та самооцінювання.

До кожного модуля включено рубрику *Literary Talk*, у якій студентам запропоновано ознайомлення з художніми текстами, що тематично перегукуються

з основним змістом юнітів: Exploring Food in Fiction (у Модулі 1) та Literary Talk: Exploring Education in Fiction (у Модулі 2). Ці компоненти сприяють розвитку аналітичного мислення, естетичного сприйняття тексту та інтеграції мовленнєвих навичок у міждисциплінарному контексті.

Навчальний посібник також спрямований на розвиток здатності студентів:

- сприймати мовлення на слух і адекватно реагувати в різних комунікативних ситуаціях;
- аргументовано висловлювати власну думку в різних контекстах та брати участь у публічному мовленні;
- використовувати мовні засоби відповідно до мовленнєвого завдання та контексту;
- використовувати мову як засіб міжкультурної комунікації;
- застосовувати англійську мову у фаховій діяльності, зокрема у сфері перекладу та викладання.

Матеріали посібника можуть ефективно використовуватись як у межах аудиторної роботи, так і для самостійного навчання. Авторський колектив сподівається, що запропонований курс сприятиме підвищенню мовленнєвої впевненості студентів, розвитку їхніх комунікативних компетентностей і стане дієвим кроком до формування конкурентоспроможного фахівця у галузі германських мов та перекладу.

## INTRODUCTION

In today's globalised and multicultural world, foreign language proficiency is an essential component of professional development for future philologists, particularly those specialising in Germanic languages and literatures (including translation). Within the framework of the educational program “English and Second Foreign Languages and Literatures (including translation)”, mastery of English as the first foreign language is not only a fundamental academic requirement but also a key to effective communication in diverse social, academic, and professional contexts.

This textbook has been developed to help students master the “Speaking Practice” component of the course “First Foreign Language (English)” for first-year students. It is compiled in accordance with the educational program “English and Second Foreign Languages and Literatures (including Translation)” under speciality B11 Philology, specialisation B11.041 Germanic Languages and Literatures (including Translation). The textbook can also be used for teaching speaking practice within the course “Second Foreign Language (English)” for second-year students of the educational program “German and Second Foreign Languages and Literatures (including Translation)” under speciality B11 Philology, specialisation B11.043 Germanic Languages and Literatures (including Translation). The proposed resource is designed to facilitate the systematic development and improvement of English-speaking skills in typical everyday, academic, and intercultural communication situations.

Special emphasis is placed on oral communication, which is cultivated through topic-based modules, interactive exercises, role-playing, discussions, and project-based learning. The selected themes — Food and Eating and Education — offer rich linguistic and intercultural potential, providing students with the opportunity to engage in meaningful conversations, express personal viewpoints, and develop contextually appropriate language strategies.

Each module includes:

- Thematic units with progressively introduced vocabulary;
- Interactive speaking tasks for dialogic and monologic communication;
- Pair and group activities, and guided discussions;
- A topical English Ukrainian glossary for vocabulary acquisition;
- A final project for integrated language practice and creativity.

Each module includes a Literary Talk section, which provides students with exposure to literary texts thematically related to the core content of the units: “Exploring Food in Fiction” (in Module 1) and “Exploring Education in Fiction” (in Module 2). These components contribute to the development of analytical thinking, aesthetic appreciation of texts, and the integration of language skills within an interdisciplinary context.

Additionally, self-assessment tools are provided to encourage learner autonomy and to help students monitor their own progress. The textbook is suitable for both classroom-based learning under the guidance of an instructor and for independent study.

By engaging with the materials, students will develop the ability to:

- Communicate effectively and fluently in English in academic, professional, and intercultural contexts;
- Produce coherent oral texts in a range of genres and registers;
- Apply appropriate lexical and grammatical structures in spoken interaction;
- Participate confidently in intercultural dialogue and collaborative communication;
- Interpret and present ideas using English as a medium of academic and professional exchange.

The authors hope this textbook will serve as a practical and motivating tool in the development of students' spoken English, contributing to their linguistic confidence and preparing them for real-world communication within their future professional spheres.

# **MODULE 1**

## **FOOD AND EATING**

- **UNIT 1. Types of eating places**
- **UNIT 2. Ways to lay the table**
- **UNIT 3. Ways of cooking**
- **UNIT 4. Types of food and dishes**
- **UNIT 5. Literary Talk: Exploring Food in Fiction**
- **MODULE 1. Final Project Work**
- **MODULE 1. Topical Vocabulary**

# UNIT 1

## TYPES OF EATING PLACES



### READING

#### WHERE TO GO FOR A DELICIOUS MEAL IN KYIV: TOP MUST-VISIT RESTAURANTS IN THE CAPITAL

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What types of eating places do you usually visit in your city, and what makes them special?
- 2) How has the restaurant industry in Ukraine adapted to recent challenges, such as the war or economic shifts?
- 3) What do you think attracts tourists or locals to a restaurant besides the food?
- 4) Have you ever visited a place that combines cultural heritage with modern cuisine? What was it like?
- 5) What kinds of dishes or drinks would you expect to find in a fast food restaurant versus a cult or concept restaurant in Kyiv?



**2. Match the keywords with their definitions. Study the topical vocabulary and read the article below.**

#### *Places*

1	restaurant	A	A place where people gather to engage in literary and cultural activities, such as reading, writing, and discussing books and art.
2	bar	B	A place where alcoholic drinks are served.
3	tea house	C	A place where people pay to sit and eat meals that are cooked and served on the premises.
4	cult restaurant	D	A place where coffee and light refreshments are served.
5	coffee shop	E	A restaurant that has gained a dedicated following and is often considered iconic or legendary.
6	literary and cultural hub	F	A place where tea and light refreshments are served.
7	gastronomic shop	G	A place where bread, cakes, and pastries are made or sold.
8	bistro	H	A store that sells high-quality, often gourmet food products.
9	bakery	I	A small restaurant serving moderately priced simple meals in a modest setting.

#### *Food and eating*

1	cuisine	A	A mixed drink typically made with a distilled liquor and other ingredients.
2	appetizers	B	Food that is prepared and served quickly, often at a lower price.
3	desserts	C	People who have a deep appreciation for art and beauty, including in food presentation.

4	breakfast menu	D	A selection of dishes served in the morning.
5	fast food	E	A list of dishes available in a restaurant.
6	pastries	F	Sweet courses typically served at the end of a meal.
7	organic flour	G	Genuine, real, or true, often used to describe food or experiences that are traditional and not altered.
8	cocktail	H	Small dishes served before the main course of a meal.
9	delivery	I	Baked goods made from dough, such as croissants and buns.
10	aesthetes	J	A style or method of cooking, especially as characteristic of a particular country, region, or establishment.
11	gourmet	K	A person who enjoys and knows a lot about good food and drink.
12	menu	L	The service of bringing food to a customer's location.
13	authentic	M	Flour produced using organic farming methods, without synthetic pesticides or fertilizers.

**The capital of Ukraine has many historical and cultural attractions, as well as interesting restaurants that will not leave any gourmet indifferent. Find out more about the most interesting places in Kyiv that will impress you with both taste and concept**

Despite the full-scale invasion of russia, the restaurant business in Ukraine continues to survive and even grow. In Kyiv alone, more than a hundred new establishments have opened since February 2022. In addition, the variety of cuisines and craft establishments sometimes amazes even true gourmets.

So, where to go for a delicious meal in the capital and at the same time enjoy a beautiful interior, an unusual concept or history — we will tell you further in the article.

### **SHO restaurant**

This is a Ukrainian cuisine restaurant with a special authentic interior that attracts the attention of aesthetes and Instagram fans. The menu offers many dishes: soups, main courses, appetizers, pies, pancakes and desserts. In addition, the restaurant has a breakfast menu, as well as a separate section of dishes that can be taken to go or ordered for delivery.

### **Last Barricade bar and restaurant**

This is a place where visitors can not only enjoy Ukrainian cuisine and drinks, but also visit the museum of three Ukrainian revolutions of modern times: the 1991 Granite Revolution, the 2004 Orange Revolution, and the 2014 Revolution of Dignity.

To get in, you need to know the password. Here's a hint — it's a famous quote from Taras Shevchenko's work, which has gained even more meaning and significance for Ukrainians during the full-scale invasion of russia.

### **Antwerpen restaurant**

This is an authentic place in the style of old Europe and the Renaissance. The restaurant has several themed halls (Belgian, French, German and hunting), as well

as many paintings and sculptures by masters from different countries, which were created in Antwerp, Belgium. The restaurant offers European cuisine, as well as rare varieties of real Belgian beer.

### **Chaguan tea house**

This is a unique “tree house” located in Podil district. Here visitors can enjoy a cup of authentic Chinese tea in complete silence in the middle of the garden. In addition, the place offers tea ceremonies for lovers of traditions and master classes.

### **Mono-cafe Cutlet in Kyiv style**

This place was opened during the war, but has already gained recognition among the capital’s residents, in particular because the cafe has become a Ukrainian alternative to popular foreign fast food joints that closed due to the Russian invasion. The restaurant serves traditional Kyiv cutlets in various variations, as well as salads, desserts, and drinks.

### **O’plich restaurant**

This place combines a gastronomic shop, city bistro and bar. The main concept of the place is the development of modern Ukrainian cuisine. In addition, the founders strive to bring together local food producers, chefs, bartenders, artists, and citizens. Here you can taste many unusual dishes, such as hot jellied meat or onion pancakes, as well as create your own signature cocktail.

### **Manifest bar**

The city bar Manifest is one of the favorite gathering places for Kyivites. We can’t describe this place better than its owners, so we’ll quote them: “A city bar with vintage drawers. Drinks and dishes that catch up with stolen history. Adherents of hedonism and localism.”

### **Passenger gastro bar**

The special feature of this place is its location, as it is an official bomb shelter in the center of Kyiv. The interior is unlikely to leave anyone indifferent, because everything here looks like you’re traveling in a compartment of an old train, even special screens broadcast the scenery “outside the window”.

### **Spelta bakery-bistro**

The restaurant is divided into several thematic zones. It offers breakfast, delicious pastries and coffee, as well as alcoholic beverages. In addition, the bakery produces not only sweet croissants and buns, but also rye and wheat bread, as well as products made from organic French flour. Kyiv residents say that this is one of the most delicious bakeries in the capital.

### Restaurant Prague

This restaurant is considered to be a cult one, as it has a long history. The first mention of the place where the restaurant is currently located dates back to 1799. Back then it was called the Red Tavern and was considered one of the most beautiful locations of that time. The restaurant got its current name in 1959, but unfortunately, from 1989 to 2011, the place was out of business. Today, however, visitors can enjoy delicious dishes among the picturesque nature and walls that have preserved the entire history of past events.

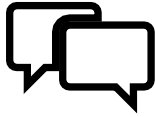
### Kupidon Kneipp Club

This is one of the oldest coffee shops in Kyiv, which is considered the capital's first literary and cultural hub. Here, visitors can not only enjoy delicious food and coffee in a special atmosphere, but also buy books or attend a literature or movie night.

**Source:** Visit Ukraine. (2023, August 21). *Where to go for a delicious meal in Kyiv: Top must-visit restaurants in the capital.* Visit Ukraine. <https://visitukraine.today/blog/2428/where-to-go-for-a-delicious-meal-in-kyiv-top-must-visit-restaurants-in-the-capital>

**3. Decide whether these statements are true or false according to the text above.**

	True	False
1) SHO restaurant specializes in Italian cuisine.		
2) The Last Barricade bar and restaurant features a museum dedicated to three Ukrainian revolutions.		
3) To enter the Last Barricade bar and restaurant, visitors need to know a password that is a quote from Taras Shevchenko's work.		
4) Antwerpen restaurant offers only Belgian cuisine and beer.		
5) Chaguan tea house is a place where visitors can enjoy authentic Chinese tea in a silent garden setting.		
6) Mono-cafe Cutlet in Kyiv style was opened before the war and serves traditional Kyiv cutlets and fast food.		
7) O'plich restaurant focuses on traditional Ukrainian cuisine and brings together local food producers, chefs, and artists.		
8) Manifest bar is described as a vintage city bar that celebrates stolen history and localism.		
9) Passenger gastro bar is located in an official bomb shelter and has an interior designed like an old train compartment.		
10) Spelta bakery-bistro offers only sweet pastries and coffee.		
11) Restaurant Prague has been in business since 1799 and is known for its picturesque nature and historical atmosphere.		
12) Kupidon Kneipp Club is a literary and cultural hub in Kyiv where visitors can enjoy food, coffee, and attend events like literature or movie nights.		



## SPEAKING

### Discussion Questions

- 1) What role does Ukrainian history and culture play in the unique concepts of Kyiv's restaurants, such as the Last Barricade bar and restaurant or Cupidon kneipp club? How do these historical elements enhance the dining experience?
- 2) In your opinion, how important is the design and atmosphere of a restaurant when choosing where to dine? Are there any specific restaurants mentioned that you would like to visit because of their interior or concept?
- 3) Given the challenging circumstances of the ongoing conflict, how do you think the resilience of Kyiv's restaurant industry reflects the spirit of the city and its people?
- 4) How does the combination of local food traditions and modern concepts (such as at O'plich restaurant or Mono-cafe Cutlet in Kyiv style) help promote Ukrainian culture and cuisine both locally and internationally? Do you think restaurants have the power to influence cultural perception in other countries?



## LISTENING

### TOP 10 RESTAURANTS TO VISIT IN OXFORD, ENGLAND

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What do you know about Oxford as a city, besides its famous university?
- 2) What types of international cuisine would you expect to find in a multicultural city like Oxford?
- 3) Have you ever dined in a restaurant with a historic or unusual setting (e.g., riverside, converted building, literary theme)?
- 4) What makes a restaurant memorable for you — food, atmosphere, location, or concept?
- 5) How do you think British culinary traditions mix with global influences in modern restaurants?



**2. Match the keywords with their definitions. Study the topical vocabulary, follow the link below and watch the video.**

***Places***

1	fiery chili sauce	A	A cut of lamb from the hindquarters, often tender and flavorful when cooked.
2	braised pig cheeks	B	A hot and spicy sauce made from chili peppers, used to add intense heat and flavor to dishes.
3	iberico pork	C	A cooking technique where ingredients are quickly fried in a small amount of hot oil, often used in Asian cuisine.
4	lamb rump	D	A dish where pig cheeks are slow-cooked in a flavorful broth, making them tender and rich in flavor.
5	beef sirloin	E	A fresh herb mixture made with tarragon, lemon zest, and garlic, often used as a garnish or flavor enhancer.
6	stir-fries	F	A high-quality Spanish pork derived from the Iberian pig, prized for its rich flavor and tenderness.
7	marrow dumplings	G	A cut of beef from the back of the cow, known for its tenderness and rich flavor.
8	tarragon gremolata	H	A collection of small, flavorful dishes typically served with bread and enjoyed as a communal meal.
9	mezze platters	I	Dumplings made from bone marrow, which adds richness and flavor to dishes.

***Food and eating***

1	curry house	A	Dining at a location near or overlooking a river, often associated with scenic views.
2	floating terrace	B	A restaurant specializing in serving curry dishes, often with a variety of regional variations.
3	thatched farmhouse	C	Describes a place or environment that is pleasant, healthy, and desirable.
4	riverside dining	D	A farmhouse with a roof made from thatch (woven straw or reeds), typical of rural areas.
5	salubrious	E	A dining area that appears to float on water, often located on a river or lake, providing scenic views for diners.
6	punts	F	Traditional flat-bottomed boats, often used for leisurely rides along rivers, particularly in places like Oxford.

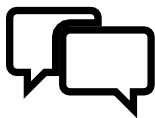
**Source:** Apricot Wanderers. (n.d.). *Top 10 restaurants to visit in Oxford | England — English* [Video]. YouTube. <https://www.youtube.com/watch?v=HbwaOgfp5DM>



**3. Watch the video and match the restaurant with its description.**

Taste Tibet	Boomi Kitchen	The Cherwell Boathouse	
Kasbah	Edamame	Arbikina	The Folly
The Old Bookbinders	Antep Kitchen	The Perch	

- 1) \_\_\_\_\_ A charming historic farmhouse with a cozy interior and modern British menu, offering stunning garden dining in the picturesque village of Binsey.
- 2) \_\_\_\_\_ Riverside dining at its finest in North Oxford, with a beautiful setting and a modern British menu complemented by an excellent wine selection.
- 3) \_\_\_\_\_ A vibrant restaurant serving Spanish and Moroccan cuisine with mezze, tapas, and cocktails, perfect for a lively crowd on Cowley Road.
- 4) \_\_\_\_\_ A popular Japanese restaurant known for its fresh sushi, stir-fries, and grills, offering an authentic dining experience with no reservations needed.
- 5) \_\_\_\_\_ A memorable French bistro tucked away behind a local bar, serving classic dishes like moules, escargots, and coq au vin in a cozy atmosphere.
- 6) \_\_\_\_\_ A heartwarming spot where you can enjoy delicious Tibetan momo dumplings with fiery chili sauce and a mission to support local communities.
- 7) \_\_\_\_\_ A refined eatery serving delicately spiced Keralan dishes, offering aromatic curries and tasty sides like crispy appam and flaky paratha.
- 8) \_\_\_\_\_ A sensational tapas restaurant set in a converted chemist on Cowley Road, offering flavorful dishes that are a hit with food critics.
- 9) \_\_\_\_\_ An elegant riverside restaurant with a floating terrace, offering tempting meat dishes like lamb rump and beef sirloin in a sophisticated setting.
- 10) \_\_\_\_\_ A bustling Turkish restaurant on Cowley Road, known for its flavorful mezze, kebabs, pide, and vibrant atmosphere, making it a favorite among locals.



## **SPEAKING**

### **Discussion Questions**

- 1) How do the different restaurants, like Taste Tibet and Boomi Kitchen, reflect the diversity of global cuisine, and what role does food play in representing a culture's identity?
- 2) What do you think makes a dining experience memorable? Is it the food, the atmosphere, the service, or something else? Can you give examples from any of the restaurants mentioned?
- 3) In what ways do the restaurants mentioned, such as The Perch and The Cherwell Boathouse, use their locations or settings to enhance the dining experience? How important is the environment when choosing a restaurant?
- 4) Some restaurants, like Kasbah and Edamame, focus on providing authentic regional dishes. Why do you think it's important for restaurants to stick to traditional recipes and methods, and what impact does this have on the customer experience?

5) How do restaurants like The Old Bookbinders and The Folly combine history, ambiance, and food to create unique dining experiences? What makes a restaurant stand out in terms of its concept or history?



## READING

### TOP 5 FAST FOOD IN KYIV

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What types of fast food are popular in Kyiv today, and how do they reflect local or global culinary trends?

2) Have you ever tried Ukrainian-style fast food (e.g., street varenyky, shawarma, chebureky)? What did you think?

3) What factors make a fast food place stand out — speed, price, taste, location, or something else?

4) How do you think Kyiv’s fast food scene compares to that of other European capitals?

5) If you were recommending a fast food spot in Kyiv to a tourist, what kind of experience would you highlight?



**2. Match the keywords with their definitions. Study the topical vocabulary and read the article below.**

#### *Places*

1	fast food restaurant	A	A bar that also serves high-quality food.
2	shopping mall food court	B	A place that serves both coffee and alcoholic beverages, often with a casual atmosphere.
3	cafe-bar	C	A type of restaurant that serves quickly prepared food at a low price.
4	Pizzeria	D	A restaurant where customers serve themselves from a variety of dishes.
5	gastro bar	E	A restaurant that specializes in making and serving pizza.
6	Buffet	F	An area within a shopping mall where various food vendors offer a variety of cuisines

#### *Food and eating*

1	Ukrainian cuisine	A	A dish of Italian origin consisting of a flat round base of dough baked with a topping of tomatoes and cheese, typically with added meat or vegetables.
2	chicken dishes	B	Traditional food from Ukraine, often featuring ingredients like potatoes, cabbage, and meat.
3	pizza	C	Sandwiches consisting of a cooked patty of ground meat, usually beef, placed inside a sliced bread roll.
4	pancakes	D	Meals primarily made with chicken, such as chicken burgers and sandwiches.

5	burgers	E	A type of wrap or sandwich, often filled with chicken and other ingredients.
6	salads	F	Thin, flat cakes made from batter and cooked on a griddle or frying pan.
7	ginger tea	G	A hot drink made from roasted and ground coffee beans.
8	mulled wine	H	A hot beverage made from ginger root, often enjoyed for its spicy flavor and health benefits.
9	Coffee	I	Dishes consisting of mixed vegetables, sometimes with added meat or cheese.
10	Twisters	J	A warm beverage made with red wine, spices, and sometimes fruit, typically enjoyed in cold weather.

1. **“Puzata Hata”** — a network of fast food restaurants of Ukrainian cuisine. In the centre these restaurants can be found in the shopping malls “Globus” on Maidan, in Passage, on the Baseyna Street behind the Bessarabian market. The concept of the network is cosy establishments with an unordinary interior, various dishes of national cuisine and democratic prices. It is believed that “Puzata Hata” has also become one of the culinary visiting cards not only of the capital, but also of Ukraine. In restaurants there is a bar where you can order ginger tea, coffee or a strong drink, and in cool weather — spicy mulled wine. Here you can also order desserts to your taste.

2. **“KFC”** — a world-renowned public catering network specializing in chicken dishes. In Ukraine, the first KFC opened at the end of 2012, becoming one of the most popular places for an inexpensive and tasty snack. Today there are more than 20 locations in Kyiv. Here you can eat chicken burgers, sandwiches, twisters, salads and desserts. There are many seasonal offers, there are often promotions, and you can also order food delivery.

3. **“Yaroslava”** — is a legendary place and a favourite cafe-bar among the citizens of the capital, located on the Yaroslav’s Val Street. It is famous for its atmosphere and fresh pastries. Cafe-bar has its own bakery. Therefore, it is here that the most fresh and tasty patties, and a great diversity. Entering the room, you think that you were in the times of Kyivan Rus. The interior is decorated in an original style, reminiscent of the ancient Slavic mansions with wooden furniture, painted walls, wrought-iron chandeliers and chairs. The original setting and atmosphere are complemented by the staff in ancient Slavic clothing.

4. **“Domino’s Pizza”** — the world network of pizzerias, founded in the USA in 1960. In Kyiv, the first pizzeria of the network was opened only in 2010. Today there are about 30 locations in the capital. In the centre you can find its restaurants on the Tereshchenkivska Street and Baseyna Street behind the Bessarabian market. Recommending itself, Domino’s was recognized the best network of pizza parlors in Ukraine, as well as the Best Pizza Delivery Company. Feature of exquisite pizza is preparing according to the original recipe in the oven at a temperature of 260°C, as well as a correctly prepared sauce. Domino’s is a favourite place for many citizens. Here you can taste delicious pizza at a democratic price.

**5. “McDonald’s”** — the world-famous fast food network. Ukraine became the 102<sup>nd</sup> country in which McDonald’s opened and it happened in Kyiv in the distant 1997. Today in the capital McD can be found at almost every metro station, and the restaurants of the network have become the most visited. As in the whole world, McDonald’s range is full of different dishes — burgers, salads, pancakes, desserts. There is a special menu in the morning. Each restaurant has free wi-fi, in some of them operates McCafe, where you can order delicious coffee with sweets. Many locations offer the service McDrive. In the centre you can find its restaurants on Maidan, in the shopping mall “Globus” and on Khreshchatyk.

**Source:** Dayting. (n.d.). *Top 10 fast food in Kiev — Personal guide in Ukraine*. Retrieved August 25, 2025, from <https://dayting.com.ua/en/top-10-fast-food-in-kiev>

### **3. Find a mistake in each restaurant description.**

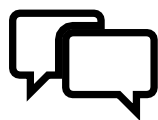
**1. “Puzata Hata”** is a popular Ukrainian fast food chain offering a variety of national dishes and located in various malls around Kyiv.

**2. “KFC”** is a global fast food chain famous for its fried chicken and numerous locations in Kyiv, offering quick meals and delivery services.

**3. “Yaroslava”** is a beloved cafe-bar on Yaroslav’s Val Street known for its ancient Slavic interior and fresh pastries.

**4. “Domino’s Pizza”** is a well-known pizza chain in Kyiv, specializing in fast delivery and hot pizzas made in a brick oven.

**5. “McDonald’s”** is a world-famous fast food chain with multiple locations in Kyiv, offering burgers, fries, and breakfast items.



## **SPEAKING**

### **Discussion Questions**

1. What makes “Puzata Hata” unique among the other fast food options in Kyiv, and why do you think it is considered a culinary symbol of Ukraine? How important is cultural identity in choosing a place to eat?

2. How do international chains like KFC, Domino’s Pizza, and McDonald’s compete with local favourites such as “Yaroslava” and “Puzata Hata” in terms of popularity and customer loyalty? What do you personally prefer — global brands or local places, and why?

3. What role does atmosphere and interior design play in the customer experience, especially in places like “Yaroslava”? Would you choose a place with a unique atmosphere over one with faster service or lower prices?

4. How important is menu variety and pricing when choosing a fast food restaurant in Kyiv? Do you think promotions and seasonal offers strongly influence customer choices?

5. Food delivery has become increasingly popular. Which of these fast food chains do you think provides the best delivery service, and why? Follow-up: How does convenience affect your decision to eat at or order from a particular place?



## LISTENING

### WILTONS RESTAURANT JERMYN STREET SINCE 1742

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What do you associate with traditional British fine dining, and how might a restaurant founded in 1742 reflect that heritage?

2) Why do you think some restaurants manage to survive and thrive for centuries?

3) What role do location and history play in shaping a restaurant's identity and reputation?

4) Have you ever visited or read about a restaurant with royal or aristocratic connections? What impressions did it leave?

5) How might Wiltons balance historical tradition with modern culinary expectations?



**2. Match the keywords with their definitions. Study the topical vocabulary, follow the link below and watch the video.**

1	nanny principle	A	The history, traditions, and qualities that have been passed down from previous generations, often relating to a specific place or institution.
2	heritage	B	A type of shellfish, typically served raw or cooked, often associated with high-end dining and seafood restaurants.
3	Edwardian feel	C	A historical tradition at Wilton where waitresses were referred to as "nannies," creating a familial and somewhat authoritative atmosphere in the restaurant.
4	French influences	D	A light, fluffy dish made with egg yolks and beaten egg whites, often served as a dessert or a main course, typically in French cuisine.
5	oysters	E	Refers to food that is available and in its best condition during a particular season, often used in menus that change based on what ingredients are fresh and locally available.
6	avant-garde	F	Farmers, fishermen, or other suppliers who produce food within a certain region or area, allowing restaurants to use fresh, regional ingredients.
7	seasonal	G	Refers to culinary techniques or dishes that originate from French cuisine, often characterized by fine preparation, rich flavors, and high standards of presentation.

8	soufflé	H	Innovative or experimental, often referring to new and unconventional styles in art, food, or design, which in this case contrasts with the classic feel Wilton’s aims for.
9	alteration	I	A style or design reminiscent of the early 20th century, particularly the period of King Edward VII’s reign, known for elegant and refined aesthetics.
10	local producers	J	Glass that has been treated to have patterns or textures, often used in design to create privacy while maintaining an aesthetic connection with the outside.
11	etched and ribbed glass	K	The process of changing or modifying a dish, recipe, or atmosphere, often to improve or adapt it for the preferences of the guests.

**Source:** Wiltons Restaurant. (n.d.). *Wiltons restaurant Jermyn Street since 1742* [Video]. YouTube. <https://www.youtube.com/watch?v=C83USA64oqs>



### 3. Watch the video and do the test.

**1. How long has Wilton been serving seafood to its loyal customers?**

- a) 50 years;
- b) Nearly 100 years;
- c) Nearly 300 years;
- d) 200 years.

**2. What is notable about the current oyster man at Wilton?**

- a) He is the oldest oyster opener;
- b) He can open 30 oysters in a little over 3 minutes;
- c) He has been at Wilton for 10 years;
- d) He is an award-winning chef.

**3. What was the “nanny principle” at Wilton?**

- a) Waitresses were called “nannies” and were forceful with guests;
- b) The restaurant only served children’s meals;
- c) Waitresses were known for their humor and friendliness;
- d) Nannies cooked for children at the restaurant.

**4. What type of menu does Wilton offer?**

- a) Fusion cuisine;
- b) A classic menu with French influences and British products;
- c) Fast food;
- d) Vegetarian and vegan-only menu.

**5. What is one feature of Wilton’s menu?**

- a) Only fast food is served;
- b) The use of seasonal, locally sourced ingredients from the United Kingdom;
- c) It only features French dishes;
- d) The menu changes every week.

**6. *Why did Wilton change the design of the bar?***

- a) To make it more avant-garde and trendy;
- b) To make it more accessible and cozy, with a better connection to the street;
- c) To make the space more luxurious and expensive;
- d) To create a more formal, less friendly atmosphere.

**7. *What was changed in the bar to improve the atmosphere?***

- a) The front window was replaced with a large mirror;
- b) The curtains were removed and replaced with etched and ribbed glass;
- c) A new chandelier was installed;
- d) The walls were painted bright colors.

**8. *What type of ambiance does the bar at Wilton have?***

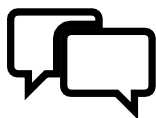
- a) Formal and intimidating;
- b) Cozy and safe, but not avant-garde;
- c) Modern and experimental;
- d) Loud and bustling.

**9. *What is the “eternal pursuit of perfection” referring to at Wilton?***

- a) Constantly refining the décor;
- b) Perfecting the relationship with local suppliers;
- c) Always striving to improve the quality of food, service, and atmosphere;
- d) Serving more oysters every day.

**10. *What is one unique feature of Wilton’s history?***

- a) It was the first restaurant to serve oysters in London;
- b) It has a heritage going back nearly 300 years;
- c) It only serves British food;
- d) It is located in a historic castle.



**SPEAKING**

**Discussion Questions**

1. Wilton has a nearly 300-year history. In your opinion, how important is tradition and heritage in creating a memorable dining experience? Do you think a long history makes a restaurant more appealing to customers?

2. How does Wilton's blend of French culinary influences and British ingredients reflect the concept of cultural fusion in cuisine? Would you prefer a menu that sticks strictly to one cuisine, or one that combines several traditions?

3. The story about the 'nanny' waitresses is quite unique. How do such traditions and stories affect your perception of a place or its atmosphere? Do quirky or humorous histories make a restaurant more attractive to you?

4. Wilton's values seasonality and local sourcing. How important is it for restaurants to work with local producers and use seasonal ingredients? Would you be more likely to visit a restaurant that promotes sustainability and local food?

5. The recent updates to Wilton's bar aimed to make it feel "cozy and safe." What role do design and interior changes play in attracting modern diners while preserving heritage? Have you ever felt more welcome in a place because of its atmosphere or design?



## TRANSLATING

### 1. Translate the given sentences from English into Ukrainian.

1. **The restaurant** we visited last night is a true **cult restaurant**, known for its **authentic Ukrainian cuisine** and seasonal **gourmet** dishes like **braised pig cheeks** and **marrow dumplings**.

2. At the cosy **tea house** near the park, guests can enjoy **ginger tea**, **pastries** made with **organic flour**, and a quiet atmosphere that attracts literary **aesthetes** and cultural enthusiasts.

3. The newly opened **coffee shop** doubles as a **literary and cultural hub**, offering a rotating **menu** of **desserts**, **coffee**, and readings from local poets surrounded by **etched and ribbed glass** interiors.

4. This riverside **bistro** features a **floating terrace** and specialises in mezze platters, lamb rump, and tarragon gremolata, making it a favourite among fans of **French influences** and **Edwardian feel**.

5. The **bar** downtown is famous for its signature **cocktail** list, including mulled wine and fiery chilli margaritas, and its late-night delivery service that brings fast food and appetisers to your door.

6. In the **gastronomic shop**, you'll find locally sourced **chicken dishes**, **soufflé**, and **salads** crafted by chefs who follow the **nanny principle** and work closely with **local producers**.

7. The **curry house** on the corner offers a rich **breakfast menu** and bold **stir-fries**, with options like **iberico pork** and **beef sirloin**, all served in a **salubrious** setting inspired by a **thatched farmhouse**.

8. At the **Fast Food Restaurant** inside the **Shopping Mall Food Court**, customers can choose from **burgers, pizza, twisters, and pancakes**, with quick **delivery** and a family-friendly vibe.

9. The elegant **buffet** at the **gastro bar** includes **oysters, soufflé, and seasonal specialties**, blending **avant-garde** presentation with traditional **heritage** recipes.

10. The local **bakery** is a hidden gem, offering **pastries** made with **organic flour, coffee, and desserts** that reflect **French influences** and a passion for **authentic** flavour.

## 2. Translate the given sentences from Ukrainian into English.

1. У центрі міста відкрився новий **гастро-бар**, де подають **авангардні** страви з **баранини, сезонні салати** та авторські **коктейлі**, створені з місцевих інгредієнтів.

2. Цей **буфет** працює за **принципом турботливої «няні»**: кожна страва – від **млинців до курячих делікатесів** – створена з думкою про здоров'я та комфорт відвідувачів.

3. У **пекарні**, що розташована в старовинному **солом'яному будинку**, щодня випікають **випічку з органічного борошна**, яке часто замовляють через **доставку**.

4. **Кав'ярня** біля університету стала справжнім **літературно-культурним осередком**, де студенти обговорюють книги за чашкою **кави** та шматочком **суфле**.

5. **Ресторан** на березі річки, що пропонує **харчування просто на воді**, пригощає гостей **свинячим іберіко, пікантним чилі-соусом і вишуканим мезе-плато** для справжніх гурманів.

6. Цей **чайний дім** приваблює не лише **імбирним чаєм**, а й атмосферою **культурної спадщини** – з інтер'єром у стилі **французького шику** та **гравірованим склом**.

7. У **фаст-фуд-ресторані** біля вокзалу можна швидко перекусити **твістерами, бургерами** або **піцою**, а також замовити **доставку** через мобільний додаток.

8. **Бістро** на набережній приваблює туристів вишуканим **сніданковим меню**, до якого входять **яловичий сирлоїн, страви карі та телячі щоки**, приготовані за старовинними рецептами.

9. У **гастрономічній крамниці** продають унікальні **десерти, закуски** та **страви з курки**, що створюють шефи-кухарі, які працюють з **місцевими виробниками**.

10. Сучасний **кафе-бар** на **фуд-корті торгового центру** запрошує на **глінтвейн, панкейки** та **яловичі делікатеси**, які можна смакувати на терасі з видом на **плоскодонки**.



## WRITING

### Writing Task: Blog Entry

Write a blog entry (200–250 words) recommending 2–3 eating places in your city (or a city you know well). Your goal is to help visitors or newcomers decide where to go for a delicious meal, based on factors such as atmosphere, concept, cuisine, or cultural significance.

<b>Guidelines for Writing</b>
<p><b>1.</b> Define your focus, choose a theme for your blog:</p> <ul style="list-style-type: none"><li>• Traditional vs. modern cuisine;</li><li>• Fast food vs. craft dining;</li><li>• Historic ambience vs. trendy interiors;</li><li>• Local favourites vs. international chains</li></ul>
<b>Guidelines for Writing</b>
<p><b>2.</b> Describe each place, including details such as:</p> <ul style="list-style-type: none"><li>• Name and location;</li><li>• Type of food served;</li><li>• Atmosphere and design;</li><li>• Unique features (e.g., concept, history, staff, menu highlights);</li><li>• Why you recommend it</li></ul>
<p><b>3.</b> Make it personal and engaging. Write in a friendly, informative tone. Use phrases like:</p> <ul style="list-style-type: none"><li>• <i>“If you’re craving...”</i>;</li><li>• <i>“Locals love...”</i>;</li><li>• <i>“This spot is perfect for...”</i>;</li><li>• <i>“Don’t miss the...”</i></li></ul>
<p><b>4.</b> Compare the places you mention using expressions like:</p> <ul style="list-style-type: none"><li>• <i>“While X offers..., Y is better for...”</i>;</li><li>• <i>“Unlike..., this place focuses on...”</i>;</li><li>• <i>“If you prefer..., then...”</i></li></ul>

## UNIT 2

### WAYS TO LAY THE TABLE



#### LISTENING

#### HOW TO SET THE TABLE

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What items do you think are essential for setting a formal dinner table?
- 2) How do you usually arrange cutlery when preparing for a meal at home?
- 3) What's the difference between a casual and a formal table setting?
- 4) Why might proper table setting be important in restaurants or special events?
- 5) Where do you think the water glass should be placed in a formal setting?



**2. Match the keywords with their definitions.**

1	etiquette	A	The act of arranging dishes, utensils, and other items on a table in preparation for a meal.
2	set a table	B	Utensils with two or more prongs used for eating or serving food.
3	dinner fork	C	Tools used for eating or serving food, such as forks, knives, and spoons.
4	forks	D	The customary code of polite behaviour in society or among members of a particular profession or group.
5	dinner knife	E	Mats placed on a table under a plate to protect the table and add decoration.
6	napkin	F	A cloth spread over a table before setting it with dishes and utensils.
7	utensils	G	HOLDERS for candles, often used as table decorations.
8	salad fork	H	A larger fork used for the main course of a meal.
9	dessert spoon	I	A knife used for cutting and eating the main course.
10	placemats	J	A smaller fork used for eating salad.
11	bread plate	K	A knife used for cutting salad items.
12	wine glass	L	A spoon with a round bowl used for eating soup.
13	tablecloth	M	A spoon used for eating desserts.
14	water glass	N	A small plate used for holding bread.
15	candlesticks	O	A small knife used for spreading butter.
16	soup spoon	P	A glass used for drinking wine.
17	butter knife	Q	A glass used for drinking water.
18	salad knife	R	A piece of cloth or paper used at a meal to wipe the fingers or lips and to protect garments.

**Source:** Post, A. (2015, November 24). *How to set the table* [Video]. YouTube. <https://www.youtube.com/watch?v=KoU1XiQJ1vo>



**3. Watch a video and do the test.**

**1. On what side of the plate should you place the dinner knife?**

- a) Left;
- b) Right;

- c) Above;
- d) Below.

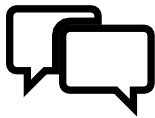
**2. Which way do the knives point when placed on the table or the bread plate?**

- a) Away from the person using them (away from the plate)
- b) Away from other diners at the table (toward the plate)
- c) The bread knife always faced the opposite direction of the dinner and salad knives
- d) The salad and dinner knives are always placed at a 180-degree angle of each other, while the bread knife is arbitrarily placed near or on the bread plate

**3. Water, wine (“wa” and “wi”). A, I. They go in order alphabetically from left to right. The water is always placed to the left of the wine. What’s another good acronym?**

- a) BMW (bread, meal, water)
- b) GLOW (goblet left of water)
- c) JFK (Just put the Fork before the Knife)
- d) SPEW (from left to right, spoon, plate, everything else, water)

**4. Explain what is meant by “You always eat from outside in.”**



**SPEAKING**

**Discussion Questions**

1. Have you ever been in a situation where you didn’t know which utensil to use or how to set a table? How did you handle it? Do you think learning table etiquette is still important today?

2. What do you think about the tradition of placing knife blades toward the plate as a sign of politeness? Should such traditions still be followed? Can small gestures like this still communicate respect in modern dining?

3. The text mentions not using utensils you don’t need. How do you feel about the balance between formal etiquette and practicality at the table? Would you prefer a perfectly formal setting or a simpler, more casual one? Why?

4. How useful are memory tricks like ‘BMW’ or ‘water-wine alphabetical order’ when setting a table? Do you use any similar tips for remembering things? Do these little tricks make etiquette more accessible or just more confusing?

5. Do you think a proper table setting affects the overall dining experience, especially at formal events or restaurants? Why or why not? Can a well-set table change how people behave or feel during a meal?



## READING

### A STEP-BY-STEP GUIDE TO LAYING A BEAUTIFUL TABLE (EVEN IF YOU'RE DINING ALONE)

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What do you think are the key elements of a well-laid table for a formal dinner?
- 2) How does table setting vary across cultures or occasions (e.g., weddings, holidays, everyday meals)?
- 3) Have you ever followed specific etiquette rules when setting a table? If so, which ones?
- 4) In what ways can table design or decoration influence the mood of a meal or event?
- 5) What do you expect to learn from an article published in a lifestyle magazine like Vogue about table setting?



**2. Match the keywords with their definitions.**

1	Eclectic	A	High-quality porcelain made in the Limoges region of France, known for its fine craftsmanship and elegance.
2	Decadent	B	Combining elements from a variety of styles, sources, or influences; diverse and creative in composition.
3	self-isolation	C	Serving trays made from woven rattan, popular in tropical or bohemian-style décor.
4	Limoges	D	Luxurious, indulgent, or rich, often in an extravagant or lavish way.
5	Linens	E	A period of staying at home and avoiding contact with others, typically for health or safety reasons.
6	crockery	F	Textile items made of cloth (especially for the table), including napkins, tablecloths, and placemats.
7	centrepiece	G	The arrangement and decoration of a dining table, including tableware, centrepieces, and accessories.
8	tablescape	H	Dishes and plates used for serving food, typically made of ceramic or porcelain.
9	tapers	I	Decorated manually using paint, usually implying uniqueness and artistry.
10	whimsical	J	A decorative item placed in the centre of the table to enhance its appearance, such as flowers, plants, or candles.
11	hand-painted	K	Long, slender candles are often used for formal or decorative dining settings.
12	al fresco	L	Playfully unusual or imaginative, often adding charm or delight.
13	decanting	M	A man-made material that mimics the look of traditional crystal but is more affordable and often more durable.
14	synthetic crystal	N	An Italian term meaning "in the open air," used to describe outdoor dining.
15	coasters	O	A marketplace where antique or second-hand items, especially collectables and décor, are sold.
16	ribbon	P	Pouring liquid, especially wine, from its original container into another, typically to enhance flavour or presentation.

17	vintage market	Q	Small mats placed under glasses to protect the table surface from heat or moisture.
18	bamboo cutlery	R	A decorative strip of fabric used for embellishment, such as tying napkins or gifts.
19	rattan trays	S	A well-known British antiques and interiors fair featuring vintage and decorative objects.
20	Battersea decorative fair	T	Utensils made from bamboo offer a rustic and eco-friendly alternative to traditional silverware.

*By Gianluca Longo*

*1 April 2020*

Nothing makes me happier than a colourful and eclectic table. Even when I'm alone, I set mine properly, following Dorothy Draper's advice in her classic 1939 book *Decorating is Fun*: "Plan your (solo) dinner as if you were planning to entertain your best beau."

This period of self-isolation is a good chance to experiment with more decadent table settings. Personally, I'm a relentless hoarder of beautiful objects, and spending so much time at home has allowed me to revisit and play with all that I have collected over the years. How did I forget about the Limoges side-plates I found in a vintage market in Budapest 10 years ago? Or those fine linens I bought at the Battersea Decorative Fair last January?

If you, too, are sitting on buried treasure, now is the time to get it out and make your next meal infinitely more cheering. And if you're a table-laying novice? There's never been a better moment to stock up on gorgeous linens, crockery, and more. Here's Vogue's step-by-step guide to laying a beautiful table now.

1) \_\_\_\_\_

Start with the tablecloth — which will set the tone for the whole table. I tend to go for boldly patterned ones. Liberty has some great options. Then I use plain washed-linen napkins in a tone from the print.

2) \_\_\_\_\_

The middle of the table is where the real fun happens. Rather than cut flowers, I love to use real plants in colourful pots. Bunny Mellon even used to build her tablescapes around miniature herb trees from her greenhouses. Also, candles are never a bad idea. Opt for classic tapers in playful holders — or select ones in natural shapes, like Bitossi's apple candles, for something a little different.

3) \_\_\_\_\_

At a moment like this, quirky tableware is particularly uplifting. I've never been afraid to use hand-painted dinner plates and fancifully shaped bowls. I also love bamboo cutlery and rattan trays, which remind me of al fresco dining in Palm Springs.

4) \_\_\_\_\_

Decanting your wine into a pitcher is a classy touch; I love the synthetic crystal ones from Mario Luca Giusti, which are more affordable and lighter than traditional glass. Delicately patterned water glasses set on fun coasters — like the Animalia collection at Anthropologie — are also a must.

5) \_\_\_\_\_

If you're entertaining a number of people at home, use different ribbons for each person's napkin. Leftover ones from old presents are great for this! It adds another splash of colour and will help with the laundry bill.

**Source:** Vogue. (n.d.). *How to lay a table*. Vogue UK. <https://www.vogue.co.uk/arts-and-lifestyle/article/how-to-lay-a-table>

**3. Read the text. Match the headings with the appropriate paragraphs. One heading is extra.**

- a) Upgrade your glassware;
- b) Start with linens;
- c) Consider a ribbon;
- d) Select whimsical crockery;
- e) Play with lighting;
- f) Make a centrepiece.



### **SPEAKING**

#### **Discussion Questions**

1. Why do you think the author emphasises the importance of setting a beautiful table even when dining alone? Do you agree with this mindset? Why or why not?
2. How can using personal or vintage items, like the author's Limoges side-plates, enhance the dining experience? Do you have any special items you like to use at home?
3. What role do you think colour and pattern play in creating a visually appealing table? How might this affect your mood during a meal?
4. The article encourages creativity with objects like quirky tableware and fun coasters. How do personal touches impact the atmosphere of a dining experience?
5. What are some simple, affordable ways someone can elevate their table setting without purchasing new items?



## TRANSLATING

### 1. Translate the given sentences from English into Ukrainian.

- 1) **Good table etiquette** includes placing the **napkin** on your lap before the meal begins.
- 2) She learned how to **set a table** with a **dinner fork**, **salad fork**, and **dessert spoon** for each guest.
- 3) The elegant **tablescape** featured **candlesticks**, **placemats**, and a floral **centrepiece**.
- 4) During **self-isolation**, he started collecting **hand-painted crockery** from a **vintage market**.
- 5) The host used **bamboo cutlery** and **rattan trays** for an **al fresco** dinner in the garden.
- 6) They served wine in **synthetic crystal** glasses and placed **coasters** under each **wine glass**.
- 7) She tied the linen **napkins** with a silk **ribbon** to match the embroidered **tablecloth**.
- 8) The **butter knife** and **salad knife** were placed beside the **bread plate** on the left.
- 9) At the **Battersea Decorative Fair**, we found rare **Limoges linens** and antique **tapers**.
- 10) His style was **eclectic** and slightly **decadent**, mixing modern **utensils** with vintage **dinner knives**.

### 2. Translate the given sentences from Ukrainian into English.

- 1) Для офіційної вечері важливо дотримуватися правил **етикету** під час розміщення **столових приборів**.
- 2) Ми накрили стіл **скатертиною** з льону і додали **серветки**, перев'язані **стрічкою**.
- 3) На кожне місце ми поставили **тарілку для хліба**, **винний келих** і **келих для води**.
- 4) Вона використала **підставки** під келихи, щоб захистити дерев'яний стіл.
- 5) У центрі столу стояла **композиція** з квітів і свічок – справжній **центральний елемент**.
- 6) Ми обрали **еклектичний** стиль, поєднавши сучасні **столові прибори** з **вінтажним** посудом.
- 7) Для подачі супу використовували глибокі тарілки і великі **ложки для супу**.
- 8) Вона придбала набір **бамбукових столових приборів** на **декоративному ярмарку в Баттерсі**.
- 9) Під час **вишуканої** вечері просто неба ми сервірували стіл у стилі **al fresco**.

10) У процесі **переливання вина** обрали графин із **синтетичного кришталю** – елегантний і практичний аналог класичного виробу.



## WRITING

### Creative Writing Task: Themed Dinner Table Design

Imagine you are hosting a themed dinner party. Choose a theme (e.g., vintage, minimalist, holiday, tropical, literary, cultural, seasonal, fantasy) and describe in detail how you would lay the table to match it. Think about the atmosphere, colours, materials, and objects you would use. Your description should help the reader visualise the table and feel the mood of the event.

#### Example Themes to Choose From

- Vintage Parisian Café.
- Winter Holiday Feast.
- Minimalist Zen Garden Dinner.
- Tropical Al Fresco Brunch.
- Victorian Literary Tea Party.
- Ukrainian Harvest Celebration.
- Decadent 1920s Supper Club.

Guidelines for Creative Writing
1. Start with the theme. Clearly state your chosen theme and why you selected it. Is it inspired by a season, a memory, a culture, or a story?
2. Use sensory language. Describe textures (e.g., <i>linen, porcelain</i> ), colors (e.g., <i>deep burgundy, soft ivory</i> ), and sounds (e.g., <i>clinking glasses, soft music</i> ).
3. Include specific items. Mention tablecloths, placemats, utensils, napkins, centerpieces, glassware, and lighting. Use precise vocabulary: <i>salad fork, candlesticks, rattan trays, synthetic crystal</i> , etc.
4. Create atmosphere. Think about how your table setting reflects the mood: <i>cozy, elegant, whimsical, rustic, or luxurious</i> .
5. Add personal or cultural touches. Include details like hand-painted crockery, bamboo cutlery, or vintage coasters from a market in Battersea.
6. Use varied sentence structures. Mix short, vivid sentences with longer, flowing descriptions to keep the reader engaged.

## UNIT 3

### WAYS OF COOKING



#### LISTENING

#### BASIC KNIFE SKILLS

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What types of knives do you think are commonly used in a kitchen, and what are their specific purposes?
- 2) Why is it important to learn proper knife techniques when preparing food?
- 3) What do you already know about the terms “dice,” “slice,” and “mince”? Can you describe or demonstrate them?
- 4) Have you ever had difficulty chopping certain ingredients? What made it challenging?
- 5) What safety tips would you expect to hear in a video about knife skills?

#### DICING AND MINCING



**2. Match the following words and phrases with their definitions.**

1)	root	A	A cut made in something, especially in the skin or flesh, with a sharp instrument such as a knife or a scalpel.
2)	intact	B	The flat, sharp part of a cutting tool or weapon, such as a knife, a sword, or a razor.
3)	claw grip	C	The joints between the bones of the fingers and the hand, or the rounded parts of the fingers formed by these joints.
4)	incision	D	Having a flat, smooth, or level surface; not having any bumps, ridges, or irregularities.
5)	knuckles	E	A way of holding a mouse or a knife with the fingers arched and the tips of the thumb and index finger resting on the top of the mouse or knife, while the other fingers curl around the sides.
6)	wave motion	F	To keep something whole, undamaged, or unharmed.
7)	even	G	A movement that resembles the shape of a wave, or a repeated movement up and down or from side to side.
8)	blade	H	The part of a plant that grows underground, anchors the plant in place, absorbs water and minerals from the soil, and sometimes stores food.

**Source:** Tasty. (n.d.). *Basic knife skills* [Video]. YouTube. <https://www.youtube.com/watch?v=G-Fg7l7G1zw>



**3. Watch the first part of the video. In what context the following words or phrases are used?**

- 1) an onion
- 2) to cut

- 3) to peel
- 4) an incision
- 5) to chop
- 6) medium dice
- 7) a cut
- 8) garlic
- 9) to smash
- 10) to scrape
- 11) flavourful

### OTHER CUTS



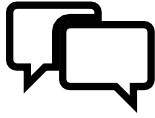
#### 4. Match the following words and phrases with their definitions.

1)	herbs	A	A method of preserving vegetables or fruits by soaking them in a brine or vinegar solution for a short time, usually a few hours or days.
2)	basil	B	To cook food, especially meat or vegetables, by exposing it to dry heat in an oven or over a fire.
3)	stack in a pile	C	To cut off or remove the excess or unwanted parts of something, such as hair, nails, fat, or branches.
4)	roll smth up	D	A sharp, sour, or acidic taste or flavour.
5)	garnish	E	A type of herb with green, fragrant leaves that have a sweet and spicy flavour. It is often used in Italian and Mediterranean cuisine, especially with tomatoes, cheese, and pesto.
6)	building blocks	F	To cook food by exposing it to hot steam, usually in a covered pot or a steamer.
7)	equal	G	To decorate or enhance a dish with something edible, such as herbs, spices, fruits, or vegetables.
8)	matchsticks	H	To cook food quickly in a small amount of oil or butter over high heat, stirring or tossing it frequently.
9)	slaw	I	Thin pieces of wood or cardboard that have a flammable tip that can be ignited by friction.
10)	quick pickle	G	To turn or spin around an axis or a centre point.
11)	tang	K	To fold or wrap something into a cylindrical or spherical shape, usually by turning it over and over on itself.
12)	trim	L	A salad made of shredded or chopped raw cabbage, carrots, and other vegetables, usually mixed with mayonnaise or vinegar.
13)	rotate	M	Having the same value, amount, size, quality, or status as something else; not more or less, not better or worse.
14)	triangle shape	N	Basic units or elements that are used to construct or create something larger or more complex.
15)	roast	O	To arrange objects one on top of another in a neat or orderly way, forming a heap or a mound.
16)	steam	P	A geometric figure that has three sides and three angles.
17)	sauté	Q	Plants with aromatic or savoury leaves that are used for flavouring food, medicine, or perfume.



**5. Watch the second part of the video. Complete the table.**

Name of the cut	Products it is used to cut	The way it is done	What is it used for?



**SPEAKING**

**Discussion Questions**

1. Why do you think the claw grip and wave motion are emphasised so much in knife skills? Have you ever used them while cooking?
2. Dicing, mincing, julienning, chiffonade, and the oblique cut all serve different purposes. Which do you find most useful in everyday cooking, and why?
3. Chiffonade is described as a “vanity cut” mainly used for garnishing. Do you think visual presentation is as important as flavour in cooking? Why or why not?
4. The oblique cut allows irregular vegetables to cook evenly. Can you think of other techniques that help ensure even cooking or enhance flavour?
5. Learning all these precise knife cuts requires patience and practice. Do you think cooking should be more about technique or creativity — or a balance of both?



**READING**

**TYPES OF COOKING METHODS**

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What cooking methods do you already know, and which ones do you use most often at home?
- 2) How do you think cooking methods affect the taste, texture, and nutritional value of food?
- 3) Can you name any cooking methods that don't require heat? How might they work?
- 4) Why might a chef choose one cooking method over another for the same ingredient?
- 5) What vocabulary do you expect to see in a text about cooking methods? List any words or phrases you associate with cooking.



## 2. Match the keywords with their definitions.

1	steam	A	Cooking food slowly in a small amount of liquid after it has been browned, usually covered.
2	simmering	B	Vaporized water used to gently cook food without direct contact with heat.
3	tenderize	C	A dry-heat cooking method where food is cooked evenly on all sides in an oven or over an open flame, typically at high temperatures.
4	braising	D	Cooking in liquid at a temperature just below boiling.
5	stewing	E	To make tougher cuts of meat or fibrous vegetables softer using heat and moisture.
6	roasting	F	Vegetables high in plant fiber, such as celery or artichokes, that soften during moist cooking.
7	baking	G	Similar to braising but typically involves smaller pieces of food fully submerged in liquid.
8	grilling:	H	Heat transfer through direct energy (like grilling or broiling) rather than through a medium like water.
9	fibrous vegetables	I	A dry-heat cooking method that surrounds food with hot air in a closed environment, usually an oven.
10	legumes	J	A high-heat, dry cooking method where food is placed on a grill over a direct flame or heat source.
11	fork-tender	K	A golden, crunchy outside layer formed through intense dry heat.
12	radiant heat	L	Edible seeds like beans and lentils that become tender when cooked in water.
13	crispy exterior	M	A texture where food, especially meat, is so soft it can be pulled apart with a fork.

There are three main types of cooking methods: Dry Heat Cooking, Moist Heat Cooking, and Combination Cooking. Each of these methods uses heat to affect foods in different ways. Understanding the best ways to match different types of meat, seafood, and vegetables to the right cooking methods is one of the most important aspects when preparing delicious meals. Let's dive right into it!

### 3. Match the names of cooking types with their descriptions.

**A.** \_\_\_\_\_

This type of cooking uses liquids or steam to cook foods; this method doesn't rely on direct contact between hot surfaces and food. You can use this method to make healthy dishes without adding any fats or oils. Tenderizing tough fibers in meats, like beef chuck or brisket, is a great way to tenderize them. It makes fibrous vegetables and legumes softer by heating them up until they reach the right tenderness. These cooking methods won't produce a browned crust.

**B.** \_\_\_\_\_

It utilizes both dry and moist cooking methods. Foods are cooked in liquids at low heat for an extended period of time, resulting in a fork-tender product. This technique works with the toughest cuts of meat, gradually breaking down fibers until they melt into the liquid.

C. \_\_\_\_\_ (Can Be Used with or Without Fat)

These cooking techniques that don't use fats, use either direct or indirect applications for radiant heat. It doesn't use any liquid, and any fats added during the cooking process aren't intended to be cooking media. Temperatures above 300°F (149°C) are used to create browned foods, which is a chemical reaction where the amino acids in food turn brown and give off an aroma and flavour. The end result is a crispy exterior and a tender interior.

**DRY-HEAT COOKING (CAN BE USED WITH OR WITHOUT FAT)**

**4. Complete the gaps with the vocabulary below.**

Ways of cooking:

Grilling, Broiling, Baking, Sauteing, Roasting

Food / Products:

Burgers, Meat, Poultry, Fish

Meat, Poultry, Vegetables

Meat, Poultry, Fruits and Veggies

Baked Goods, Pizza

1. \_\_\_\_\_

Directing extreme heat towards food, usually from an above-the-counter radiant, cooks the surface of the food on one side at a time. With this method, the meat cooks quickly, sealing juices and flavor inside and leaving a crisp exterior. Because this cooking method is fast, it makes sense to use a timer or check the finished state of foods so they don't burn or overcook.

**Food:** \_\_\_\_\_

2. \_\_\_\_\_

It's similar to broiling, but uses radiant heat to cook food quickly. The cooking is done by placing food directly on a hot surface (usually metal) and cooking it for a certain period of time. To get desired results, you need to flip the food and achieve the charred grill marks that can add flavor to the food.

**Food:** \_\_\_\_\_

3. \_\_\_\_\_

It is done by placing meat directly into an oven and using indirect heat that cooks from every side for even browning. It takes longer but results in better flavor than searing meat and veggies quickly. You can cook tough cuts of meat at lower temperatures between 200°F and 350°F for tougher cuts, or higher temperatures up until 450°F for more tender cuts.

**Food:** \_\_\_\_\_

4. \_\_\_\_\_

It uses indirect heat to surround food and cook from all sides at once. It refers to cooking foods at high temperatures in ovens for long periods of time, whereas baking means using low heat for short periods of time.

**Food:** \_\_\_\_\_

5. \_\_\_\_\_

Sautéing is performed over a stovetop burner in a hot, deep skillet and uses a small amount oil or fat to cook food evenly. This method cooks foods very quickly so it's best to keep the food moving by tossing or flipping. *Saute* is ain a pan or skillet. French word that translates to "jump". When cooking, be sure the oiled pan has been heated up first, don't crowd the pan with too many ingredients at once, and keep stirring or tossing often.

**Food:** \_\_\_\_\_

## MOIST HEAT COOKING

### 5. Complete the gaps with the vocabulary below.

Ways of cooking:

Simmering, Steaming, Poaching, Boiling

Food / Products:

Rice, Meats, Soups and Stocks, Vegetables, Grains, Legumes

Pasta, Eggs, Vegetables

Eggs, Poultry, Fish, Fruit

Vegetables, Fish and Shellfish, Tamales

1. \_\_\_\_\_

It is a gentler way of cooking than boiling or frying. Foods are immersed in hot water between 140 and 180 degrees Fahrenheit. It's best suited for delicate foods and preserves moisture and flavors without the need for fats or oils.

**Food:** \_\_\_\_\_

2. \_\_\_\_\_

It is a gentler form of cooking than boiling; however, it requires higher temperatures than poaching. Usually, it is cooked from 180 degrees to 205 degrees Fahrenheit. This temperature range lies above the boiling point and produces large bubbles. To achieve necessary state, first, bring the water up to the boiling point, and then turn down the heat.

**Food:** \_\_\_\_\_

3. \_\_\_\_\_

This cooking technique involves putting food into hot water. There are two ways: slow and full l. Slow cooking refers to the boiling water with large, slow-moving bubbles but is not quite heated to the boiling temperature. A full cooking occurs when the boiling water results in fast-moving, rolling bubbles.

**Food:** \_\_\_\_\_

4. \_\_\_\_\_

Water is heated continuously until it produces a steady stream of steam. Steam retains heat and moisture so that foods cook evenly without drying out. There are several different methods for steaming vegetables. You can use a pot and steaming basket, microwaving, or wrapping foods in aluminum foil so they can be cooked in the oven.

**Food:** \_\_\_\_\_

## COMBINATION COOKING

6. Complete the gaps with the vocabulary below.

Ways of cooking:

Stewing, Braising

Food / Products:

Meats, Vegetables, Legumes

1. \_\_\_\_\_

When cooking meat, first sear the meat in a hot oiled skillet, then transfer the meat to a large pot where it cooks in hot liquid. Only some of the foods are partially immersed in boiling liquid. By using lower heat, the foods become softer over an extended period of time, and the liquid reduces with intensified and delicious flavours. It is a good way to produce fork-tender meat that falls off the bone.

Most combination recipes start by searing the main ingredient before adding anything else. This way of cooking is usually used for foods that are portion size or larger, as well for cuts from more exercised parts of large animals, mature full birds, or large fish. You can use any type of meat for stewing, but the main thing is cutting the meat into small pieces and adjusting the ratio between the amount of liquid used and the amount of ingredients.

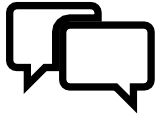
**Food:** \_\_\_\_\_

2. \_\_\_\_\_

The main difference between it and boiling is that foods are completely immersed in hot water while cooking, rather than being partially immersed. For dishes made from smaller cuts of meat, the method of slow cooking them at low heat is the exact same. You may use a self-cooker for this. As the food simmers, the fibres in the vegetables break down, and fats and collagens from the meat dissolve into the liquid. The result is a rich, flavorful gravy made from tender pieces of meat and vegetables.

**Food:** \_\_\_\_\_

**Source:** Culinary Depot. (n.d.). *The complete guide to different types of cooking methods*. Culinary Depot. <https://www.culinarydepotinc.com/blog/the-complete-guide-to-different-types-of-cooking-methods/>



## SPEAKING

### Discussion Questions

1. Why is it important to match the cooking method (dry, moist, or combination) with the type of food you're preparing, such as meat, vegetables, or seafood? Can you think of examples where the wrong method might ruin the dish?
2. Dry-heat methods like grilling and roasting create a browned crust and a crispy texture. How does this affect the taste and visual appeal of food compared to moist-heat methods like boiling or steaming?
3. Combination cooking methods, like braising and stewing, require more time but often produce richer flavours. Do you think the time and effort are worth it? Why or why not?
4. Which cooking method do you use most often at home, and why? Are there any methods you'd like to try but haven't yet? What's stopping you?
5. Health-wise, how do different cooking methods affect the nutritional value of food? For example, do you think steaming vegetables is better than boiling them? Why or why not?



## TRANSLATING

### 1. Translate the given sentences from English into Ukrainian.

- 1) Use a **claw grip** to hold the **herbs** steady while slicing with a sharp **blade**.
- 2) The **basil** should be **intact** before you **stack it in a pile** and **roll it up** for chiffonade.
- 3) Make a small **incision** near the **root** and **trim** the **fibrous vegetables** before **steaming**.
- 4) **Rotate** the carrot and cut it into **matchsticks** for the **slaw**.
- 5) To **tenderise** the meat, use **braising** or **stewing** methods until it becomes **fork-tender**.
- 6) The **knuckles** moved in a **wave motion** as she chopped the **legumes** with precision.
- 7) **Roasting** vegetables under **radiant heat** gives them a **crispy exterior** and deep flavour.
- 8) Add a **quick pickle** to the dish for a **tangy garnish** that balances the flavours.
- 9) Cut the dough into **equal triangle shapes** before **baking**.
- 10) **Sauté** the onions over **simmering** heat until they are golden and soft — these are the **building blocks** of flavour.

## 2. Translate the given sentences from Ukrainian into English.

- 1) Щоб нарізати **базилік**, спочатку **склади його в стопку** і **згорни** в ролон.
- 2) Зроби невеликий **надріз** біля **кореня**, щоб легше було **очистити** овоч.
- 3) Ми застосували **хвильовий рух** пальців і **захват «кігтем»**, щоб безпечно нарізати **зелень**.
- 4) Наріж моркву **тонкими смужками**, як **сірники**, і **додай її до капусти-ного салату**.
- 5) Після тривалого **тушкування** на повільному вогні м'ясо стало настільки ніжним, що **легко розпадалося під виделкою**.
- 6) Овочі з **волокнистою структурою** краще **готувати на пару**, щоб зберегти їх текстуру.
- 7) Після **запікання під променевим теплом** картопля вкрилася **хрусткою золотистою скоринкою**.
- 8) **Додай швидке маринування** – воно надасть страві **кислуватого смаку** та стане **яскравою прикрасою** на тарілці.
- 9) **Розріж тісто на рівні трикутні форми** перед тим, як поставити в духовку.
- 10) Цибуля, повільно **пасерована** до золотистого кольору, стає **ключовим елементом** у багатьох кулінарних рецептах.



### WRITING

#### Reflective Writing: My Experience with a New Cooking Method

Think of a time you tried a new way of cooking — it was roasting, steaming, sautéing, or something more experimental. Write a reflection describing:

- What method you used and why
- What you expected versus what actually happened
- What you learned from the experience
- How it changed your approach to cooking or food preparation

Guidelines for Reflective Writing
<b>1. Start with a Clear Moment</b> Choose a specific experience, not a general opinion. Use sensory details to bring the moment to life (smells, textures, sounds).
<b>2. Be Honest About Expectations</b> What did you think would happen? Were you confident, curious, or sceptical?
<b>3. Describe the Outcome</b> What went well? What surprised you? Did the food turn out as planned?

**4. Analyse the Experience**

What did you learn about the cooking method?

Did it change your habits or preferences?

**5. Use Reflective Language**

Try phrases like:

*“I realised...”*

*“This taught me...”*

*“Looking back...”*

*“Next time, I would...”*

**6. Keep a Logical Flow**

Use paragraphs to separate the experience, reflection, and conclusion.

Use transitions like *however, although, as a result, in contrast*.

## UNIT 4

### TYPES OF FOOD AND DISHES



#### LISTENING

#### VIETNAMESE SEAFOOD STREET FOOD

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What types of seafood do you think are commonly sold on the streets in Vietnam?
- 2) Have you ever tried street food in another country? What was the experience like?
- 3) What do you expect to see at a Vietnamese seafood market — how might it differ from your local market?
- 4) Which cooking methods (e.g., frying, steaming, grilling) do you associate with preparing seafood?
- 5) What do you think makes Vietnamese seafood street food the “cheapest in Asia” — is it about price, portion, or something else?



**2. Match the keywords with their definitions.**

#### *Types of Seafood*

1	snail	A	A type of freshwater shrimp with long claws, often grilled or stir-fried.
2	octopus	B	A soft-bodied mollusc typically eaten after boiling or grilling; often chewy in texture.
3	lobster	C	A large species of clam found in coral reefs; edible and often used in soups or stir-fries.
4	river prawn	D	A lobster-like crustacean with a flat body and no large claws, valued for its sweet meat.
5	giant clam	E	A sea creature with eight arms; its meat is commonly grilled or boiled in many cuisines.
6	mantis shrimp	F	A marine crustacean known for its powerful claws; eaten in some Asian cuisines.
7	slipper lobster	G	A large marine crustacean with a hard shell and claws, known for its rich, tender meat.

#### *General Food and Cooking Vocabulary*

1	sit-down restaurant	A	Tasty and flavourful, not sweet.
2	fish sauce	B	Easy to chew or cut; tender.
3	seasoning	C	A place where customers are seated and served food at their tables.
4	spicy	D	A device that releases oxygen into water to keep seafood alive.
5	savoury	E	Spices, herbs, or other flavourings added to food.
6	juicy	F	A salty, fermented liquid made from fish, used in many Southeast Asian dishes.

7	crunchy	G	Techniques used to keep seafood fresh and safe to eat.
8	soft	H	Full of liquid; tender and moist, especially in meat or fruit.
9	tough	I	Having a strong, hot flavour due to the presence of chilli or pepper.
10	delicious	J	Unique or traditional food items specific to a region.
11	oxygenator	K	Difficult to chew; not tender.
12	frying fork	L	Firm and crisp when bitten.
13	local delicacies	M	The overall enjoyment and atmosphere while eating out.
14	seafood preservation	N	Very tasty; pleasing to the senses.
15	dining experience	O	A pronged utensil used to turn or lift food during frying.

**Source:** Best Ever Food Review Show. (2022, September 3). *Vietnamese seafood street food!! CHEAPEST in Asia!!* [Video]. YouTube. <https://www.youtube.com/watch?v=TB9KNrIRtpU>

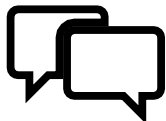


**3. Watch the video for the first time and answer the questions below.**

- 1) Name all the seafood mentioned in the video.
- 2) What seafood is Sunny going to taste in this restaurant?

**4. Watch the video again to find more detailed information.**

- 1) How do they preserve the seafood in this restaurant?
- 2) How is the mentioned seafood cooked?
  - octopus;
  - snail;
  - slipper lobster.
- 3) How does the seafood taste?
  - octopus;
  - snail;
  - slipper lobster.



**SPEAKING**

**Discussion Questions**

1. In what ways does Vietnamese street food culture challenge typical Western dining expectations, and what can visitors learn from this contrast?
2. How do food traditions like cooking seafood on the street reflect deeper values about community, sustainability, and resourcefulness in Vietnamese society?
3. Can experiencing street food be considered a form of cultural immersion? What makes it different from eating in a restaurant or hotel while travelling?

4. Should travellers embrace all aspects of local cuisine, even when it clashes with their personal or cultural norms? Where should the line be drawn?

5. What ethical and environmental concerns might arise from the popularity of seafood street food, and how can they be addressed without losing cultural value?



## READING

### TYPES OF DRINKS AND THEIR CHARACTERISTICS

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What kinds of drinks do people usually consume in different cultures or regions?

2) How do ingredients or preparation methods affect the taste and health value of a drink?

3) Can you think of any drinks that are typically associated with specific occasions or seasons?

4) What characteristics make a drink refreshing, energising, or calming?

5) Have you ever tried a drink that surprised you in terms of flavour, texture, or appearance?



**2. Match the keywords with their definitions.**

#### *Types of Drinks*

1	beer	A	Distilled alcoholic drinks such as whiskey, vodka, rum, etc.
2	hard cider	B	Fermented drink made from grains — usually barley — with low alcohol content.
3	spirits/liquors	C	Tea made from unoxidized leaves, rich in antioxidants.
4	wine	D	Alcoholic beverage made from fermented apple juice.
5	vodka	E	Infusions made from plants other than <i>Camellia sinensis</i> .
6	whisky (whiskey)	F	Fat-free milk lower in calories and higher in protein by volume.
7	cocoa	G	Alcoholic beverage made by fermenting grapes or other fruits.
8	green tea	H	Yogurt-based drink popular in some regions; made with water and salt.
9	black tea	I	Clear, distilled spirit with little to no carbohydrate or sugar.
10	herbal tea	J	Distilled spirit typically made from fermented grain mash.
11	whole milk	K	Water naturally containing dissolved minerals.
12	skim milk	L	Powder made from roasted and ground cacao beans; nutrient-rich.
13	yerba mate	M	A plant-based, non-dairy beverage made by blending water with hemp seeds — specifically from the <i>Cannabis sativa</i> plant.
14	ayran	N	Public-supply water used for drinking and daily use.
15	bone broth	O	Carbonated water with natural or added carbonation.
16	tap water	P	Fully oxidised tea with robust flavour and higher caffeine than green tea.
17	mineral water	Q	Liquid made by simmering bones; rich in some minerals.

18	sparkling water	R	Sugar-free, low-calorie versions of soft drinks using artificial sweeteners.
19	instant coffee	S	Full-fat milk high in calories.
20	diet soda	T	Freeze-dried coffee that dissolves instantly in hot water.
21	hemp milk	U	A traditional South American beverage made by steeping dried leaves from the <i>Ilex paraguariensis</i> plant in hot water.

### ***General Food and Drinks Vocabulary***

1	alcohol content	A	Consumption at levels considered low enough not to cause harm.
2	carbohydrates	B	Percentage of a drink that is pure alcohol.
3	calories	C	Drinks with added bubbles of carbon dioxide.
4	moderate intake	D	Nutrient that provides energy; contributes calories in some alcoholic drinks.
5	polyphenols	E	Plant-based dietary preference excluding animal products.
6	lycopene	F	High-quality protein derived from milk.
7	electrolytes	G	Measure of energy contained in a beverage, including alcohol and sugars.
8	carbonated	H	Containing no, or minimal, energy-providing nutrients.
9	sugar-sweetened beverages	I	Minerals like potassium and sodium that help maintain body fluid balance.
10	additives	J	Antioxidants found in tea that may protect heart health.
11	calorie-free	K	Ingredients like colours and acids are added to beverages.
12	whey protein	L	Drinks high in added sugar and calories.
13	vegan	M	Antioxidant carotenoid found in tomatoes.

## **ALCOHOLIC BEVERAGES**

There are so many different alcoholic beverages available, and these include beer, hard cider, liquors, spirits, wine, and many other drinks.

Some of these options, such as beer, can be quite high in carbohydrates and thus high in calories. In contrast, certain alcoholic drinks like vodka and whisky contain no carbohydrates. As a result, these drinks tend to provide similar alcohol content for fewer overall calories than drinks like beer.

However, all alcoholic drinks contain calories. This is because one gram of alcohol yields approximately seven calories.

For example, 100 ml of a drink containing 5% alcohol will provide 5 grams of alcohol. Thus, this will be 35 calories per 100 ml on the alcohol content alone — any carbohydrates / sugar present will add to this.

Excessive alcohol intake can be harmful and habit-forming. However, the research on low to moderate intake levels has shown conflicting findings. From extensive systematic reviews of the literature, it appears that any alcohol intake level might be detrimental to long-term cancer risk.

On the other hand, according to large Cohort studies and systematic reviews, light-to-moderate drinkers might potentially have lower cardiovascular risk. However, the evidence is unclear, and this should not be a reason to start drinking for those who do not.

## **MILK AND DAIRY DRINKS**

There are several different types of dairy milk, and the main difference is their fat content.

Whole milk, sometimes referred to as ‘full-fat milk,’ contains the most fat (and calories), whereas skim milk has less fat, fewer calories, and is thus more protein-dense.

However, there are also different milk varieties with slightly varying properties (such as goat milk).

Milkshakes are another trendy dairy drink, but they often contain large amounts of added sugar (and calories).

Whey protein, a by-product of the cheese-making process, is the most popular type of protein shake. Adding this powder to some water or milk makes a protein-rich (and surprisingly nutrient-rich) drink. There are also numerous ready-to-drink dairy-based protein shakes available.

Aside from these more common options, some more unique dairy drinks are popular around the world. One example is ayran, which is a popular summer drink in the Middle East. It is made by mixing yogurt with water and sea salt and then blending everything.

## **FRUIT JUICE**

Fruit juice is the pure liquid from fresh fruit, with no added sugars. Some of the most popular options include orange, apple, and pineapple juices. These drinks tend to be an excellent source of vitamin C but are also a concentrated source of fruit sugars and calories.

Some people thus feel that fruit juice isn’t a healthy choice. However, while whole fruit is probably a better option, fruit juice does not seem to have any clear negative effects. For example, a systematic review and meta-analysis of randomized controlled trials demonstrated that fruit juice had an overall neutral impact on blood sugar levels.

Furthermore, a systematic review of the literature on 100% fruit juice and dental health was inconclusive. This review found that fruit juice was not associated with tooth erosion in children or adolescents. Still, weak evidence from controlled trials in adults suggested it might cause some degree of tooth erosion.

A further systematic review showed that 100% fruit juice appears to slightly increase the risk of dental caries in children, but most sources of sugar / carbohydrate appear to increase this risk.

Perhaps the main issue with fruit juice is that it is easier to over-consume than whole fruit. This is because whole fruits contain fiber and are more filling than just drinking juice. However, a large-sized orange typically contains 87 calories and 17 grams of sugar, while a cup of orange juice provides 119 calories and 21 grams of sugar.

In other words: it's much easier to consume too many calories from a few glasses of orange juice per day than it is by eating multiple whole oranges.

**3. Read each sentence carefully and decide which category it belongs to.**

AB	Alcoholic Beverages
MD	Milk and Dairy Drinks
FJ	Fruit Juice

1. This drink can contain varying amounts of fat and calories, depending on whether it's full-fat or low-fat.

2. This type of beverage contains a substance that provides about seven calories per gram.

3. This drink often comes from fresh produce, and while it has no added sugar, it is naturally high in sugar and calories.

4. Some types of this drink contain no carbohydrates, making them lower in calories than others in the same group.

5. A traditional drink in some countries is made by mixing yogurt, water, and salt.

6. Consuming too much of this drink type may lead to addiction and other health risks.

7. Even though this drink contains nutrients like vitamin C, it can still contribute to dental issues, especially in children.

8. When made with added powders, this drink can be rich in protein and used in fitness or muscle recovery.

9. Research has shown that light-to-moderate intake of this beverage may lower heart disease risk, though findings are unclear.

**COCOA / HOT CHOCOLATE**

While most of us probably consume too much sweet milk chocolate, cocoa (and hot chocolate) can be quite nutritious.

Gram for gram, cocoa is one of the best dietary sources of fiber, copper, magnesium, and various polyphenols.

All of these components of cocoa may have some benefits for human health. However, it is important to note that some 'hot chocolate' products are primarily sugar, which is often the first ingredient.

Pure (100%) cocoa tends to be a better choice, as this is easy to mix with hot water / milk and a smaller amount of sugar (or a sweetener) to taste.

**VEGETABLE JUICE**

While not as popular as fruit juice, vegetable juice tends to offer more nutritional value.

Fruit juice is mainly a source of vitamin C, but vegetable juices contain a broad range of nutrients in moderate amounts.

Some of the most common vegetable juice options include carrot juice, tomato juice, and mixed vegetable juice products.

Among these, carrot juice is an excellent source of vitamin A, and vitamin C. Tomato juice offers even more vitamin C and a good amount of lycopene, a carotenoid that may have important health benefits.

## COCONUT WATER

Coconut water is a kind of unusual drink in that it doesn't really belong to any category: it's not fruit juice, and it's not water.

Rather, coconut water is a clear liquid found within fresh coconuts.

Internet influencers have exaggerated the supposed benefits of coconut water over recent years. That said, it does provide a decent mix of vitamins and minerals, electrolytes, and a bit of sugar.

There is no need to consume coconut water, but it's a refreshing drink for those who enjoy the taste.

## SOUPS AND BROTHS

While perhaps not traditionally recognised as a drink, soups and broths have become popular over recent years.

To illustrate this point, 'bone broth cafes' and 'bone broth bars' have been opening up around the world.

These soups and broths can be reasonably healthy choices; they tend to supply several nutrients for relatively low calories. However, one thing to watch out for is that they sometimes have high sodium content.

The supposed benefits are also often over-hyped: they contain a few nutrients but are not "superfoods."

### **4. Choose the correct answer.**

#### ***1. What is a common issue with many commercial hot chocolate products?***

- a) they are too low in sugar;
- b) they have no fibre or nutrients;
- c) sugar is often the main ingredient;
- d) they only contain water and caffeine.

#### ***2. Compared to fruit juice, vegetable juice tends to:***

- a) contain only vitamin C;
- b) have less fibre and more sugar;
- c) offer a broader range of nutrients;
- d) be sweeter and higher in calories.

**3. Which of the following is TRUE about coconut water?**

- a) it is classified as a type of fruit juice;
- b) it contains no sugar or electrolytes;
- c) it is a pure form of milk;
- d) it contains electrolytes and some natural sugars.

**4. Why should one be cautious with soups and broths as regular drinks?**

- a) they are usually high in sugar;
- b) they can be high in sodium;
- c) they offer no nutritional value;
- d) they are difficult to digest.

**5. Which of the following drinks is not typically high in sugar unless it is sweetened?**

- a) vegetable juice;
- b) hot chocolate;
- c) fruit juice;
- d) coconut water.

## **COFFEE**

Coffee is one of the most popular drinks in the world, and it is easy to understand why.

For one thing, coffee tastes delicious in all of its varieties. It is also the most common source of caffeine, which can improve focus, concentration, and potentially exercise performance.

While popular around the world, how people drink coffee differs from country to country. Some countries prefer freshly-brewed coffee, whereas instant coffee enjoys more popularity in others.

Interestingly, according to statistics, the Netherlands is currently the world's largest consumer of coffee, consuming 8.3 kilograms per year per capita.

Traditionally, coffee can be enjoyed black (as espresso or Americano) or mixed with milk to make drinks like latte and cappuccino.

However, a broad range of almost dessert-like coffee options is also available these days. These drinks often contain large amounts of calories, sugar, and flavourings, so it is probably better to limit such drinks.

## **ENERGY DRINKS**

Most commercially available energy drinks tend to contain a mix of caffeine, sugar / sweetener, flavourings, and sparkling water.

Some of the most popular brands around the world include Red Bull and Monster.

While concerns have been raised over the high caffeine content of such drinks, safety studies have shown that 400 mg of caffeine per day is generally safe for adults.

These drinks can sometimes be high in sugar (and thus calories), but a broad range of sugar-free varieties has become available in recent years.

It is important to note that excessive intake of energy drinks, mainly due to the caffeine content, can cause problems for those who enjoy them.

In this regard, energy drinks can potentially cause adverse events like insomnia, gastrointestinal issues, and jitteriness when over-consumed.

## **DIET SODA**

Diet soda includes sugar-free varieties of drinks like cola and sparkling flavoured drinks.

These products tend to contain several additives, such as colours, flavourings, and sweeteners. However, they are also mostly free of calories and added sugars, making them a healthier choice than regular soda.

While some people tend to be wary of “artificial” (or anything not “natural”), diet soda tends to result in weight loss compared to regular sugar-sweetened beverages. In a randomised controlled trial, sucrose (table sugar) led to significant weight gain compared to sweeteners, including aspartame, sucralose, and stevia.

The ‘Choosing Healthy Options Consciously Everyday (CHOICE) clinical trial also demonstrated an average 2% to 2.5% weight loss over six months in 318 overweight adults who replaced sugar-sweetened drinks with water or diet drinks.

## **WATER**

Water is something that most of us drink daily, and it is otherwise known by the chemical name H<sub>2</sub>O.

For those who are unaware of the meaning, H<sub>2</sub>O means that each molecule in water contains one hydrogen (H) atom and two oxygen (O) atoms.

The most common types of water include: tap water, mineral water, sparkling water, flavoured water (still or carbonated), and spring water.

In countries where tap water is safe to drink, all of these are good sources of water. Mineral water may offer a slightly higher provision of essential minerals, but that also comes at an added expense.

Sadly, even though access to safe drinking water should be a basic human right, only 71% of the world’s population had their own supply of safe drinking water as of 2017. Among the 29% without access to their own supply, 19% were within a 30-minute round trip of safe drinking water, and the remaining 10% had to rely on surface water collection.

## 5. Complete the Drink Comparison Table

Feature / Drink	<i>Coffee</i>	<i>Energy Drinks</i>	<i>Diet Soda</i>	<i>Water</i>
Main Ingredients				
Caffeine Content				
Calories				
Sugar Content				
Health Effects				
Popular Forms				
Risks / Concerns				
Special Notes				

## 6. Read the texts below and complete the gaps with the words in brackets.

One word is extra.

sparkling drinks	caffeine	mushrooms	protein-rich	polyphenols
dairy milk	valerian tea	sugar-sweetened	herbal tea	

### PLANT MILKS

Over recent years, there has been a boom in the number of ‘plant milk’ products available on the market.

This has resulted from the increasingly popular plant-based movement, which is heavily supported by animal welfare / vegan advocates and the food industry.

Plant-based milks are often devised to have a similar nutritional profile to regular 1) \_\_\_\_\_. Thus, they are usually fortified with vitamin B12 and vitamin D.

Grains, legumes, nuts, seeds, and more can be the primary ingredient for making plant milk, but some of the most popular options include: almond milk, cashew milk, coconut milk, hazelnut milk, hemp milk, oat milk, rice milk, soy milk.

These varieties have pros and cons and are often not as 2) \_\_\_\_\_ as dairy milk. Thus, it is a good idea to check the ingredients label and nutritional panel to see if they offer the desired qualities or not.

### TEA

Tea is one of the most popular drinks globally, and it is produced from the dried leaves of the *Camellia sinensis* plant.

How we drink tea differs around the world: Green tea tends to be the preferred choice in East Asia; India (and much of the world) prefer different varieties of black tea; Black tea with a bit of milk is the national drink of the United Kingdom.

Like coffee, tea is a source of 3) \_\_\_\_\_. However, black tea tends to contain around half as much per cup and green tea approximately just a quarter as much.

Tea also contains a variety of 4) \_\_\_\_\_ that may potentially confer health benefits. One of the most well-researched of these compounds is epigallocatechin gallate (known as EGCG).

On this note, systematic reviews and meta-analyses of randomized controlled trials have demonstrated that tea (and the polyphenols it contains) may positively impact lowering LDL.

## HERBAL TEA

Herbal tea is distinct from “true tea” as it refers to drinks made from plants other than *Camellia sinensis* (responsible for green and black tea).

These herbal teas can come from flowers, herbs, leaves, spices, and even 5) \_\_\_\_\_.

Some of the most popular herbal tea varieties include peppermint, rosemary, hibiscus, and rooibos.

Generally speaking, most herbal teas are caffeine-free (though yerba mate is a notable exception).

In addition, some teas are purported to have relaxing effects, making them popular options at night time. Such options include chamomile and 6) \_\_\_\_\_, but the evidence for them helping with sleep or insomnia is mixed and inconclusive.

## SODA / SOFT DRINKS

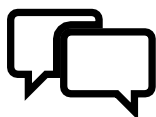
Soda / soft drink typically refers to carbonated and sweetened non-alcoholic drinks.

However, there are varying drinks that can come under this banner, including: cola, flavored 7) \_\_\_\_\_, soda water, sweetened fruit juice, tonic water, other drinks covered elsewhere, such as energy drinks and ready-to-drink coffee products.

One of the main problems with such drinks is that they often contain large amounts of sugar and calories. Consumed often, these liquid calories can quickly add up and lead to weight gain.

As previously mentioned, research suggests that diet soda drinks made with a sweetener are likely healthier alternatives to 8) \_\_\_\_\_ beverages.

**Source:** Joseph, M. (2025, July 31). *15 types of drinks: Nutritional values, benefits, and drawbacks*. Nutrition Advance. <https://www.nutritionadvance.com/types-of-drinks/>



## SPEAKING

### Discussive Questions

1. Should drinks like energy drinks and sugary sodas be more strictly regulated, especially for young people? Why or why not?
2. Do you think plant-based milks can fully replace dairy milk in terms of nutrition and versatility? What might influence someone’s choice between the two?

3. Some drinks like tea, coffee, and wine are often described as “healthy” in moderation. How should we decide what a “healthy” drink really is?

4. How do cultural habits influence what people drink in different parts of the world? Can you give examples from your country or others?

5. If you had to choose one drink to consume daily for the rest of your life, which would it be and why?



## LISTENING

### NUTS YOU SHOULD NOT BE EATING

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What types of nuts do you usually eat, and why do you choose them?

2) Do you think all nuts are healthy? Why or why not?

3) Can you name any reasons why certain nuts might be harmful or unsuitable for some people?

4) Have you ever heard of nuts being linked to health risks or dietary restrictions? What were they?

5) What do you expect to learn from a text titled “Nuts You Should Not Be Eating”?



**2. Match the keywords with their definitions.**

1	almond	A	A kidney-shaped seed from a tropical tree, eaten as a snack or in dishes.
2	bitter almond	B	A popular tree nut often eaten raw or roasted, and used to make almond milk.
3	marzipan	C	A tree nut that looks similar to edible chestnuts but is poisonous.
4	cyanide	D	The seed of certain apricot varieties is sometimes used for flavouring (like marzipan), but it is toxic if eaten raw.
5	cashew	E	A green Italian sauce made from basil, garlic, olive oil, cheese, and pine nuts.
6	shuck	F	A unit of liquid measurement: about 3.8 litres in the U.S. and 4.5 litres in the U.K.
7	pittance	G	A sweet paste made from ground almonds, sugar, and egg whites, used for cake decoration and candy.
8	horse chestnut	H	Describes fats or oils that have gone bad, producing a sharp or unpleasant smell or taste.
9	macadamia nut	I	A small, soft seed from certain pine trees, used in dishes like pesto.
10	pine nut	J	A fast-acting, deadly poison found in small amounts in bitter almonds and some other seeds.
11	pesto	K	A rich, buttery nut high in calories and fat.
12	rancid	L	A very small or inadequate amount of money paid for labour or services.
13	gallon	M	To remove the outer shell or husk from nuts, corn, or shellfish.

Source: Mashed. (2016, September 26). *6 nuts you should not be eating* [Video]. YouTube. [https://www.youtube.com/watch?v=-5jSJ\\_6W1DY](https://www.youtube.com/watch?v=-5jSJ_6W1DY)



**3. Watch the video and match the facts below with the appropriate names of nuts from the box.**

Almonds	Bitter almonds	Cashews
Horse chestnuts	Macadamia nuts	Pine nuts

1. \_\_\_\_\_ are the reason for droughts and wildfires.
2. \_\_\_\_\_ contain a toxin that can cause paralysis.
3. \_\_\_\_\_ are the apricot stones.
4. \_\_\_\_\_ have very toxic shells that are dangerous for people who shuck them.
5. \_\_\_\_\_ can be converted to cyanide by the human body if they are eaten raw.
6. \_\_\_\_\_ chestnuts are absolutely smooth.
7. \_\_\_\_\_ nuts may cause a temporary symptom when everything you eat can taste bitter, metallic, or rancid.
8. Though \_\_\_\_\_ are very tasty, they are not as healthy as people usually think.
9. \_\_\_\_\_ are used to make “milk” for people who cannot consume dairy.
10. \_\_\_\_\_ are extremely high in calories.
11. \_\_\_\_\_ are used to make pesto sauce.
12. \_\_\_\_\_ are often produced by the people from forced labour camps.

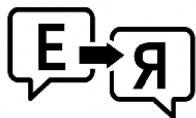


### **SPEAKING**

#### **Discussive Questions**

1. Do you think the environmental impact of almond farming justifies avoiding them altogether, or are there more sustainable ways to consume almonds? Why?
2. Should products like bitter almonds and raw cashews be more strictly regulated or even banned due to their toxicity and health risks?
3. How can consumers make more ethical choices when buying nuts, considering issues like forced labour and low wages in the cashew industry?
4. Are calorie-rich nuts like macadamias still a healthy snack option in moderation, or do their nutritional drawbacks outweigh the benefits?

5. Given the unpredictability of “pine nut syndrome,” should food producers warn consumers about potential risks, or is it too rare to matter?



## TRANSLATING

### 1. Translate the given sentences from English into Ukrainian.

- 1) She made a dessert with **almond** flour and decorated it with **marzipan** roses.
- 2) **Bitter almonds** contain **cyanide** and should never be eaten raw.
- 3) **Cashews** must be roasted before eating because their shells contain toxins.
- 4) He spent a **pittance** on a **gallon** of **rancid** cooking oil.
- 5) **Horse chestnuts** look like edible nuts, but they are toxic and not safe to eat.
- 6) **Macadamia nuts** are rich in healthy fats but high in **calories**, so enjoy them in **moderate intake**.
- 7) **Pesto** is traditionally made with **pine nuts**, basil, garlic, and olive oil.
- 8) **Sugar-sweetened beverages** often contain **additives** and lack **electrolytes**.
- 9) **Whey protein** is popular among athletes, but **vegans** prefer **hemp milk** or plant-based alternatives.
- 10) Unlike **beer** or **wine**, **spirits** like **vodka** and **whisky** have a much higher **alcohol content**.

### 2. Translate the given sentences from Ukrainian into English.

- 1) Після вечері ми насолоджувалися **чорним чаєм** з лимоном.
- 2) Вона завжди обирає **знежирене молоко**, оскільки стежить за **калорійністю** раціону.
- 3) **Кістковий бульйон** вважається корисним для підтримки імунної системи.
- 4) У кафе подавали **айран** як освіжаючий напій до гострих страв.
- 5) **Мате** містить **електроліти** та сприяє концентрації уваги.
- 6) Він замовив **мінеральну воду**, а не **газовану**, щоб уникнути здуття.
- 7) Ми обговорювали переваги **зеленого чаю** та його високий вміст **поліфенолів**.
- 8) Вона уникає **напоїв із цукром**, надаючи перевагу **безкалорійним** альтернативам.
- 9) У рецепті використали **какао** замість шоколаду, щоб зменшити **вміст алкоголю**.
- 10) Вони дегустували **сидр** і порівнювали його з **міцнішими напоями**, як-от **віскі**.



## WRITING

### Opinion Writing Task: Vegetarian vs. Non-Vegetarian Diets

Some people believe that a vegetarian diet is healthier and more ethical, while others argue that a non-vegetarian diet provides essential nutrients and cultural richness. What is your opinion? Support your ideas with reasons and examples.

Guidelines for Opinion Writing
<b>1. Follow the Structure:</b> 1) Introduction: <ul style="list-style-type: none"><li>– briefly introduce both diets;</li><li>– clearly state your opinion;</li></ul> 2) Body Paragraphs: <ul style="list-style-type: none"><li>– Paragraph 1: First reason supporting your opinion;</li><li>– Paragraph 2: Second reason with example or comparison;</li><li>– Paragraph 3: Address a counterargument and respond;</li></ul> 3) Conclusion: <ul style="list-style-type: none"><li>– summarize your opinion;</li><li>– suggest a balanced or respectful approach to dietary choices</li></ul>
<b>2. Use linking words:</b> <i>Firstly,</i> <i>In contrast,</i> <i>Moreover,</i> <i>On the other hand,</i> <i>Therefore</i>
<b>3. Use opinion phrases:</b> <i>I believe that...,</i> <i>In my view...,</i> <i>It seems to me that...</i>
<b>4. Use comparative structures:</b> <i>Vegetarian diets are often lower in..., whereas non-vegetarian meals may provide more...</i>

**UNIT 5**  
**LITERARY TALK:**  
**EXPLORING FOOD IN FICTION**

**1. Read an extract from the novel *Anne of Green Gables* by Lucy Maud Montgomery, Chapter XVI “Diana Is Invited to Tea with Tragic Results.”**

**CHAPTER XVI. Diana Is Invited to Tea with Tragic Results**

OCTOBER was a beautiful month at Green Gables, when the birches in the hollow turned as golden as sunshine and the maples behind the orchard were royal crimson and the wild cherry trees along the lane put on the loveliest shades of dark red and bronzy green, while the fields sunned themselves in aftermaths.

Anne reveled in the world of color about her.

“Oh, Marilla,” she exclaimed one Saturday morning, coming dancing in with her arms full of gorgeous boughs, “I’m so glad I live in a world where there are Octobers. It would be terrible if we just skipped from September to November, wouldn’t it? Look at these maple branches. Don’t they give you a thrill — several thrills? I’m going to decorate my room with them.”

“Messy things,” said Marilla, whose aesthetic sense was not noticeably developed. “You clutter up your room entirely too much with out-of-doors stuff, Anne. Bedrooms were made to sleep in.”

“Oh, and dream in too, Marilla. And you know one can dream so much better in a room where there are pretty things. I’m going to put these boughs in the old blue jug and set them on my table.”

“Mind you don’t drop leaves all over the stairs then. I’m going on a meeting of the Aid Society at Carmody this afternoon, Anne, and I won’t likely be home before dark. You’ll have to get Matthew and Jerry their supper, so mind you don’t forget to put the tea to draw until you sit down at the table as you did last time.”

“It was dreadful of me to forget,” said Anne apologetically, “but that was the afternoon I was trying to think of a name for Violet Vale and it crowded other things out. Matthew was so good. He never scolded a bit. He put the tea down himself and said we could wait awhile as well as not. And I told him a lovely fairy story while we were waiting, so he didn’t find the time long at all. It was a beautiful fairy story, Marilla. I forgot the end of it, so I made up an end for it myself and Matthew said he couldn’t tell where the join came in.”

“Matthew would think it all right, Anne, if you took a notion to get up and have dinner in the middle of the night. But you keep your wits about you this time. And — I don’t really know if I’m doing right — it may make you more addlepatated than ever — but you can ask Diana to come over and spend the afternoon with you and have tea here.”

“Oh, Marilla!” Anne clasped her hands. “How perfectly lovely! You ARE able to imagine things after all or else you’d never have understood how I’ve longed for that very thing. It will seem so nice and grown-upish. No fear of my forgetting to put the tea to draw when I have company. Oh, Marilla, can I use the rosebud spray tea set?”

“No, indeed! The rosebud tea set! Well, what next? You know I never use that except for the minister or the Aids. You’ll put down the old brown tea set. But you can open the little yellow crock of cherry preserves. It’s time it was being used anyhow — I believe it’s beginning to work. And you can cut some fruit cake and have some of the cookies and snaps.”

“I can just imagine myself sitting down at the head of the table and pouring out the tea,” said Anne, shutting her eyes ecstatically. “And asking Diana if she takes sugar! I know she doesn’t but of course I’ll ask her just as if I didn’t know. And then pressing her to take another piece of fruit cake and another helping of preserves. Oh, Marilla, it’s a wonderful sensation just to think of it. Can I take her into the spare room to lay off her hat when she comes? And then into the parlor to sit?”

“No. The sitting room will do for you and your company. But there’s a bottle half full of raspberry cordial that was left over from the church social the other night. It’s on the second shelf of the sitting-room closet and you and Diana can have it if you like, and a cooky to eat with it along in the afternoon, for I daresay Matthew’ll be late coming in to tea since he’s hauling potatoes to the vessel.”

Anne flew down to the hollow, past the Dryad’s Bubble and up the spruce path to Orchard Slope, to ask Diana to tea. As a result just after Marilla had driven off to Carmody, Diana came over, dressed in HER second-best dress and looking exactly as it is proper to look when asked out to tea. At other times she was wont to run into the kitchen without knocking; but now she knocked primly at the front door. And when Anne, dressed in her second best, as primly opened it, both little girls shook hands as gravely as if they had never met before. This unnatural solemnity lasted until after Diana had been taken to the east gable to lay off her hat and then had sat for ten minutes in the sitting room, toes in position.

“How is your mother?” inquired Anne politely, just as if she had not seen Mrs. Barry picking apples that morning in excellent health and spirits.

“She is very well, thank you. I suppose Mr. Cuthbert is hauling potatoes to the LILY SANDS this afternoon, is he?” said Diana, who had ridden down to Mr. Harmon Andrews’s that morning in Matthew’s cart.

“Yes. Our potato crop is very good this year. I hope your father’s crop is good too.”

“It is fairly good, thank you. Have you picked many of your apples yet?”

“Oh, ever so many,” said Anne forgetting to be dignified and jumping up quickly. “Let’s go out to the orchard and get some of the Red Sweetings, Diana. Marilla says

we can have all that are left on the tree. Marilla is a very generous woman. She said we could have fruit cake and cherry preserves for tea. But it isn't good manners to tell your company what you are going to give them to eat, so I won't tell you what she said we could have to drink. Only it begins with an R and a C and it's bright red color. I love bright red drinks, don't you? They taste twice as good as any other color."

The orchard, with its great sweeping boughs that bent to the ground with fruit, proved so delightful that the little girls spent most of the afternoon in it, sitting in a grassy corner where the frost had spared the green and the mellow autumn sunshine lingered warmly, eating apples and talking as hard as they could. Diana had much to tell Anne of what went on in school. She had to sit with Gertie Pye and she hated it; Gertie squeaked her pencil all the time and it just made her — Diana's — blood run cold; Ruby Gillis had charmed all her warts away, true's you live, with a magic pebble that old Mary Joe from the Creek gave her. You had to rub the warts with the pebble and then throw it away over your left shoulder at the time of the new moon and the warts would all go. Charlie Sloane's name was written up with Em White's on the porch wall and Em White was AWFUL MAD about it; Sam Boulter had "sasse" Mr. Phillips in class and Mr. Phillips whipped him and Sam's father came down to the school and dared Mr. Phillips to lay a hand on one of his children again; and Mattie Andrews had a new red hood and a blue crossover with tassels on it and the airs she put on about it were perfectly sickening; and Lizzie Wright didn't speak to Mamie Wilson because Mamie Wilson's grown-up sister had cut out Lizzie Wright's grown-up sister with her beau; and everybody missed Anne so and wished she's come to school again; and Gilbert Blythe.

But Anne didn't want to hear about Gilbert Blythe. She jumped up hurriedly and said suppose they go in and have some raspberry cordial.

Anne looked on the second shelf of the room pantry but there was no bottle of raspberry cordial there. Search revealed it away back on the top shelf. Anne put it on a tray and set it on the table with a tumbler.

"Now, please help yourself, Diana," she said politely. "I don't believe I'll have any just now. I don't feel as if I wanted any after all those apples." Diana poured herself out a tumblerful, looked at its bright-red hue admiringly, and then sipped it daintily.

"That's awfully nice raspberry cordial, Anne," she said. "I didn't know raspberry cordial was so nice."

"I'm real glad you like it. Take as much as you want. I'm going to run out and stir the fire up. There are so many responsibilities on a person's mind when they're keeping house, isn't there?"

When Anne came back from the kitchen Diana was drinking her second glassful of cordial; and, being entreated thereto by Anne, she offered no particular objection to the drinking of a third. The tumblerfuls were generous ones and the raspberry cordial was certainly very nice.

“The nicest I ever drank,” said Diana. “It’s ever so much nicer than Mrs. Lynde’s, although she brags of hers so much. It doesn’t taste a bit like hers.”

“I should think Marilla’s raspberry cordial would prob’ly be much nicer than Mrs. Lynde’s,” said Anne loyally. “Marilla is a famous cook. She is trying to teach me to cook but I assure you, Diana, it is uphill work. There’s so little scope for imagination in cookery. You just have to go by rules. The last time I made a cake I forgot to put the flour in. I was thinking the loveliest story about you and me, Diana. I thought you were desperately ill with smallpox and everybody deserted you, but I went boldly to your bedside and nursed you back to life; and then I took the smallpox and died and I was buried under those poplar trees in the graveyard and you planted a rosebush by my grave and watered it with your tears; and you never, never forgot the friend of your youth who sacrificed her life for you. Oh, it was such a pathetic tale, Diana. The tears just rained down over my cheeks while I mixed the cake. But I forgot the flour and the cake was a dismal failure. Flour is so essential to cakes, you know. Marilla was very cross and I don’t wonder. I’m a great trial to her. She was terribly mortified about the pudding sauce last week. We had a plum pudding for dinner on Tuesday and there was half the pudding and a pitcherful of sauce left over. Marilla said there was enough for another dinner and told me to set it on the pantry shelf and cover it. I meant to cover it just as much as could be, Diana, but when I carried it in I was imagining I was a nun — of course I’m a Protestant but I imagined I was a Catholic — taking the veil to bury a broken heart in cloistered seclusion; and I forgot all about covering the pudding sauce. I thought of it next morning and ran to the pantry. Diana, fancy if you can my extreme horror at finding a mouse drowned in that pudding sauce! I lifted the mouse out with a spoon and threw it out in the yard and then I washed the spoon in three waters. Marilla was out milking and I fully intended to ask her when she came in if I’d give the sauce to the pigs; but when she did come in I was imagining that I was a frost fairy going through the woods turning the trees red and yellow, whichever they wanted to be, so I never thought about the pudding sauce again and Marilla sent me out to pick apples. Well, Mr. and Mrs. Chester Ross from Spencervale came here that morning. You know they are very stylish people, especially Mrs. Chester Ross. When Marilla called me in dinner was all ready and everybody was at the table. I tried to be as polite and dignified as I could be, for I wanted Mrs. Chester Ross to think I was a ladylike little girl even if I wasn’t pretty. Everything went right until I saw Marilla coming with the plum pudding in one hand and the pitcher of pudding sauce **WARMED UP**, in the other. Diana, that was a terrible moment. I remembered everything and I just stood up in my place and shrieked out ‘Marilla, you mustn’t use that pudding sauce. There was a mouse drowned in it. I forgot to tell you before.’ Oh, Diana, I shall never forget that awful moment if I live to be a hundred. Mrs. Chester Ross just **LOOKED** at me

and I thought I would sink through the floor with mortification. She is such a perfect housekeeper and fancy what she must have thought of us. Marilla turned red as fire but she never said a word — then. She just carried that sauce and pudding out and brought in some strawberry preserves. She even offered me some, but I couldn't swallow a mouthful. It was like heaping coals of fire on my head. After Mrs. Chester Ross went away, Marilla gave me a dreadful scolding. Why, Diana, what is the matter?"

Diana had stood up very unsteadily; then she sat down again, putting her hands to her head.

"I'm — I'm awful sick," she said, a little thickly. "I — I — must go right home."

"Oh, you mustn't dream of going home without your tea," cried Anne in distress. "I'll get it right off — I'll go and put the tea down this very minute."

"I must go home," repeated Diana, stupidly but determinedly.

"Let me get you a lunch anyhow," implored Anne. "Let me give you a bit of fruit cake and some of the cherry preserves. Lie down on the sofa for a little while and you'll be better. Where do you feel bad?"

"I must go home," said Diana, and that was all she would say. In vain Anne pleaded.

"I never heard of company going home without tea," she mourned. "Oh, Diana, do you suppose that it's possible you're really taking the smallpox? If you are I'll go and nurse you, you can depend on that. I'll never forsake you. But I do wish you'd stay till after tea. Where do you feel bad?"

"I'm awful dizzy," said Diana.

And indeed, she walked very dizzily. Anne, with tears of disappointment in her eyes, got Diana's hat and went with her as far as the Barry yard fence. Then she wept all the way back to Green Gables, where she sorrowfully put the remainder of the raspberry cordial back into the pantry and got tea ready for Matthew and Jerry, with all the zest gone out of the performance.

The next day was Sunday and as the rain poured down in torrents from dawn till dusk Anne did not stir abroad from Green Gables. Monday afternoon Marilla sent her down to Mrs. Lynde's on an errand. In a very short space of time Anne came flying back up the lane with tears rolling down her cheeks. Into the kitchen she dashed and flung herself face downward on the sofa in an agony.

"Whatever has gone wrong now, Anne?" queried Marilla in doubt and dismay. "I do hope you haven't gone and been saucy to Mrs. Lynde again." No answer from Anne save more tears and stormier sobs!

"Anne Shirley, when I ask you a question I want to be answered. Sit right up this very minute and tell me what you are crying about." Anne sat up, tragedy personified.

"Mrs. Lynde was up to see Mrs. Barry today and Mrs. Barry was in an awful state," she wailed. "She says that I set Diana DRUNK Saturday and sent her home

in a disgraceful condition. And she says I must be a thoroughly bad, wicked little girl and she's never, never going to let Diana play with me again. Oh, Marilla, I'm just overcome with woe." Marilla stared in blank amazement.

"Set Diana drunk!" she said when she found her voice. "Anne are you or Mrs. Barry crazy? What on earth did you give her?"

"Not a thing but raspberry cordial," sobbed Anne. "I never thought raspberry cordial would set people drunk, Marilla — not even if they drank three big tumblerfuls as Diana did. Oh, it sounds so — so — like Mrs. Thomas's husband! But I didn't mean to set her drunk."

"Drunk fiddlesticks!" said Marilla, marching to the sitting room pantry. There on the shelf was a bottle which she at once recognized as one containing some of her three-year-old homemade currant wine for which she was celebrated in Avonlea, although certain of the stricter sort, Mrs. Barry among them, disapproved strongly of it. And at the same time Marilla recollected that she had put the bottle of raspberry cordial down in the cellar instead of in the pantry as she had told Anne.

She went back to the kitchen with the wine bottle in her hand. Her face was twitching in spite of herself.

"Anne, you certainly have a genius for getting into trouble. You went and gave Diana currant wine instead of raspberry cordial. Didn't you know the difference yourself?"

"I never tasted it," said Anne. "I thought it was the cordial. I meant to be so — so — hospitable. Diana got awfully sick and had to go home. Mrs. Barry told Mrs. Lynde she was simply dead drunk. She just laughed silly-like when her mother asked her what was the matter and went to sleep and slept for hours. Her mother smelled her breath and knew she was drunk. She had a fearful headache all day yesterday. Mrs. Barry is so indignant. She will never believe but what I did it on purpose."

"I should think she would better punish Diana for being so greedy as to drink three glassfuls of anything," said Marilla shortly. "Why, three of those big glasses would have made her sick even if it had only been cordial. Well, this story will be a nice handle for those folks who are so down on me for making currant wine, although I haven't made any for three years ever since I found out that the minister didn't approve. I just kept that bottle for sickness. There, there, child, don't cry. I can't see as you were to blame although I'm sorry it happened so."

"I must cry," said Anne. "My heart is broken. The stars in their courses fight against me, Marilla. Diana and I are parted forever. Oh, Marilla, I little dreamed of this when first we swore our vows of friendship."

"Don't be foolish, Anne. Mrs. Barry will think better of it when she finds you're not to blame. I suppose she thinks you've done it for a silly joke or something of that sort. You'd best go up this evening and tell her how it was."

“My courage fails me at the thought of facing Diana’s injured mother,” sighed Anne. “I wish you’d go, Marilla. You’re so much more dignified than I am. Likely she’d listen to you quicker than to me.”

“Well, I will,” said Marilla, reflecting that it would probably be the wiser course. “Don’t cry any more, Anne. It will be all right.” Marilla had changed her mind about it being all right by the time she got back from Orchard Slope. Anne was watching for her coming and flew to the porch door to meet her.

“Oh, Marilla, I know by your face that it’s been no use,” she said sorrowfully. “Mrs. Barry won’t forgive me?”

“Mrs. Barry indeed!” snapped Marilla. “Of all the unreasonable women I ever saw she’s the worst. I told her it was all a mistake and you weren’t to blame, but she just simply didn’t believe me. And she rubbed it well in about my currant wine and how I’d always said it couldn’t have the least effect on anybody. I just told her plainly that currant wine wasn’t meant to be drunk three tumblerfuls at a time and that if a child I had to do with was so greedy I’d sober her up with a right good spanking.”

Marilla whisked into the kitchen, grievously disturbed, leaving a very much distracted little soul in the porch behind her. Presently Anne stepped out bareheaded into the chill autumn dusk; very determinedly and steadily she took her way down through the sere clover field over the log bridge and up through the spruce grove, lighted by a pale little moon hanging low over the western woods. Mrs. Barry, coming to the door in answer to a timid knock, found a white-lipped eager-eyed suppliant on the doorstep.

Her face hardened. Mrs. Barry was a woman of strong prejudices and dislikes, and her anger was of the cold, sullen sort which is always hardest to overcome. To do her justice, she really believed Anne had made Diana drunk out of sheer malice prepense, and she was honestly anxious to preserve her little daughter from the contamination of further intimacy with such a child.

“What do you want?” she said stiffly.

Anne clasped her hands.

“Oh, Mrs. Barry, please forgive me. I did not mean to — to — intoxicate Diana. How could I? Just imagine if you were a poor little orphan girl that kind people had adopted and you had just one bosom friend in all the world. Do you think you would intoxicate her on purpose? I thought it was only raspberry cordial. I was firmly convinced it was raspberry cordial. Oh, please don’t say that you won’t let Diana play with me any more. If you do you will cover my life with a dark cloud of woe.”

This speech which would have softened good Mrs. Lynde’s heart in a twinkling, had no effect on Mrs. Barry except to irritate her still more. She was suspicious of Anne’s big words and dramatic gestures and imagined that the child was making fun of her. So she said, coldly and cruelly:

“I don’t think you are a fit little girl for Diana to associate with. You’d better go home and behave yourself.” Anne’s lips quivered. “Won’t you let me see Diana just once to say farewell?” she implored.

“Diana has gone over to Carmody with her father,” said Mrs. Barry, going in and shutting the door. Anne went back to Green Gables calm with despair.

“My last hope is gone,” she told Marilla. “I went up and saw Mrs. Barry myself and she treated me very insultingly. Marilla, I do NOT think she is a well-bred woman. There is nothing more to do except to pray and I haven’t much hope that that’ll do much good because, Marilla, I do not believe that God Himself can do very much with such an obstinate person as Mrs. Barry.”

“Anne, you shouldn’t say such thing” rebuked Marilla, striving to overcome that unholy tendency to laughter which she was dismayed to find growing upon her. And indeed, when she told the whole story to Matthew that night, she did laugh heartily over Anne’s tribulations. But when she slipped into the east gable before going to bed and found that Anne had cried herself to sleep an unaccustomed softness crept into her face.

“Poor little soul,” she murmured, lifting a loose curl of hair from the child’s tear-stained face. Then she bent down and kissed the flushed cheek on the pillow.

**Source:** Montgomery, L. M. (2018). *Anne of Green Gables* (Chapter XVI. Diana Is Invited to Tea with Tragic Results). Wordsworth Editions.

## **2. Study the essential vocabulary units. Then use them in the sentences of your own.**

### **Essential vocabulary**

#### **Vocabulary notes**

- tea set, n — a set of teapots, cups, and saucers, *чайний сервіз*;
- crock, n — a pot or jar, *горщик*;
- preserves, n — fruit cooked with sugar, *варення, джем*;
- cookies, n — small sweet baked treats, *печиво*;
- snaps, n — crisp ginger biscuits, *печиво, імбирні пряники*;
- helping, n — a portion of food, *порція*;
- tumbler, n — a glass without a handle or stem, *склянка, стакан*;
- raspberry cordial, n — concentrated sweet raspberry drink, *малиновий сироп*;
- glassful of (cordial), n — the amount that fills a glass, *склянка (чогось), повна до верху*;
- pudding, n — a sweet or soft dessert, *пудинг*;
- sauce, n — a liquid or semi-liquid accompaniment for food, *соус*;
- be hospitable, v — to welcome and take care of guests, *бути гостинним*;
- be dead drunk, v — to be extremely intoxicated, *бути абсолютно п’яним*.

**3. Find the given word combinations and phrases in the chapter above. Provide their Ukrainian equivalents and reproduce the context in which they are used.**

**Word Combinations and Phrases**

to get one's their supper	to eat sth along with sth
to put the tea to draw	to put sth on a tray
to sit down at the table	to set sth on the table
to come over and spend the afternoon with sb	Please help yourself'
to put the tea to draw	to pour oneself out a tumblerful
to have tea	to sip sth daintily
little yellow crock of cherry preserves	awfully nice
to cut some fruit cake	raspberry cordial
pouring out the tea	glassful of (cordial)
to press sb to take another piece of sth	to cover sth
to feel awful sick	to swallow a mouthful
a half-full bottle of cordial	to feel awful sick
be dead drunk	raspberry cordial
a plum pudding	to set smb drunk
pantry shelf	Drunk fiddlesticks
to feel awful sick	three-year-old homemade currant wine
raspberry cordial	to cover sth
to set smb drunk	to swallow a mouthful

**4. Paraphrase the following sentences using the word combinations and phrases from ex. 3.**

1. Marilla made some tea and left it to steep before serving. 2. Anne invited Diana to visit her and spend a few hours together. 3. They sat down together to eat their evening meal. 4. Marilla took the teapot and began to pour tea into the cups. 5. Anne brought jam in a small yellow pot. 6. Diana felt very sick after she drank some cordial. 7. Anne placed cups and plates carefully on the table. 8. Marilla urged Anne to have another slice of cake. 9. The bottle was still half full of cordial. 10. Diana sipped the drink politely from her glass. 11. Matthew told Anne to take what she wanted to eat. 12. Anne cut several slices of fruit cake and offered them to her guest. 13. Marilla opened the cupboard and took something from the pantry shelf. 14. Anne covered the dish with a napkin to keep it warm. 15. When Diana finished her drink, she felt that her head was spinning. 16. Anne thought the pudding looked delicious. 17. Marilla poured herself a glass of cordial and tasted it. 18. Diana said politely that she didn't feel like eating anything more. 19. The homemade currant wine was so strong that it could make anyone drunk. 20. Anne couldn't believe that she had accidentally set her friend drunk.

**5. Make up and practise a short situation using the word combinations and phrases from the from ex. 3 and 4.**

**6. Make up and act out a dialogue using the word combinations from ex. 3 and 4.**

**7. Answer the following questions about the text.**

1) Why was October such a beautiful month at Green Gables, and how did Anne feel about it?

2) What responsibility did Marilla give Anne before leaving for the Aid Society meeting?

3) Why was Anne so excited about inviting Diana over for tea? What did the invitation mean to her?

4) What mistake did Anne make when preparing for tea, and how did it happen?

5) Why did Diana begin to feel sick during the visit?

6) How did Anne react when Diana insisted on going home? What does this reveal about her character?

7) What misunderstanding caused Mrs. Barry to be angry with Anne?

8) How did Marilla discover what had actually caused the problem?

9) How did Anne try to make peace with Mrs. Barry, and what was the result of her attempt?

10) What does Marilla's final action at the end of the chapter show about her changing attitude toward Anne?

# MODULE 1

## FINAL PROJECT WORK

### *My Family Recipe*

#### Project Goals

- expand food-related vocabulary and descriptive language;
- encourage cultural exchange through personal storytelling;
- strengthen presentation and peer interaction skills

#### Project Stages

##### **Stage 1: Kick-off Discussion.**

Reflect and share ideas with your peers:

- What dishes are traditional in your family or region?
- What makes a recipe meaningful to you — taste, memory, ritual?
- Share one dish you love and explain why it's special.

##### **Stage 2: Presentation — “My Family Recipe”.**

Prepare a short presentation (3–5 minutes) that includes:

1. Introduction.
2. Origin of the recipe (family, region, culture).
3. List of ingredients.
4. Step-by-step preparation.
5. Personal significance (memories, traditions, emotions).
6. Conclusion.

##### **Stage 3: Peer Interaction**

- answer questions from your classmates;
- give and receive constructive feedback

#### Assessment Criteria

Category	Points
Vocabulary use	30
Cultural / personal detail	20
Grammar and structure	20
Presentation skills	30
<b>Total</b>	<b>100</b>

# MODULE 1

## ENGLISH-UKRAINIAN VOCABULARY

additives	/ˈædɪtɪvz/	добавки (харчові)
aesthetes	/i:s'θi:ts/	естети
air fryer	/ˈeə ˌfraɪə/	аерофритюрниця
alcohol content	/ˈælkəhɒl ˌkɒntent/	вміст алкоголю
al fresco	/ ˌæl ˈfres.kəʊ/	на відкритому повітрі
almond	/ˈɑ:mənd/	мигдаль
alteration	/ ˌɔ:ltə'reɪʃən/	зміна, модифікація, переробка
appetizers	/ˈæpɪtaɪzəz/	закуси
authentic	/ɔ:'θentɪk/	автентичний
avant-garde	/ ˌæv.ɒ̃'ɡɑ:d/	авангард, новаторський стиль
ayran	/ˈaɪəræn/	айран (турецький напій на основі йогурту)
bakery	/ˈbeɪkəri/	пекарня
baking	/ˈbeɪ.kɪŋ/	випікання
bamboo cutlery	/ ˌbæm'bu: ˈkʌtləri/	бамбукове столове приладдя
bar	/bɑ:(r)/	бар
basil	/ˈbæzəl/ or /ˈbeɪzəl/	базилік
Battersea decorative fair	/ˈbætəsi ˈdekəreɪtɪv feə/	декоративний ярмарок у Батерсті
beef sirloin	/bi:f ˈsɜ:lɔɪn/	яловичий стейк (вирізка)
beer	/bɪə(r)/	пиво
bistro	/ˈbi:stɹəʊ/	бістро
bitter almond	/ ˌbɪtə ˈɑ:mənd/	гіркий мигдаль
blade	/bleɪd/	лезо (ножа)
bone broth	/bəʊn brɒθ/	кістковий бульйон
braised pig cheeks	/breɪzd pɪɡ tʃi:ks/	тушковані свинячі щоки
bread plate	/bred pleɪt/	тарілка для хліба
breakfast menu	/ˈbrekfəst ˈmenju:./	сніданкове меню
building blocks	/ˈbɪldɪŋ blɒks/	будівельні блоки (переносно: основи, складники)
buffet	/ˈbʊfeɪ/	буфет, шведський стіл
burgers	/ˈbɜ:gəz/	бургери
butter knife	/ˈbʌtə naɪf/	ніж для масла
cafe-bar	/ˈkæfeɪ bɑ:./	кафе-бар
calorie-free	/ˈkæləri fri:./	безкалорійний
calories	/ˈkæləriz/	калорії
candlesticks	/ˈkændl stɪks/	підсвічники
carbonated	/ˈkɑ:bəneɪtɪd/	газований
carbohydrates	/ ˌkɑ:bəʊ ˈhaɪdreɪts/	вуглеводи
cashew	/ˈkæʃu:./	горіх кеш'ю
centrepiece	/ˈsentəri:s/	центральний елемент сервірування (декор на столі)
chalk grip	/tʃɔ:k grɪp/	захват «крейдою» (техніка тримання ножа)
chicken dishes	/ˈtʃɪkɪn ˈdɪʃɪz/	курячі страви
cocoa	/ˈkəʊkəʊ/	какао
cocktail	/ˈkɒkteɪl/	коктейль
coffee	/ˈkɒfi/	кава
coffee shop	/ˈkɒfi ʃɒp/	кав'ярня
coasters	/ˈkəʊstəz/	підставки під чашки

cult restaurant	/kʌlt 'restɒrnt/	культовий ресторан
crunchy	/'krʌntʃi/	хрумкий
cuisine	/kwi'zi:n/	кухня (традиційна кухня певної країни чи регіону)
curry house	/'kʌri haʊs/	ресторан індійської кухні (карі)
cyanide	/'saɪənaɪd/	ціанід (токсична речовина, згадується з мигдалем)
decadent	/'dekədənt/	розкішний, надмірно вишуканий
decanting	/dɪ'kæntɪŋ/	переливання (вина), декантація
delivery	/dɪ'lɪvəri/	доставка
delicious	/dɪ'lɪʃəs/	смачний, апетитний, привабливий
dessert spoon	/dɪ'zɜ:t spu:n/	десертна ложка
desserts	/dɪ'zɜ:ts/	десерти
diet soda	/'daɪət 'səʊdə/	дієтична газована вода
dining experience	/'daɪnɪŋ ɪk'spɪəriəns/	досвід харчування, досвід відвідування ресторану
dinner fork	/'dɪnə fɔ:k/	столова виделка
dinner knife	/'dɪnə naɪf/	столовий ніж
eclectic	/'i'klektɪk/	еклектичний, різноманітний
Edwardian feel	/ed'wɔ:diən fi:l/	естетика епохи Едварда
electrolytes	/'i'lektɹəlaɪts/	електроліти
equal	/'i:kwəl/	однаковий, рівний
etched and ribbed glass	/etʃt ənd rɪbd glɑ:s/	матоване й рифлене скло
etiquette	/'etɪket/	етикет, правила поведінки
even	/'i:vən/	рівномірний (у кулінарії — нарізка)
fast food	/fɑ:st fu:d/	фастфуд, швидка їжа
fast food restaurant	/fɑ:st fu:d 'restɒrnt/	ресторан швидкого харчування
fibrous vegetables	/'faɪbrəs 'vedʒtəblz/	волокнисті овочі
fiery chilli sauce	/'faɪəri 'tʃɪli sə:s/	гострий соус чилі
fish sauce	/fɪʃ sə:s/	рибний соус
floating terrace	/'fləʊtɪŋ 'terəs/	плавуча тераса
fork	/fɔ:k/	виделка
fork-tender	/fɔ:k 'tendə/	м'який (настільки, що ріжеться виделкою)
freshwater fish (implied)	/'fref, wɔ:tə fɪʃ/	прісноводна риба
fried	/fraɪd/	смажений
frying fork	/'fraɪŋ fɔ:k/	виделка для смаження
gallon	/'gælən/	галон (міра об'єму ≈ 3.78 літра)
garnish	/'gɑ:nɪʃ/	прикраса страви; гарнір
gastronomic shop	/, gæstrə'nɒmɪk ʃɒp/	гастрономічна крамниця
gastro bar	/'gæstrəʊ bɑ:/	гастро-бар
giant clam	/, dʒaɪənt 'klæm/	гігантський молюск
ginger tea	/'dʒɪndʒə ti:/	імбирний чай
gourmet	/'gʊəmeɪ/	гурман; вишуканий (про їжу)
green tea	/'grɪ:n ti:/	зелений чай
grilling	/'grɪlɪŋ/	приготування на грилі
hand-painted	/, hænd 'peɪntɪd/	розмальований вручну
hard cider	/'hɑ:d 'saɪdə/	сидр (міцний алкогольний)
hemp milk	/'hemp mɪlk/	конопляне молоко
herbal tea	/'hɜ:bəl ti:/	трав'яний чай
herbs	/'hɜ:bz/	трави (зазвичай ароматичні або лікарські)
heritage	/'herɪtɪdʒ/	спадщина (культурна, гастрономічна)

horse chestnut	/hɔ:s 'ʃesnʌt/	кінський каштан
hors d'oeuvres (appetisers)	/,ɔ: 'dɜ:vɾəz/	закуси (фр.)
iberico pork	/ɪ'berɪkəʊ pɔ:k/	іспанська свинина іберіко
incision	/ɪn'sɪz(ə)n/	надріз, розріз (у кулінарії або хірургії)
instant coffee	/'ɪnstənt 'kɒfi/	розчинна кава
intact	/ɪn'tækt/	непошкоджений, цілий
juice	/dʒu:s/	сік
juicy	/'dʒu:si/	соковитий
lamb rump	/læm rʌmp/	вирізка з задньої частини баранини
legumes	/'legju:mz/	бобові
Limoges	/lɪ'mɒʒ/	ліможський фарфор (або місто Лімож у Франції)
linens	/'lɪnɪnz/	білизна, текстиль (для столу чи ліжка)
literary and cultural hub	/'lɪtərəri ənd 'kʌltʃərəl hʌb/	літературний і культурний центр
local delicacies	/'ləʊk(ə)l 'delɪkəsɪz/	місцеві делікатеси
local producers	/'ləʊk(ə)l prə'dju:səz/	місцеві виробники
lobster	/'lɒbstə(r)/	омар
loin	/lɔɪn/	вирізка (м'ясна частина)
lycopene	/'laɪkəpi:n/	лікопін (антиоксидантний пігмент у помідорах)
macadamia nut	/mækə'deɪmiə nʌt/	горіх макадамія
mantis shrimp	/'mæntɪs ʃrɪmp/	креветка-богомол
marrow dumplings	/'mærəʊ 'dʌmplɪŋz/	кісткові кнедли / галушки з кісткового мозку
marzipan	/'mɑ:zɪpæn/	марципан
matchsticks (cut)	/'mætʃstɪks/	нарізка соломкою
menu	/'menju:/	меню
mezze platters	/'mezeɪ 'plætəz/	асорті з мезе (закуси)
mineral water	/'mɪn(ə)rəl 'wɔ:tə/	мінеральна вода
moderate intake	/'mɒd(ə)rət 'ɪnteɪk/	помірне споживання, вживання в помірній кількості
mulled wine	/mʌld waɪn/	глінтвейн
mushrooms	/'mʌʃru:mz/	гриби
nanny principle	/'næni 'prɪnsəpl/	принцип опікунства / надмірного контролю, патерналістський підхід
napkin	/'næpkɪn/	серветка
octopus	/'ɒktəpəs/	восьминіг
organic flour	/ɔ:'gænɪk fləʊə/	органічне борошно
oven (implied)	/'ʌvən/	духовка
oxygenator	/'ɒksɪdʒəneɪtə(r)/	кисневоутворювач (пристосування для аерації води, акваріуму тощо)
oysters	/'ɔɪstəz/	устриці
pancakes	/'pæŋkeɪks/	млинці, панкейки
pastries	/'peɪstrɪz/	випічка (особливо з тіста: круасани, тістечка)
pesto	/'pestəʊ/	песто (соус)
pine nut	/'paɪn nʌt/	кедровий горішок
pittance	/'pɪtəns/	мізерна сума, копійки, жалюгідна оплата
pizza	/'pi:tə/	піца
pizzeria	/'pi:tə'ri:ə/	піцерія
placemats	/'pleɪsmæts/	серветки для сервірування столу
polyphenols	/'pɒli'fi:nɒlz/	поліфеноли

prawns ( <i>river prawns</i> )	/prɔ:nz/	креветки (річкові або звичайні)
protein ( <i>implied</i> )	/'prəʊti:n/	білок
puffs	/pʌfs/	пиріжки з повітряного тіста, слойки, «пуфи»
punts	/pʌnts/	плоскодонні човни (особливо у Кембриджі або Оксфорді)
quick pickle	/kwɪk 'pɪk(ə)l/	швидке маринування
radiant heat	/'reɪdiənt hi:t/	променеве тепло (у контексті кулінарії або обігріву)
rancid	/'rænsɪd/	протухлий (про жир або масло), зіпсований
rattan trays	/'rætən treɪz/	плетені підноси (з ротангу)
restaurant	/'rest(ə)rɒnt/	ресторан
ribbon	/'rɪbən/	стрічка
river prawn	/'rɪvə prɔ:n/	річкова креветка
riverside dining	/'rɪvəsaid 'daɪnɪŋ/	їдальня біля річки / набережна
roast	/rəʊst/	запикати, смажити в духовці
roasting	/'rəʊstɪŋ/	запикання
roll smth up	/rəʊl ʌp/	згорнути (наприклад: млинець або трави)
rotate	/rəʊ'teɪt/	обертати, перевертати
root	/ru:t/	корінь, коренеплід
salad	/'sælədz/	салат
salad fork	/'sæləd fɔ:k/	виделка для салату
salad knife	/'sæləd naɪf/	ніж для салату
salubrious	/sə'lu:briəs/	здоровий, приємний для здоров'я (про обстановку / їжу)
sauté	/'səʊteɪ/	обсмажувати на сковороді з мінімумом жиру
savoury	/'seɪvəri/	ситний, пікантний (несолодкий смак)
seasoning	/'si:zənɪŋ/	приправи
seasonal	/'si:zənl/	сезонний, притаманний певній порі року
seafood preservation	/'si:fu:d ,prezə'veɪʃən/	збереження морепродуктів
self-isolation	/'self ,aɪsə'leɪʃən/	самоізоляція
set a table	/set ə 'teɪbl/	накривати на стіл
shopping mall food court	/'ʃɒpɪŋ mə:l fu:d kɔ:t/	фудкорт у торговому центрі
shuck	/ʃʌk/	лущити / очищати від шкаралупи
simmering	/'sɪməɪɪŋ/	томління / варіння на малому вогні
sit-down restaurant	/'sɪt daʊn 'restɒrnt/	ресторан із обслуговуванням за столами
skim milk	/skɪm mɪlk/	знежирене молоко
slaw	/slɔ:/	капустяний салат (найчастіше “cole slaw”)
slipper lobster	/'slɪpə 'lɒbstə/	равликоподібний омар / омар-мангровий
snail	/sneɪl/	равлик
soft	/sɒft/	м'який
soufflé	/'su:fleɪ/	суфле
soup spoon	/su:p spu:n/	ложка для супу
sparkling water	/'spɑ:kɪŋ 'wɔ:tə/	газована вода
spicy	/'spɑ:si/	гострий
spirits / liquors	/'spɪrɪts/ /'lɪkəz/	міцні алкогольні напої
stack in a pile	/stæk ɪn ə paɪl/	скласти в купу / стопку
steam	/sti:m/	варити на парі, пар
stewing	/'stju:ɪŋ/	тушкування
stir-fries	/'stɜ: fraɪz/	страви, швидко обсмажені з помішуванням

sugar-sweetened beverages	/'ʃʊgə swi:tənd 'bev(ə)rɪdʒɪz/	напої з доданим цукром
synthetic crystal	/sɪn'tetɪk 'krɪst(ə)l/	синтетичний кришталь
tablecloth	/'teɪblklɒθ/	скатертина
tablescape	/'teɪblskeɪp/	композиція / дизайн / оформлення столу
tang	/tæŋ/	кислуватий присмак
tapers	/'teɪpəz/	стрункі свічки (довгі й вузькі)
tap water	/'tæp , wɔ:tə/	водопровідна вода, вода з крана
tarragon gremolata	/'tærəgən ,gremə'la:tə/	гремолата з тархуном (заправка з трав, цитруса, часнику)
tea house	/ti: haʊs/	чайний дім / чайна
tenderize	/'tendəraɪz/	пом'якшувати (м'ясо), зробити ніжнішим
thatched farmhouse	/θætʃt 'fɑ:mhaʊs/	солом'яна сільська хата / будинок
tough	/tʌf/	жорсткий, твердий
triangle shape	/'traɪæŋɡl ʃeɪp/	трикутна форма
trim	/trɪm/	підрівняти, обрізати (їжу, інгредієнти)
twisters (snack)	/'twɪstəz/	снеки типу «твістер», або спіральні закуски (можливо, курячі)
Ukrainian cuisine	/ju: 'kreɪniən kwi:'zi:n/	українська кухня
utensils	/ju:'tensəlz/	столове приладдя
vegan	/'vi:gən/	веганський / веган
vintage market	/'vɪntɪdʒ 'mɑ:kɪt/	ретро-ярмарок / антикварний ринок
vodka	/'vɒdkə/	горілка
water glass	/'wɔ:tə glɑ:s/	склянка для води
wave motion	/weɪv 'məʊʃən/	хвилеподібний рух (рух ножа під час різання)
whey protein	/wei 'prəʊti:n/	сироватковий білок
whisky (whiskey)	/'wɪski/	віскі
whimsical	/'wɪmzɪkəl/	хімерний, креативний
whole milk	/həʊl mɪlk/	жирне молоко
Wine	/waɪn/	вино
wine glass	/waɪn glɑ:s/	бокал для вина
yerba mate	/'jɜ:bə 'mæteɪ/	(йерба) мате

## **MODULE 2**

### **EDUCATION**

- **UNIT 1. Education in Britain and Ukraine**
- **UNIT 2. University degrees in the USA, Britain and Ukraine**
- **UNIT 3. School year and marks**
- **UNIT 4. Literary Talk: Exploring Education in Fiction**
- **MODULE 2. FINAL PROJECT WORK**
- **MODULE 2. TOPICAL VOCABULARY**

# UNIT 1

## EDUCATION IN BRITAIN AND UKRAINE



### LISTENING

#### BRITISH EDUCATION SYSTEM BRITAIN EXPLAINED

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What do you already know about how schools are organised in the UK?
- 2) At what age do children typically start and finish school in Britain?
- 3) What types of schools (e.g., public, private, grammar) do you think exist in the British system?
- 4) How do you think British exams and qualifications differ from those in your country?
- 5) What role do universities and vocational education play in the UK's education system?



**2. Match the key vocabulary with the appropriate definitions.**

#### *Schools*

1	compulsory education	A	A school funded by the government and free to attend.
2	National Curriculum	B	A selective secondary school that admits students based on academic ability (often via the 11+ exam).
3	state school	C	Education that is required by law for children within a certain age range.
4	Private / independent school	D	Training that focuses on practical skills and trades rather than academic subjects.
5	public school (UK)	E	The last two years of secondary education in the UK (ages 16–18), where students take A-levels.
6	primary school	F	A set of subjects and standards used in schools across England to ensure all students learn the same things.
7	secondary school	G	A training program combining work and study to gain skills in a specific job.
8	comprehensive school	H	The first stage of compulsory education in the UK, for ages 5–11.
9	grammar school	I	A fee-paying school not funded by the state.
10	secondary modern	J	Education for students aged 11–16 (or up to 18), following primary school.
11	11 plus (11+)	K	A separate institution for 16–18-year-olds to study A-levels or other qualifications.
12	GCSE (general certificate of secondary education)	L	A historic and prestigious type of private school in the UK that is fee-paying and often elite.
13	A-level (advanced level)	M	An entrance exam used to determine whether a child can attend a grammar school.
14	as level	N	The main exams taken at age 16 in various subjects.

15	sixth form	O	Subject-based qualifications usually taken by students aged 16–18, used for university entrance.
16	Sixth-form college	P	A school affiliated with a religion, which follows the national curriculum but includes religious teaching.
17	college (UK)	Q	A non-selective state secondary school open to all children regardless of ability.
18	vocational education	R	In the UK, a place for education after 16 that is not a university (can offer A-levels or vocational training).
19	apprenticeship	S	A type of school for students who do not go to grammar school, focusing on more vocational education.
20	faith school	T	A one-year qualification that is half the content of a full A-level.

### *Universities*

1	university	A	A first-year student at a university in the UK.
2	Bachelor's degree / undergraduate	B	A group of prestigious universities in the United States, used here for comparison.
3	finals	C	An institution of higher (post-secondary) education where students earn degrees.
4	fresher	D	The highest level of academic degree involving original research.
5	Freshers' week	E	A first degree in a specific subject, usually lasting 3 years in the UK (4 in Scotland).
6	Red Brick Universities	F	A postgraduate qualification usually completed in 1–2 years.
7	Ivy League (US)	G	The first week at university for new students, often focused on orientation and social events.
8	postgraduate degree	H	Final exams taken at the end of a university degree.
9	master's degree	I	A higher education qualification taken after a bachelor's, such as a master's or PhD.
10	PhD (Doctor of Philosophy)	J	Traditional and prestigious UK universities founded in the 19th century.

**Source:** Oluwakemi, O. (2018, September 26). *British education system — Britain explained* [Video]. YouTube. <https://www.youtube.com/watch?v=ikgAs1au4a0>



### 3. Watch the video and complete the tables.

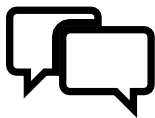
#### Overview of the British Education System

Stage / Level	Age	Key Features	Exams / Qualifications
<i>Primary School</i>			
<i>Secondary School</i>			
<i>Sixth Form</i>			
<i>College / Sixth Form College</i>			

Stage / Level	Age	Key Features	Exams / Qualifications
<i>University (Undergraduate)</i>			
<i>Postgraduate</i>			

### Types of Schools in Britain

Type of School	Funding & Access	Curriculum	Key Characteristics / Notes
<i>State Schools</i>			
<i>Private / Independent</i>			
<i>Public Schools (subset of private)</i>			
<i>Comprehensive Schools</i>			
<i>Grammar Schools</i>			
<i>Secondary Modern Schools</i>			
<i>Faith Schools</i>			



### SPEAKING

#### Discussion Questions

1. How does the British education system compare to the one in your country in terms of structure, compulsory education age and progression (e.g., primary, secondary, university)?
2. What are the advantages and disadvantages of having different types of schools, such as state schools, private schools, and public schools?
3. Do you think it's fair to have different types of schools such as grammar schools, comprehensive schools, and private schools? Why or why not?
4. Vocational education is mentioned as an alternative to academic studies. Should vocational training be promoted more in school systems globally? Why?

5. How important is access to elite schools (like Eton or Harrow) in shaping a person's future opportunities? Is it the same in your country?



## READING

### ORGANISATION OF THE EDUCATION SYSTEM AND OF ITS STRUCTURE

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What levels of education (e.g., primary, secondary, tertiary) exist in your country, and how are they organised?

2) Who is responsible for managing and funding education in your national system?

3) What types of schools or institutions are available (e.g., public, private, vocational)?

4) How does the transition between different educational stages (e.g., school to university) typically happen?

5) What challenges do you think governments face when organizing national education systems?



**2. Match the key vocabulary with appropriate definitions.**

1	complete general secondary education	A	The third level, lasting 3 years, offering academic or vocational directions, preparing pupils for higher education or employment.
2	primary education	B	A mandatory component of Ukraine's education system aimed at holistic development, lifelong learning, and preparation for societal participation.
3	basic secondary education	C	A path focused on practical and job-related skills to prepare students for the labour market.
4	specialised secondary education	D	Additional support integrated into the curriculum for pupils with SEN, extending education duration if needed.
5	state standard	E	The first level of general secondary education in Ukraine, lasting 4 years, beginning around age 6, and guided by a state standard.
6	academic direction	F	Though only mentioned briefly, refers to pre-primary education, which is separately regulated under a different law.
7	vocational direction	G	A government-defined framework outlining learning outcomes and requirements for each level of education.
8	state final certification	H	The second level, lasting 5 years, following primary education, and focused on achieving outcomes defined by the State Standard for Basic Education.
9	external independent evaluation	I	Regulation requiring children aged seven by the start of the school year to begin primary education.
10	SEN (special educational needs)	J	A path within specialised secondary education that includes in-depth subject study to prepare students for higher education.

11	corrective and developmental component	K	A standardized national assessment used as part of the state final certification process.
12	local self-government bodies	L	An official assessment of students' learning outcomes, conducted at each level of general secondary education.
13	educational institution	M	Authorities responsible for ensuring access to education by maintaining networks of schools and branches.
14	ECEC (early childhood education and care)	N	Refers to students requiring specific educational adjustments due to physical, mental, or developmental challenges.
15	sixth year rule	O	A formal school or structure that provides education, either as a standalone entity or part of a larger legal body.

Last update: 26 September 2024

### **Complete general secondary education**

The purpose of complete general secondary education is to promote the versatile development, upbringing, training and socialisation of the individual. It aims to equip pupils with the knowledge and skills necessary for effective participation in society and responsible interaction with the environment. This education encourages personal growth and lifelong learning. It also prepares pupils to make informed life choices, to fulfil their potential, to take responsibility, to secure employment and to participate in civic life.

In Ukraine, complete general secondary education is a compulsory component of the national education system. It may be obtained in either institutional or individual forms, as defined by the relevant legislation. It is usually provided in educational institutions.

The complete general secondary education system consists of three levels:

- Primary education lasts 4 years and is the first level of complete general secondary education. It requires pupils to achieve the learning outcomes specified in the State Standard for Primary Education.

- Basic secondary education lasts 5 years and is the second level, requiring pupils to achieve the learning outcomes specified in the State Standard for Basic Secondary Education.

- Specialised secondary education lasts 3 years and is the third level, requiring pupils to achieve the learning outcomes specified in the State Standard for Specialised Secondary Education.

In order to ensure territorial accessibility, local self-government bodies are responsible for creating and maintaining a network of general secondary education institutions and their branches.

Primary, basic secondary, and specialised secondary education may be provided in separate educational institutions or structural subdivisions of a legal entity (educational institution).

In general, primary education begins for pupils at the age of six. Children who are seven years old at the beginning of the school year must start primary education in that year.

For pupils with special educational needs (SEN), primary education may start at a different age and the duration of both primary and basic secondary education may be extended by adding a corrective and developmental component to the curriculum. Specific regulations outline the conditions under which pupils with SEN may receive complete general secondary education.

In primary and basic secondary education, the educational process may be organised in cycles defined by specific legislation, taking into account the age-specific characteristics of children's physical, mental and intellectual development.

Specialised secondary education encompasses two main directions:

1) Academic: this direction involves a combination of the curriculum defined by the State Standard for Specialised Secondary Education with in-depth study of selected subjects. It is designed to meet the abilities and educational needs of the pupils and focuses on preparing them for further education at higher levels.

2) Vocational: this direction is oriented towards the labour market, integrating the curriculum defined by the State Standard for Specialised Secondary Education with a vocationally focused approach. It aims to respond to pupils' abilities and needs and to prepare them for future employment.

The acquisition of specialised secondary education in either direction does not limit an individual's right to pursue education at other levels. Educational institutions may offer programmes of specialised secondary education in one or both directions.

State final certification assesses the learning outcomes of pupils at each level of complete general secondary education. This assessment may take various forms, as specified by legislation, including external independent evaluation. In primary education, the main purpose of state final certification is only to monitor the quality of educational institutions and/or the quality of education.

The central executive body responsible for education and science determines the procedure, forms and list of academic subjects of state final certification.

The procedures, conditions, forms and specifics of providing ECEC are regulated by a special Law on Complete General Secondary Education.

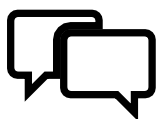
**Source:** European Commission. (2025, August 14). *Organisation of the education system and of its structure: Ukraine*. Eurydice — EACEA National Policies Platform. <https://eurydice.eacea.ec.europa.eu/eurypedia/ukraine/organisation-education-system-and-its-structure>

**3. Fill in the following table with the correct information from the text.**

<b>Level of Education</b>	<b>Duration</b>	<b>Starting Age</b>	<b>Key Focus / Characteristics</b>
<i>Primary Education</i>			
<i>Basic Secondary Education</i>			
<i>Specialised Secondary Education</i>			

**4. Distinguishes between Academic and Vocational directions. Fill in characteristics below.**

<b>Aspect</b>	<b>Academic Direction</b>	<b>Vocational Direction</b>
Purpose		
Curriculum Design		
Focus		
Outcome		
Educational Rights		



**SPEAKING**

**Discussion Questions**

1. How does the Ukrainian system of complete general secondary education ensure inclusivity for pupils with special educational needs (SEN)?
2. Compare the academic and vocational directions of specialised secondary education. Which do you think is more beneficial for students in today's society, and why?
3. The text mentions that state final certification assesses learning outcomes at each level. In your opinion, how effective are standardised assessments in evaluating students' knowledge and skills?
4. How does the structure of complete general secondary education in Ukraine prepare pupils for lifelong learning and civic participation?
5. If you were to suggest one improvement to the Ukrainian education system based on the text, what would it be and why?



## LISTENING

### DIFFERENCES BETWEEN BRITISH AND AMERICAN SCHOOLS (UK VS USA)

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What do you already know about how schools are structured in the UK and the USA?

2) What types of exams or qualifications are common in each system?

3) How do school schedules or holidays differ between British and American schools?

4) What role do uniforms play in each country's education system?

5) How might cultural values influence teaching styles or classroom behaviour in the UK and the USA?



**2. Match the key vocabulary with appropriate definitions.**

1	geographic zoning	A	Standardized test scores used in the U.S. for college admissions.
2	private school	B	A school funded by private sources, typically requiring tuition fees for attendance.
3	entrance exams	C	The process of applying for admission to a university or college, including submitting required documents and meeting deadlines.
4	oversubscribed	D	A year-long break, often taken between high school and university, for travel, work, or personal development.
5	university application	E	When the number of applicants exceeds the available capacity or resources.
6	SAT/ACT scores	F	Examinations taken by students as part of the application process for admission to a school or university.
7	A-level/BTEC exams	G	Standardized exams taken by students in the UK, typically at the end of secondary education.
8	results day	H	School leaders in the UK, comprising various roles responsible for leadership and teaching.
9	gap year	I	Gatherings of students and staff for various purposes, such as announcements, presentations, or ceremonies.
10	school leadership	J	Individuals responsible for the management and administration of a school.
11	administrators	K	A designated day when students receive the outcomes of their exams, often determining university admissions.
12	members of SLT	L	A traditional event in the U.S. involving celebrations, alumni reunions, and sports activities, typically held in autumn.
13	guidance counsellor	M	A school staff member who provides academic and personal support to students.
14	assemblies	N	The process of dividing areas into zones for specific purposes, such as determining school attendance based on residential location.

15	parent communication	O	School leaders responsible for overseeing daily operations, often including principals and assistant principals.
16	homecoming	P	Interaction between schools and parents regarding student progress, activities, and events.

**Source:** Angloverse. (2022, August 31). *Differences between British and American schools (UK vs USA)* [Video]. YouTube. [https://www.youtube.com/watch?v=viYfEOE-Y\\_w&t=1s](https://www.youtube.com/watch?v=viYfEOE-Y_w&t=1s)



### 3. Watch the video and complete the table.

Aspect	US Schools	UK Schools	UA Schools
Choice of Schools			
University Application			
Gap Year			
School Leadership			
Guidance Counseling			
Assemblies			
Parent Communication			
Homecoming			



## READING

### THE BIG AMBITION: CHILDREN'S VIEWS ON SCHOOL

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What do you think children value most about their school experience?
- 2) Have you ever asked students what they would change about their school?

What did they say?

- 3) Why is it important to include children's voices in discussions about education?

4) What challenges do children face in today's school systems, and how might they express them?

5) How do you think children's views on school differ across age groups or regions?



## 2. Match the key vocabulary with the appropriate definitions.

1	children's commissioner	A	Non-academic support in schools that promotes students' well-being, including emotional, social, and mental health care.
2	educational outcomes	B	The network of institutions, policies, and professionals that provide and regulate formal education in a country.
3	pastoral support	C	An independent role in England focused on promoting and protecting the rights, views, and interests of children.
4	safe haven	D	Learning experiences that go beyond the standard curriculum to enhance students' cultural, physical, or personal development.
5	the big ambition	E	The measurable learning achievements of students, including academic performance, skills, and qualifications.
6	trust leader	F	A school culture that nurtures trust, inclusion, and care, enabling students to feel valued and safe.
7	educational system	G	A secure and supportive environment where children feel protected and can seek help when facing difficulties.
8	extra-curricular activities	H	A positive attitude and intrinsic motivation towards acquiring knowledge and skills.
9	accessibility (in education)	I	Clubs, sports, and enrichment programs offered outside regular lesson times to support broader personal development.
10	enrichment activities	J	A nationwide engagement initiative led by the Children's Commissioner to hear directly from children and young people about their views, experiences, and priorities.
11	well-being	K	Teaching students about emotional health, self-awareness, and strategies for managing mental well-being.
12	supportive environment	L	An executive figure in a multi-academy trust responsible for overseeing educational standards and strategic leadership across schools.
13	listening to children	M	The principle that children's views should be considered in matters that affect them.
14	love of learning	N	The degree to which all students can access learning opportunities and school support, regardless of background or need.
15	trusted institution	O	A holistic measure of a child's physical, emotional, and social health and happiness.
16	mental health education	P	An approach that actively seeks out and respects children's views to inform decisions affecting their lives.
17	confide	Q	Structured programs provided by schools outside normal hours that offer recreational, academic, or creative activities.
18	voice of the child	R	An organization that families and communities rely upon for consistency, care, and service — in this context, schools.
19	after school clubs	S	Children's aspirations and ambitions for their futures, often related to careers, talents, and personal success.
20	dreams and goals (of children)	T	To trust someone enough to share personal problems or feelings — in schools, usually with a teacher or trusted adult.

5 April 2024

As a headteacher and former trust leader, with over 30 years of experience in education, I have proudly been involved in the movement to raise standards in schools and to improve the educational outcomes for children across England. I have seen how children's lives have been transformed by the improvements to schools over the last twenty years. But I have also witnessed how schools have become one of the last standing public services, a place that children and parents rely upon, one of the only places they can turn to when they need help.

Since I started as Children's Commissioner, I have ensured that listening to children sits at the heart of all that I do. I have visited hundreds of schools, spoken to thousands of children, and heard directly from over a million children and young people in The Big Ambition.

I have heard directly from children that they want school to be the place that they can go to when they need extra help. While teachers themselves cannot do everything, schools are a place that sits at the heart of their communities, trusted by parents and children alike.

There are a few common and uniting themes amongst children, and one is education. Every time I speak to children, they tell me how important school is to them and that is as true for children who are engaged and attend regularly as those for whom the system is not currently meeting their needs.

School is the place where most children spend most of their time. It's the place where children make their first friends, learn about the world, and discover their talents. They are grateful for their teachers and the other adults who teach and support them.

School is also a safe haven for thousands of children: when children are struggling, it's somewhere they can turn to for help.

When I speak to children, they tell me what makes school a great place to be, and they share their ideas about how to make sure every child has a brilliant school experience. They also tell me about what changes they want to see to the education system.

In The Big Ambition, children told me that they want to go to a school where they feel cared for, where they know that staff care for them and believe in them. Schools are one of our most trusted institutions for children and families alike.

They are built on the care and dedication of teachers, teaching assistants, and school staff. As one 12-year-old girl told me in The Big Ambition: "Each child needs an education and teachers that help them achieve any dreams and goals they have, a teacher you feel safe with."

When children are facing challenges, whether at school or at home, they want to be able to share these with adults at school. Children want to feel safe to share their concerns at school. They want teachers who they can confide in and places they can go in school when they're struggling. Lots of children have told me the importance of having strong relationships with school staff.

When asked what should change to make children's lives better, one 16-year-old girl told me: "More safe spaces around the schools / colleges where young people can talk about their issues with someone trustworthy. [...]"

Children want schools to be a place which fosters their love of learning. Whenever I go on a school visit, I ask children what their favourite thing about their school is. They almost always tell me which subject they enjoy. Their eyes light up as they talk about what they're doing in drama or how the lessons they're learning in science will help them secure their dream job.

Children want fun opportunities both in lessons and in after school clubs. As one 13-year-old girl told me: "They should add more fun activities to do while learning so kids can actually have fun and learn at the same time [...]"

When schools do provide extra-curricular activities, children want them to be accessible to all. They want after school clubs and enrichment activities to be part of their school life. In *The Big Ambition*, one 10-year-old boy suggested we should: "Make after school clubs free (swimming, football, basketball, netball, dancing, gymnastics) and give everyone a chance to do what they've always wanted to do and give everyone a good life."

It makes sense to children that when they are facing difficulties, school is the place that they should turn to for help. Children tell me that the services there to support them are often not easily accessible. As one 16-year-old girl said, in response to *The Big Ambition*: "I think there should be easier ways to get help, people shouldn't have to wait on a waiting list for months."

Children want greater support to be available in schools, to meet them where they are. When asked what the government should do to make children's lives better, one young person told me: "[schools] should have accessible counselling services, mental health education, supportive environments, and accessible resources."

The responses to *The Big Ambition* are clear, children really value their education, many love their teachers, but they want to see schools focus on a stronger pastoral support offer.

In the year ahead, I will be using more of these findings from *The Big Ambition* to inform my vision for the school system. I want to ensure that the voices of England's children shape the education system which serves them.

**Source:** Children's Commissioner for England. (2024, April 5). *The Big Ambition: Children's views on school*. <https://www.childrenscommissioner.gov.uk/blog/the-big-ambition-childrens-views-on-school/>

### **3. Answer the following questions in 2–3 sentences each.**

1. What is the purpose of *The Big Ambition*, and how does it reflect the principle of Listening to Children?

2. In what ways can schools serve as a Safe Haven for children beyond their academic function?

3. Why is Accessibility important in providing effective Enrichment Activities and After School Clubs?

4. Explain how Pastoral Support and a Supportive Environment contribute to students' overall Well-being.

5. Reflecting on the quote from a 12-year-old girl about education and teachers, what role do teachers play in helping children achieve their Dreams and Goals?



## SPEAKING

### Discussion Questions

1. The text highlights the importance of strong relationships between children and school staff. Why do you think these relationships are crucial for a child's development?

2. The author mentions that children want schools to provide more pastoral support, such as counselling services and safe spaces. How can schools balance academic priorities with these additional responsibilities?

3. Based on the text, how do extracurricular activities contribute to a child's overall education and well-being?

4. If you were tasked with improving schools based on the children's feedback in the text, what would be your top priority and why?

5. The text emphasises listening to children's voices in shaping the education system. How can policymakers ensure that children's opinions are effectively incorporated into decision-making?



## LISTENING

### THE DIFFERENCE BETWEEN UNDERGRADUATE STUDIES IN THE US AND THE UK

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What do you think children most appreciate about their school experience?

2) In your opinion, what makes a school feel safe and supportive for students?

3) How often do children get the chance to share their opinions about education?

4) What kinds of changes do you think children would suggest to improve schools?

5) Why might it be important for policymakers to listen directly to children's voices?



## 2. Match the key vocabulary with appropriate definitions.

1	undergraduate studies	A	Achievement in educational courses and assessments.
2	holistic	B	Participation in activities outside of regular academic coursework, such as sports, clubs, or community service.
3	academic performance	C	Comprehensive; considering all aspects or factors.
4	extracurricular involvement	D	Written endorsements from teachers, counsellors, or other individuals attesting to the applicant's abilities and character.
5	essays	E	The UK's centralised application system for undergraduate admissions.
6	letters of recommendation	F	Written compositions expressing the applicant's views, experiences, or qualifications.
7	supplementary material	G	Expertise in a specific field or subject area.
8	personal statement	H	A written statement by the applicant detailing their interests, achievements, and goals.
9	entry requirements	I	Criteria that applicants must meet to be considered for admission to a college or university.
10	common application	J	A standardised application platform used by many colleges and universities in the United States.
11	UCAS (universities and colleges admissions service)	K	An offer of admission to a university or college that is contingent upon the applicant meeting specific conditions, such as achieving certain exam grades.
12	conditional offer	L	Additional documents or information submitted along with the application.
13	ninth grade	M	The ability to adapt or change according to circumstances or preferences.
14	board marks	N	A set of required courses or subjects that all students must complete as part of their degree program.
15	predicted grades	O	Academic programs pursued by students who have completed secondary education but have not yet earned a bachelor's degree.
16	core curriculum	P	Estimated grades provided by teachers or counsellors based on a student's performance and potential.
17	general education requirement	Q	The ninth year of formal education in the U.S. education system, typically corresponding to the first year of high school.
18	specialized knowledge	R	Supported financially by government resources or public funds.
19	flexibility	S	Examination results or grades issued by an examining board.
20	publicly funded	T	Courses covering a broad range of subjects designed to provide students with a well-rounded education.

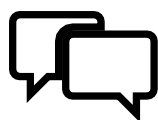
**Source:** The Red Pen. (2017, October 9). *The difference between undergraduate studies in the US and the UK* [Video]. YouTube. <https://www.youtube.com/watch?v=VbBBUZHTRk>



## 3. Watch the video and complete the table.

Aspect	Undergraduate Studies in the US	Undergraduate Studies in the UK	Undergraduate Studies in UA
Application Process			

Aspect	Undergraduate Studies in the US	Undergraduate Studies in the UK	Undergraduate Studies in UA
Entry Requirements			
Number of Colleges Applied To			
Offer of Admission			
Focus			
Curriculum Flexibility			
Course Duration			
Types of Colleges			
Funding			



## **SPEAKING**

### **Discussion Questions**

- 1) What are the key differences in how students choose their major or subject area in the US versus the UK, and which system do you think better supports personal growth?
- 2) The video mentions differences in course length and structure. How might a 3-year UK degree compare to a 4-year US degree in terms of depth, flexibility, and career readiness?
- 3) How do the application processes in the US and UK reflect broader cultural or educational values?
- 4) In your opinion, how do general education requirements in the US affect students' academic experience compared to the more specialized UK approach?
- 5) If you were advising a student choosing between studying in the US or the UK, what factors would you encourage them to consider — academic style, cost, lifestyle, or future opportunities?



## TRANSLATING

### 1. Translate the given sentences from English into Ukrainian.

- 1) **Undergraduate studies** typically begin after completing secondary education and lead to a **Bachelor's degree**.
- 2) A **holistic** admissions process considers **academic performance, essays, and extracurricular involvement**.
- 3) Students must submit **letters of recommendation, a personal statement, and supplementary material** with their **university application**.
- 4) Each institution has specific **entry requirements**, and many use the **Common Application** or **UCAS** system.
- 5) A **conditional offer** may depend on **predicted grades, board marks, or results from A-level / BTEC exams**.
- 6) The **core curriculum** and **general education requirements** ensure students gain both **specialised knowledge** and **flexibility**.
- 7) In a **publicly funded** system, the **children's commissioner** monitors **educational outcomes** and promotes **pastoral support**.
- 8) Schools should be a **safe haven** where the **voice of the child** is heard, and their **dreams and goals** are nurtured.
- 9) A **trusted institution** provides **mental health education, well-being** support, and a **supportive environment** for all learners.
- 10) From **primary education** to **postgraduate degrees**, the **educational system** must ensure **accessibility, enrichment activities, and lifelong love of learning**.

### 2. Translate the given sentences from Ukrainian into English.

- 1) Здобувши спеціалізовану середню освіту, студенти можуть продовжити навчання на **бакалаврських програмах** в університеті.
- 2) Університети дедалі частіше застосовують **комплексний** підхід до оцінювання кандидатів.
- 3) **Академічна успішність** є важливим критерієм під час вступу до закордонних вишів.
- 4) Активна **позанавчальна діяльність** є показником лідерських якостей та ініціативності студента.
- 5) Абітурієнти мають подати **есе** та **рекомендаційні листи** разом із заявою.
- 6) До пакету документів також входять **додаткові матеріали** та **мотиваційний лист**.
- 7) Кожен університет має власні вимоги до вступу, які можуть передбачати подання заяв через систему для університетів і коледжів Великої Британії або

через єдину платформу для подання заяв до кількох університетів, переважно у США.

8) Університет може надати студенту **умовну пропозицію про вступ**, яка залежить від **очікуваних результатів навчання**.

9) **Основна навчальна програма** охоплює обов'язкові курси загальної освіти, а також дисципліни, спрямовані на здобуття **спеціалізованих знань**.

10) У країнах з **державним фінансуванням** освіти працює **уповноважений з прав дітей**, який слідкує за **освітніми результатами**.



## WRITING

### Writing Task: Formal Letter

Write a formal letter addressed to the Minister of Education of Ukraine. In your letter, propose specific improvements to the Ukrainian educational system based on successful practices observed in the UK. Your suggestions may relate to curriculum design, student well-being, university admissions, vocational training, inclusive education, or school leadership.

<b>Guidelines for Formal Letter Writing</b>
<b>1. Your letter should include:</b> <ul style="list-style-type: none"><li>• A respectful salutation and introduction</li><li>• A clear statement of purpose</li><li>• 2–3 well-developed suggestions inspired by British education</li><li>• Supporting arguments or examples</li><li>• A polite closing with a call to action or offer for further dialogue.</li></ul>
<b>2. Use a professional tone. Avoid slang or overly casual language.</b>
<b>3. Be concise and focused. Stick to the main points and avoid unnecessary details.</b>
<b>4. Structure matters. Use paragraphs to separate ideas: introduction, body, conclusion.</b>
<b>5. Support your suggestions. Refer to specific British practices or policies that could benefit Ukraine.</b>
<b>6. End respectfully. Use formal closings like “<i>Yours sincerely</i>” or “<i>With respect.</i>”</b>

## UNIT 2

### UNIVERSITY DEGREES IN THE USA, BRITAIN AND UKRAINE



#### LISTENING

#### TYPES OF FINANCIAL AID: GRANTS? SCHOLARSHIPS? STUDENT EMPLOYMENT? LOANS?

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What types of financial aid do you already know about, and which ones have you or someone you know used?
- 2) What's the difference between a scholarship and a loan? Can you think of examples?
- 3) How do you think student employment can help cover educational expenses?
- 4) What role do universities play in helping students afford their education?
- 5) What questions would you ask a financial aid officer if you were applying to study abroad?



**2. Match the key vocabulary terms with their definitions.**

1	grants	A	A repayment arrangement where the borrower does not have to start repaying the loan until a later date, often after graduation or leaving school.
2	scholarships	B	Financial assistance provided by the United States federal government to help students pay for education, including grants, loans, and work-study programs.
3	loans	C	Financial assistance awarded based on a student's academic, athletic, artistic, or other achievements or abilities, rather than financial need.
4	deferred repayment	D	Financial aid awards that are typically based on financial need or merit and do not need to be repaid.
5	student employment	E	Financial assistance awarded based on a student's financial need, as determined by factors such as family income and assets.
6	work study programs	F	Financial aid awards based on merit or other criteria that do not require repayment.
7	financial aid	G	Federal or institutional programs that provide part-time employment opportunities for students with financial need, typically on campus.
8	merit-based aid	H	Financial aid that must be repaid, usually with interest. Loans can be obtained from various sources including federal, state, institutional, or private lenders.
9	need-based aid	I	Financial assistance provided by state governments to help students pay for education, which may include grants, scholarships, or loans.

10	federal aid	J	Department and personnel responsible for administering financial aid programs and assisting students with the application process and financial planning.
11	state aid	K	Education that is reasonably priced and accessible to students regardless of their financial background.
12	private aid	L	Work opportunities for students, often on campus, allowing them to earn money to help cover educational expenses.
13	financial aid office / staff	M	Monetary assistance provided to students to help cover the cost of education, including grants, scholarships, loans, and work-study opportunities.
14	affordable education	N	Financial assistance provided by private organizations, such as foundations, corporations, or philanthropic individuals, to help students pay for education.

**Source:** Lehigh University. (2018, October 2). *Types of financial aid: Grants? Scholarships? Student employment? Loans?* [Video]. YouTube. <https://www.youtube.com/watch?v=YBVp1KEaoGg>



### 3. Watch the video and fill in the gaps.

1. Lehigh University is committed to making a Lehigh education an attainable goal, regardless of your family's \_\_\_\_\_ situation.

2. Grants and scholarships are awarded based on \_\_\_\_\_ or merit, and these funds do not need to be \_\_\_\_\_.

3. Lehigh provides significant amounts of grant and scholarship \_\_\_\_\_ to students, and funds can also come from federal, \_\_\_\_\_, or private organizations.

4. Visit our website to learn more about grant and scholarship opportunities at \_\_\_\_\_.

5. Loans are \_\_\_\_\_ that must be repaid, and can be awarded through the federal government, the state, Lehigh, or \_\_\_\_\_ banks.

6. Most student loans have \_\_\_\_\_ repayment, meaning you will not start paying the loan back until you are no longer \_\_\_\_\_ in school.

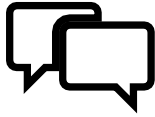
7. Student \_\_\_\_\_ or work study programs allow you to earn money by obtaining a part-time job \_\_\_\_\_.

8. Earnings are paid directly to the student via a \_\_\_\_\_, and can be used to pay for expenses not billed to your account such as \_\_\_\_\_, food, or other personal items.

9. Student employment is readily available at Lehigh, so students have a variety of opportunities to earn their full \_\_\_\_\_.

10. Grants and scholarships, loans, and student employment can help make a Lehigh education more \_\_\_\_\_.

**Source:** Lehigh University. (2018, October 2). *Types of financial aid: Grants? Scholarships? Student employment? Loans?* [Video]. YouTube. <https://www.youtube.com/watch?v=YBVp1KEaoGg>



## SPEAKING

### Discussion Questions

1. How do grants and scholarships differ from loans in terms of financial aid, and why might students prefer one over the other?
2. What are the advantages of student employment or work-study programs for students at Lehigh University?
3. How does deferred repayment for student loans benefit students, and what challenges might arise after graduation?
4. Why is it important for students to thoroughly research financial aid opportunities before enrolling in a university?
5. In what ways can financial aid staff support students in making a Lehigh education more affordable and accessible?



## READING

### THE UK'S BEST UNIVERSITIES FOR WORLD REPUTATION

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What do you know about the Times Higher Education World Reputation Rankings and how they are determined?
- 2) Which UK universities do you think are most respected internationally, and why?
- 3) How might a university's reputation influence a student's decision to apply or employers' views of graduates?
- 4) What factors do you think contribute to a university's global reputation — research, teaching, alumni, or something else?
- 5) Have you ever considered studying in the UK? What would you look for in a university ranking before applying?



**2. Match the key vocabulary terms with their definitions.**

1	acceptance rate	A	Advanced studies pursued after earning a bachelor's degree, including master's degrees and doctoral programmes (PhDs).
2	World Reputation Ranking	B	The percentage of applicants who are offered admission to a university.
3	Russell group	C	Academic disciplines that study human culture, such as literature, history, philosophy, and languages.
4	undergraduate programme	D	A graduate degree focusing on business and management practices, often pursued by those seeking leadership roles.

5	postgraduate programme	E	A global ranking based on a university's academic prestige and public perception, typically published by research organizations like QS or THE.
6	Humanities	F	A course of study leading to a first degree (such as a bachelor's degree), typically lasting 3–4 years in the UK.
7	STEM	G	Non-academic activities (e.g. clubs, sports, volunteering) offered by universities to enhance student experience and skills.
8	MBA (master of business administration)	H	A prestigious association of 24 public research universities in the UK known for academic excellence and strong research funding.
9	extracurricular opportunities	I	An acronym for Science, Technology, Engineering, and Mathematics — fields commonly emphasized at research universities like Imperial.

### 1. University of Oxford

Established in 1096, Oxford is the oldest university in Anglosphere and the second-oldest in the world. Having produced 30 UK prime ministers, the university has a tradition of academic excellence and innovation and is committed to encouraging critical thinking and intellectual curiosity.

- World Reputation Ranking: 4<sup>th</sup>;
- Acceptance Rate: 17.5%;
- Popular Courses: Humanities, Law, MBA.

### 2. University of Cambridge

Celebrated for its rich history and academic excellence, the University of Cambridge consistently ranks among the world's top universities, including 2<sup>nd</sup> in the QS World University Rankings 2024. One of the world's oldest institutions, Cambridge has 31 colleges, including three for women only.

- World Reputation Ranking: 5<sup>th</sup>;
- Acceptance Rate: 21%;
- Popular Courses: Archaeology, Linguistics, Mathematics.

### 3. Imperial College London

Known for its focus on science, engineering, medicine, and business, Imperial College London is a leader in technological innovation and research. Located in the heart of London, ICL has over 50% of students from outside the UK.

- World Reputation Ranking: 14<sup>th</sup>;
- Acceptance Rate: 14.3%;
- Popular Courses: Science, Engineering, Medicine.

### 4. University College London

The University of the Year 2024 (The Times and Sunday Times Good University Guide 2024), University College London, is among the UK's most prominent institutes.

With state-of-the-art facilities and a diverse community of scholars, UCL equips graduates with the skills and knowledge to make meaningful contributions to society.

- World Reputation Ranking: 25<sup>th</sup>;
- Acceptance Rate: 63%;
- Popular Courses: Medicine, Science, Law.

### **5. University of Edinburgh**

As one of the UK's oldest and most prestigious universities, the University of Edinburgh is renowned for its world-class teaching and research across various disciplines. Located in the historic Scottish city of Edinburgh, the university has produced over a dozen Nobel Prize laureates, four Pulitzer Prize winners, and three Turing Award winners.

- World Reputation Ranking: 30<sup>th</sup>;
- Acceptance Rate: 46%;
- Popular Courses: MBA, Veterinary Medicine, Engineering.

### **6. London School of Economics and Political Science**

Established in 1895, the London School of Economics and Political Science has produced over 25% of all Nobel Memorial Prizes in Economics. Situated in the heart of London, LSE attracts students and scholars from around the world who are passionate about addressing modern societal challenges.

- World Reputation Ranking: 40<sup>th</sup>;
- Acceptance Rate: 8.9%;
- Popular Courses: Economics, Law, Social Science.

### **7. King's College London**

With a reputation for rigorous academic programmes and a tradition of intellectual inquiry dating back centuries, King's College London has contributed to the discovery of DNA structure, Hepatitis C, the Hepatitis D genome, and the Higgs boson. Its picturesque campuses, including historic libraries, provide an inspiring backdrop for students.

- World Reputation Ranking: 46<sup>th</sup>;
- Acceptance Rate: 13%;
- Popular Courses: Management, Computer Science, Law, Psychology, Health.

### **8. University of Manchester**

Known for its academic excellence and vibrant campus life, the University of Manchester is a leading research university with a global reputation for innovation and discovery. Situated in the vibrant city of Manchester, the university offers cutting-edge research across various disciplines.

- World Reputation Ranking: 51–60<sup>th</sup>;
- Acceptance Rate: 56%;
- Popular Courses: Business, MBA, Marketing.

### 9. University of Bristol

The University of Bristol, a member of the prestigious Russell Group, provides students with a dynamic learning environment. Having received its royal charter in 1909, the university is home to about 30,000 students from over 100 countries.

- World Reputation Ranking: 91–100<sup>th</sup>;
- Acceptance Rate: 68%;
- Popular Courses: Engineering, Medical Sciences, Arts.

### 10. University of Glasgow

The University of Glasgow is committed to social responsibility and sustainability. The University of Bristol prepares graduates to make a positive impact on society and contribute to solving complex global challenges.

- World Reputation Ranking: 101–125<sup>th</sup>;
- Acceptance Rate: 74%;
- Popular Courses: Economics, MBA, Law.

**Source:** GoStudyIn. (2024, February 19). *What UK universities are in the THE World Reputation Rankings 2023?* GoStudyIn. <https://gostudyin.com/study-in-uk/study-guides/uk-universities-in-the-times-higher-education-world-reputation-rankings/>

### 3. Match the description with one of the top-listed Universities.

University of Cambridge    Imperial College London    University of Oxford  
 University of Edinburgh    University of Bristol    University of Glasgow  
 University of Manchester    King’s College London  
 London School of Economics and Political Science (LSE)  
 University College London (UCL)

1. With a collegiate system and centuries of excellence, it stands as one of the world’s highest-ranked and most historic institutions.
2. A cutting-edge university specialising in science, engineering, and medicine, with a strong international student community.
3. The oldest university in the Anglosphere, it is globally renowned for its academic tradition and has educated numerous UK prime ministers.
4. A dynamic university known for its academic strength, international student body, and commitment to impactful education.
5. A socially engaged institution with a strong focus on sustainability and producing globally conscious graduates.

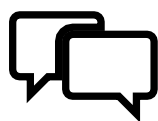
6. A leading UK institution recognised for its research-driven teaching and diverse, globally minded academic environment.

7. A prestigious Scottish university acclaimed for its research legacy and notable alumni, including Nobel laureates and cultural icons.

8. A historic London-based university celebrated for its contributions to science and health research, and its inspiring academic setting.

9. A powerhouse of innovation and research in the heart of a vibrant city, it offers excellence across diverse disciplines.

10. Globally respected for economics and social sciences, it fosters thinkers who shape modern global policy.



## SPEAKING

### Discussion Questions

1. In what ways do historical legacy and global rankings influence the appeal of universities like Oxford and Cambridge, and do you think this influence is always justified?

2. Should students prioritise specialised universities (like Imperial or LSE) over broader institutions when planning their future careers, or is academic flexibility more valuable today?

3. How does a university's acceptance rate affect perceptions of prestige, and do lower rates truly reflect better educational quality?

4. To what extent should global reputation matter when choosing a university, especially for international students facing different cultural and financial contexts?

5. What non-academic factors — such as campus culture, student support services, or location — might play a decisive role in a student's university experience, and are these often overlooked in rankings?



## LISTENING

### UNIVERSITY ACCOMMODATION

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What do you imagine university accommodation in the UK looks like, and how might it differ from student housing in Ukraine?

2) What are some important factors students consider when choosing where to live during their studies?

3) Have you ever lived away from home for educational purposes? What challenges or benefits did you experience?

4) What types of support or services do you think universities offer to students living in accommodation?

5) How might living in university accommodation influence your academic performance and social life?



## 2. Match the key vocabulary with their definitions.

1	university accommodation	A	A department in a university that manages student accommodations and organizes events and support for residents.
2	homesick	B	Senior students or staff members who assist new students in settling into university accommodation.
3	residence life	C	The process of managing one's expenses, especially important for students living away from home.
4	ambassadors	D	Housing provided by a university for its students, typically located on or near the campus.
5	residence life mentors	E	Discounted food offers available to students, often on campus, to help save money.
6	budgeting	F	A space in university accommodation where staff are available to assist residents with various needs.
7	meal deals	G	The feeling of missing one's home and family while away at university.
8	loyalty cards	H	Continuous safety and security services provided in university accommodations.
9	reception area	I	Individuals assigned to visit students in their flats periodically to ensure their well-being and to provide support.
10	security 24/7	J	Cards offered by retailers that provide discounts or rewards to frequent shoppers.

**Source:** University of Sheffield. (2022, March 30). *University accommodation: What to expect?* [Video]. YouTube. <https://www.youtube.com/watch?v=xhzDAQbljqo>



## 3. Watch the video and decide whether these statements are true or false.

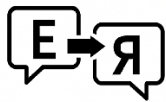
1. The speaker was nervous about moving in with unknown people.
2. The speaker did not feel homesick at all upon moving in.
3. Residence Life mentors visit flats regularly to ensure everyone is adjusting well.
4. The speaker advises against attending Residence Life events.
5. Living in university accommodation means you will only live with people from different years and courses.
6. The speaker found budgeting very difficult after moving in.
7. Meal deals on campus help the writer save money.
8. All students have free access to the Ranmoor gym.
9. The university accommodation has security available 24/7.
10. The speaker believes the main benefit of university accommodation is the academic support.



## SPEAKING

### Discussion Questions

1. What were your own experiences during the first few days of moving into university accommodation? How do they compare to the experiences shared in the video?
2. What role do Residence Life mentors and events play in helping students settle in? Do you think similar support structures are effective at your university?
3. How important is it to live with students who are in the same year or course as you? What are the advantages and potential drawbacks of this setup?
4. The speaker mentions budgeting tips like meal deals and loyalty cards. What strategies do you or your peers use to manage money while living at university?
5. The text highlights safety, support, and social opportunities in university accommodation. In your opinion, which of these is most important for a first-year student, and why?



## TRANSLATING

### 1. Translate the given sentences from English into Ukrainian.

- 1) Many first-year students live in **university accommodation**, which offers **security 24/7** and a welcoming **reception area**.
- 2) Feeling **homesick** is common, but **residence life mentors** and student **ambassadors** help new arrivals adjust.
- 3) Learning **budgeting** skills is essential, especially when managing **meal deals** and using **loyalty cards** to save money.
- 4) The university's **acceptance rate** and position in the **World Reputation Ranking** influence international applications.
- 5) Members of the **Russell Group** offer competitive **undergraduate** and **postgraduate programmes** in **Humanities, STEM, and MBA** fields.
- 6) Students can explore **extracurricular opportunities** such as clubs, volunteering, and leadership roles on campus.
- 7) Financial support includes **grants, scholarships, and loans** with options for **deferred repayment**.
- 8) Many institutions offer **student employment** and **work study programs** to help cover living costs.
- 9) **Financial aid** may be **merit-based, need-based**, or provided through **federal, state, or private aid** sources.
- 10) The **financial aid office** helps students access **affordable education** and understand their funding options.

## 2. Translate the given sentences from Ukrainian into English.

1) Гуртожиток університету має зручну зону рецепції та забезпечує цілодобову охорону для безпеки студентів.

2) Під час першого семестру багато студентів відчувають тугу за домом, особливо ті, хто вперше живе самостійно.

3) Життя в резиденції включає підтримку від менторів та участь у заходах, які організують студентські амбасадори.

4) Університет пропонує бакалаврські програми з гуманітарних наук, STEM-напрямів та бізнес-адміністрування.

5) Вступ до університету залежить від конкурсного рівня прийому та його позиції у світовому рейтингу.

6) Студенти навчаються планувати бюджет, використовуючи знижки на харчування та картки лояльності.

7) Університети, що входять до Расельської групи, пропонують високоякісні магістерські програми та широкі можливості для позанавчальної активності.

8) Фінансова підтримка включає гранти, стипендії, кредити з можливістю відстроченого погашення.

9) Студенти можуть працювати через програми студентської зайнятості або брати участь у робочих навчальних програмах.

10) Офіс фінансової допомоги надає консультації щодо доступної освіти, включаючи державну, приватну та федеральну підтримку.



### WRITING

#### Writing Task: University Application

Choose one country — the USA, Britain, or Ukraine — and write a personal statement as part of a university application for a program of your choice (e.g., Linguistics, Education, STEM, International Relations, etc.).

Guidelines for Writing
1. Your statement should reflect the tone, structure, and expectations typical of that country's admissions process. Be sure to highlight your academic interests, relevant experiences, motivation for applying, and future goals.
2. Your Personal Statement Should Include: <ul style="list-style-type: none"><li>• A clear introduction stating your chosen field and motivation;</li><li>• Academic background and relevant achievements;</li><li>• Extracurricular or work experience (if applicable);</li><li>• Career aspirations and how the program fits your goals</li></ul>
3. Know your audience. Adapt your tone to match the country's academic culture.
4. Be specific. Mention the program and university, and why they're a good fit.
5. Show your passion. Use examples to demonstrate your interest and commitment.
6. Stay focused. Avoid clichés and keep your writing clear and purposeful.
7. Proofread. Ensure grammar, spelling, and structure are polished and professional.

## UNIT 3

### SCHOOL YEAR AND MARKS



#### LISTENING

#### UNIVERSITY TERMS & SEMESTER

#### HOW UK UNIVERSITIES DIVIDE UP THE ACADEMIC YEAR!

**1. Answer the questions below. Provide examples from your own experience, if possible.**

- 1) What do you know about how the academic year is structured in UK universities?
- 2) Have you heard the terms “semester” and “term” used in education? What do you think the difference is?
- 3) How long do you think a typical university term or semester lasts in the UK?
- 4) Why might it be important for students and staff to understand the academic calendar structure?
- 5) How do university closure days and breaks affect teaching, exams, and student life?



**2. Match the key vocabulary with their definitions.**

1	academic calendar	A	An academic calendar divided into terms, which are typically shorter periods of study followed by vacations or breaks.
2	term-based system	B	The first term of the academic year, starting in autumn and ending before the winter vacation.
3	semester-based system	C	A combination of term-based and semester-based systems, where a university may use both to describe their academic calendar.
4	hybrid system	D	A division of the academic year during which a set of classes is taught.
5	term	E	The term following the winter vacation, starting in spring and ending before the summer term.
6	autumn term	F	An academic calendar divided into semesters, which are usually longer periods of study than terms, often encompassing half of the academic year.
7	spring term	G	The final term of the academic year, often focused on exams and concluding before the summer vacation.
8	summer term	H	The schedule that a university or college follows over the course of an academic year, outlining teaching periods, vacations, and exams.
9	winter vacation	I	A break between the spring and summer terms, sometimes aligned with Easter holidays.
10	spring break / easter vacation	J	A collective term for the University of Oxford and the University of Cambridge, known for their unique academic terms and traditions.
11	module	K	The second term at Oxford, corresponding to the spring term.
12	Oxbridge	L	The third term at Oxford, corresponding to the summer term.
13	Michaelmas	M	The second term at Cambridge, corresponding to the spring term.

14	Hilary	N	A designated time at the end of a term or semester when students take exams for the modules they have studied.
15	Trinity	O	A unit of study within a subject, often completed within a single term.
16	Lent	P	The first term at Oxford and Cambridge, starting in autumn.
17	Easter	Q	A break between the autumn and spring terms, often associated with Christmas celebrations in the UK.
18	examination period	R	The third term at Cambridge, corresponding to the summer term.



### 3. Watch the video and decide whether these statements are true or false.

<https://www.youtube.com/watch?v=dbvJtVnGxvM&t=133s>

1. Universities only use a term-based system to describe their academic calendar.
2. A hybrid system combines both term-based and semester-based systems.
3. The academic calendar typically consists of three terms: autumn, spring, and summer.
4. All universities follow the same term lengths and names for their terms.
5. Oxford University refers to its terms as Michaelmas, Hilary, and Trinity.
6. Cambridge University uses the same term names as Oxford University.
7. The length of terms can vary from university to university.
8. In the past, students were examined on all material learned in the first and second terms during the third term.
9. Nowadays, some universities may have exams at the end of each term instead of only during the third term.
10. The start and end dates of terms are consistent across all UK universities.



### 4. Match the key vocabulary with their definitions.

1	academia	A	A vacation period in the middle of the academic year, often occurring in December and January.
2	winter break	B	The environment or community concerned with the pursuit of research, education, and scholarship.
3	semester	C	An academic title used in some universities, denoting a senior academic with a distinguished record of research.
4	revision week	D	A set time at the end of a semester during which students take exams on the material covered in their courses.
5	examination period	E	A break in the academic schedule occurring in the spring, often aligned with Easter holidays.
6	spring break / Easter vacation	F	A designated time for students to review and study course material in preparation for exams, usually occurring at the end of a teaching period.
7	academic teaching	G	The period during which students attend lectures and classes to learn new material.
8	lecturer	H	One of the two main periods in a semester-based system during which students attend classes before having exams.
9	senior lecturer	I	An entry-level position in academia, often held by individuals beginning their academic careers.

10	reader	J	A mid-level position in academia, typically held by individuals who have demonstrated a significant contribution to their field.
11	professor	K	An academic rank within universities, typically a member of staff who primarily performs teaching duties.
12	assistant professor	L	A title used to denote a senior academic with a substantial record of teaching, research, and publication.
13	associate professor	M	The highest academic rank, usually held by a distinguished academic with a strong record of research, teaching, and publication.
14	full professor	N	A higher academic rank, often denoting a lecturer with significant experience and contributions to their field.

**Source:** UniAdmissions. (2021, October 6). *University terms & semester: How UK universities divide up the academic year!* [Video]. YouTube. <https://www.youtube.com/watch?v=dbvJtVnGxvM&t=133s>



**5. Watch the video and choose the correct answer.**

**1. What is the alternative system to the term-based system that is now being used more widely in the UK?**

- a) Quarter-based system;
- b) Semester-based system;
- c) Trimester-based system;
- d) Modular system.

**2. How many semesters do UK universities typically run if they use a semester-based system?**

- a) One;
- b) Two;
- c) Three;
- d) Four.

**3. When does the first semester usually start in a semester-based system in the UK?**

- a) Beginning of September;
- b) Beginning of October;
- c) Beginning of November;
- d) Beginning of December.

**4. What is the duration of the winter vacation in the middle of the first semester?**

- a) One week;
- b) two weeks;
- c) three weeks;
- d) four weeks.

**5. What typically happens after students return from the winter break in a semester-based system?**

- a) they start new taught content immediately;
- b) they have a period of revision followed by exams;
- c) they have a holiday week;
- d) they begin the second semester.

**6. When does the second semester usually end?**

- a) end of May;
- b) beginning of June;
- c) mid-June;
- d) end of June.

**7. What influenced some UK universities to adopt the semester-based system?**

- a) asian educational systems;
- b) european educational systems;
- c) american educational systems;
- d) australian educational systems.

**8. What titles are used for academic staff in universities that adopt American terms?**

- a) Lecturer, Senior Lecturer, Reader, Professor;
- b) Assistant Professor, Associate Professor, Full Professor;
- c) Tutor, Instructor, Scholar, Educator;
- d) Dean, Head of Department, Chancellor, Vice-Chancellor.



**6. Match the key vocabulary with their definitions.**

1	term	A	A combination of different academic calendar systems, such as terms and semesters, used by an institution.
2	semester	B	A student engaged in advanced study and research leading to a doctorate (Ph.D.) or other research-based master's degrees.
3	hybrid model	C	The designated time frame in which students are evaluated through exams, presentations, or other forms of assessment.
4	taught modules	D	The differences in the start and end dates, as well as the length of terms or semesters, among various universities.
5	PGR (postgraduate researcher)	E	A half-year term used by many institutions to divide the academic year, typically into two main blocks of time during which classes are held.
6	postgraduate term	G	The schedule of dates and events that outlines an academic cycle, including teaching periods, holidays, and examination times.
7	academic calendar	F	Units of study within a program that are delivered through instruction, as opposed to research modules.

8	vacation period	H	A division of the academic year during which a set of classes are offered. Terms are often shorter periods that may be referred to as quarters in some systems.
9	assessment period	I	The time during the academic year when classes are not in session, and students are typically not required to be on campus.
10	fluctuation and variability	J	An additional term used by some universities to accommodate the schedule of postgraduate students, particularly when undergraduate students are not on campus.

**Source:** UniAdmissions. (2021, October 6). *University terms & semester: How UK universities divide up the academic year!* [Video]. YouTube. <https://www.youtube.com/watch?v=dbvJtVnGxvM&t=133s>



**7. Watch the video and match the beginning of each sentence (Column A) with its ending (Column B).**

Column A:	Column B:
1. Universities may adopt a term and semester-based calendar to...	A. ...accommodate the schedule of postgraduate students, especially when undergraduates are not on campus.
2. Terms are used for when students are...	B. ...taught on campus and involve shorter periods of study.
3. Semesters are typically used for...	C. ...teaching periods of taught modules and are longer in duration.
4. Doctoral students and PGR researchers often follow...	D. ...the semester timetable due to their extended presence on campus.
5. A postgraduate term is designed to...	E. ...address the complexity of different academic programs and their requirements.



## SPEAKING

### Discussion Questions

1. What are the main differences between a term-based and a semester-based academic calendar? Which system do you think is more effective for student learning, and why?

2. How might switching from a term-based to a semester-based system affect students and academic staff? What challenges or benefits could arise from such a change?

3. What are the advantages and disadvantages of the hybrid calendar model used by some universities? Do you think combining terms and semesters creates more flexibility or more confusion?

4. How does the academic calendar (terms vs. semesters) impact things like holidays, exams, and workload? Can the structure of the calendar influence student stress levels or performance?

5. Based on your own experience, which academic calendar structure do you prefer and why? Have you studied or worked in different systems? If so, how did they compare?



## READING

### INTERNATIONAL GRADING SYSTEMS: KEY DIFFERENCES EXPLAINED

**1. Answer the questions below. Provide examples from your own experience, if possible.**

1) What grading system is used in your country, and how does it compare to the American letter grade system?

2) Why might it be difficult to convert grades between different international systems?

3) What do you think influences how countries design their grading systems — culture, policy, or educational philosophy?

4) Have you ever applied to study abroad or participated in an exchange program? How were your grades evaluated?

5) Which countries do you expect to have the most similar grading systems to the US, and which the most different?



**2. Match the key vocabulary with their definitions.**

1	grading system	A	A rigorous national entrance exam in China that determines university placement.
2	academic evaluation	B	A structured method used by educational institutions to evaluate and report students' academic performance.
3	WAEC (West African Examination Council)	C	Shared beliefs and practices within a region that shape attitudes toward education and grading.
4	letter grade	D	The advancement of a student from one level of education to another based on academic performance.
5	numerical scale	E	The process of assessing a student's learning progress and knowledge through formal measurements like exams or assignments.
6	Gaokao	F	A narrative or descriptive assessment of a student's performance, often used alongside numeric grades.
7	high-stakes test	G	A regional body that administers exams and grading for countries like Nigeria and Ghana.
8	cultural values	H	Benchmarks that define what students should know and be able to do at each stage of education.
9	Bologna Process	I	A symbol (e.g., A, B, C) representing a range of scores or performance levels in many grading systems.

10	ECTS (European Credit Transfer and Accumulation System)	J	Differences in grading systems and education practices across countries or even within regions.
11	International grading conversion	K	A grading format based on numbers (e.g., 0–100 or 1–7) to indicate a student’s academic achievement.
12	academic progression	L	A European initiative aimed at harmonising higher education systems and promoting student mobility.
13	written evaluation	M	The process of translating academic performance from one grading system into an equivalent in another.
14	academic standards	N	An exam with significant consequences, such as university admission or job eligibility.
15	regional variation	O	A standard method for comparing academic credits across European institutions.

Grading systems are the foundation of how schools and universities measure learning. They give students, teachers, and institutions a shared way to track progress and set expectations. But as education becomes more global, understanding how grades work in different countries is more important than ever.

### **Overview of international grading systems**

When it comes to education, grading systems are far from one-size-fits-all. Every region has its own way of measuring student success, shaped by history, culture, and national priorities. From strict percentage cutoffs in Asia to flexible mixed models in South America, these different grading systems highlight just how varied academic evaluation can be.

### **African countries**

Grading systems across Africa reflect a unique mix of local traditions, colonial influences, and modern education practices. With over 50 countries, there’s no single model — different grading systems are used depending on the country and institution.

In places like Nigeria and Ghana, the WAEC (West African Examination Council) grading system is common. It uses letter grades like A1, B2, and C5, each tied to a specific numerical score. In South Africa, grades are often reported as percentages and then converted to letter grades from A to F.

That said, there’s a lot of variation between schools and universities, even within the same country. Local culture, language, and access to educational resources can all shape how students are graded.

Still, no matter the format, grading plays a big role in African higher education. It determines who qualifies for university, who gets hired, and how easily degrees can be recognized abroad. That’s where international grading system conversion becomes essential — helping students and institutions align African credentials with global academic standards.

### **Asian countries**

In many Asian countries, academic pressure is intense and so are the grading standards. Nations like Japan and South Korea are known for their focus on achievement and discipline, often using a strict numerical scale where anything above 90% is considered top-tier.

This culture of high expectations pushes students to excel, sometimes making these systems feel like they rank among the strictest grading systems in the world. In China, the Gaokao exam is a prime example — this high-stakes national test can determine a student’s entire academic future, and its scoring is notoriously demanding.

Across Asia, grading is more than just numbers — it reflects deep cultural values around education, effort, and success.

### **European countries**

Europe is home to a wide variety of grading systems, shaped by each country’s unique culture and academic traditions. Some nations use numbers, others combine letters and numbers, and no two systems are exactly alike.

Take France, for example — grades usually fall on a 0 to 20 scale, where even a 14 is considered quite good. In Germany, the system runs from 1 (excellent) to 6 (fail), which can be surprising to those more familiar with grading systems in America.

Efforts like the Bologna Process have helped streamline these differences by introducing the European Credit Transfer and Accumulation System (ECTS). This move toward international grading system conversion makes it easier for students to transfer between universities and for institutions to recognize each other’s qualifications.

While European countries still rely on alternative grading systems ECTS has made things more transparent and consistent.

### **South American countries**

Grading in South America is as diverse as the continent itself. While many universities use numerical or letter grades similar to those in North America or Europe, there are plenty of local twists that make these grading systems unique.

For example, some countries use a 1 to 7 scale, with 7 being the top score. In other places, grades aren’t just based on exams — they can also reflect participation, group work, or oral presentations. Brazil and Argentina, influenced by European models, often combine numbers with written evaluations to give a fuller picture of student performance.

These variations are a great reminder that grading systems around the world don’t always follow the same rules. In South America, grading plays a big role in academic progression and career opportunities, both locally and internationally.

Source: Rogers, M. (2024, June 5). *US vs. World: Educational grading systems explained*. MotaWord. <https://www.motaword.com/blog/comparing-us-and-global-grading-systems>

### **3. Choose the correct answer.**

#### ***1. What is the primary purpose of grading systems in education?***

- a) to measure learning and track progress;
- b) to rank students globally;
- c) to eliminate underperforming students;
- d) to replace traditional teaching methods.

#### ***2. Which grading system is commonly used in Nigeria and Ghana?***

- a) Gaokao;
- b) WAEC (West African Examination Council);
- c) ECTS;
- d) 1 to 7 scale.

#### ***3. What is a key feature of grading systems in many Asian countries?***

- a) flexible mixed models;
- b) strict numerical scales with high academic pressure;
- c) a 0 to 20 scale;
- d) focus on group work and oral presentations.

#### ***4. What is the purpose of the Bologna Process in Europe?***

- a) to introduce stricter grading standards;
- b) to harmonize higher education systems and promote student mobility;
- c) to replace traditional grading systems with letter grades;
- d) to eliminate the need for international grading conversion.

#### ***5. Which of the following is a unique feature of grading systems in South America?***

- a) a 0 to 20 scale;
- b) a 1 to 7 scale in some countries;
- c) strict percentage cutoffs;
- d) the use of the Gaokao exam.

#### ***6. What does the ECTS system in Europe aim to achieve?***

- a) standardized grading across all continents;
- b) simplified international grading conversion;
- c) a focus on oral presentations and group work;
- d) elimination of letter grades.

**7. What is a common challenge in African grading systems?**

- a) lack of numerical scales;
- b) variation between schools and universities within the same country;
- c) overreliance on the Gaokao exam;
- d) absence of letter grades.

**8. What cultural value is reflected in many Asian grading systems?**

- a) flexibility in academic evaluation;
- b) emphasis on participation and group work;
- c) high expectations and discipline;
- d) focus on written evaluations.

**9. Which country uses a 0 to 20 grading scale where a score of 14 is considered good?**

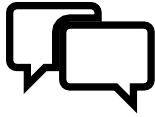
- a) Germany;
- b) France;
- c) Brazil;
- d) South Korea.

**10. What is the Gaokao exam known for?**

- a) being a flexible grading system;
- b) determining a student's academic future in China;
- c) promoting international student mobility;
- d) replacing traditional grading systems in Asia.

**4. Compare key features of grading systems by region based on the text.**

<b>Region</b>	<b>Common Formats</b>	<b>Unique Features</b>	<b>Examples / Systems</b>	<b>Purpose &amp; Impact</b>
<i>Africa</i>				
<i>Asia</i>				
<i>Europe</i>				
<i>South America</i>				



## SPEAKING

### Discussion Questions

1. How do cultural values and traditions influence the design of grading systems in different regions, such as Asia or Africa?
2. What are the advantages and challenges of international grading system conversion, especially for students seeking global academic opportunities?
3. In what ways do high-stakes exams, like the Gaokao in China, impact students' academic and personal lives? Are such systems beneficial or harmful?
4. How does the Bologna Process and the ECTS system contribute to student mobility and academic transparency in Europe? Could similar initiatives work globally?
5. What role do local factors, such as resources and infrastructure, play in shaping grading systems in regions like Africa and South America? How can these challenges be addressed?



## TRANSLATING

### 1. Translate the given sentences from English into Ukrainian.

- 1) The **grading system** in UK universities often combines **letter grades** with a **numerical scale** to assess **academic progression**.
- 2) China's **Gaokao** is a **high-stakes test** that plays a decisive role in university admissions and reflects deep-rooted **cultural values**.
- 3) The **Bologna Process** introduced the **ECTS** to standardise **academic evaluation** across European institutions.
- 4) Students taking the **WAEC** exams in West Africa receive results based on regional **academic standards** and **written evaluation**.
- 5) Differences in **grading systems** and **regional variation** make **international grading conversion** a complex process.
- 6) UK universities may follow a **term-based system**, a **semester-based system**, or a **hybrid model** depending on their **academic calendar**.
- 7) A **PGR (postgraduate researcher)** typically works through **taught modules** and independent research during the **postgraduate term**.
- 8) The **assessment period** usually follows **revision week**, leading into the formal **examination period** before the **vacation period** begins.
- 9) Academic titles such as **lecturer**, **senior lecturer**, **reader**, and **professor** vary across institutions and reflect roles in **academic teaching**.

10) Prestigious universities like **Oxbridge** use traditional terms such as **Michaelmas, Hilary, and Trinity** to structure their **academic calendar**.

## 2. Translate the given sentences from Ukrainian into English.

1) У Великій Британії **академічний календар** може ґрунтуватися на **семестровій, триместровій або комбінованій моделі** навчання.

2) **Академічне оцінювання** студентів здійснюється через **письмові роботи, іспити та активну участь у навчальних модулях**.

3) У Китаї **Гаокао** вважається **іспитом з високими ставками**, який тісно пов'язаний із **культурними очікуваннями та соціальними цінностями**.

4) **Європейська кредитна трансферно-накопичувальна система** була запроваджена в межах **Болонського процесу** для стандартизації академічного оцінювання в європейських університетах.

5) У Західній Африці результати **Західноафриканської екзаменаційної ради** базуються на **числовій шкалі**, яка суттєво відрізняється від **буквенної системи**, що використовується в США.

6) **Міжнародне зіставлення оцінок** є складним процесом через **регіональні особливості та відмінності в академічних стандартах**.

7) Під час **періоду оцінювання** студенти готуються до іспитів упродовж **тижня повторення**, який передує **екзаменаційній сесії**.

8) Університети використовують традиційні назви навчальних термінів: **Майклмас, Гіларі, Трінті, Лент і Істер**.

9) **Аспіранти** здійснюють дослідницьку діяльність протягом усього **періоду навчання**, який також передбачає проходження спеціалізованих навчальних модулів.

10) У системі вищої освіти спостерігається **варіативність** у структурі **академічного прогресу та тривалості зимових канікул**.



## WRITING

### Writing Task: Research Summary

### School Marks and Grading Systems Around the World: A Comparative Overview

Write a research-based summary that explores how different countries evaluate student performance through marks and grading systems. Focus on at least two countries (e.g., Ukraine, USA, UK) and describe:

- How grades are structured (e.g., numerical scale, letter grades, GPA);

- What types of assessments are used (e.g., exams, coursework, participation);
- How grading reflects academic progression and standards;
- The challenges of international grade conversion;
- A brief evaluation of the advantages and disadvantages of each system.

<b>Guidelines for Writing</b>
<p><b>1. Structure Guidelines:</b></p> <ul style="list-style-type: none"> <li>• Introduction (state the purpose of your summary. Mention the countries you will compare);</li> <li>• Body (describe the grading system in each country. Explain how marks are assigned and interpreted. Discuss academic standards, regional variations, and evaluation methods. Evaluate pros and cons (e.g., fairness, transparency, motivation, stress)).</li> <li>• Conclusion (summarize key findings. Offer a reasoned opinion or recommendation).</li> </ul>
<b>2. Use clear comparisons. Highlight differences and similarities using structured language.</b>
<b>3. Stay factual. Base your summary on reliable sources and educational data.</b>
<b>4. Be concise. Focus on essential features and avoid unnecessary detail.</b>
<b>5. Use academic vocabulary. Terms like “assessment”, “academic progression”, “evaluation criteria” and “standardization” add precision.</b>
<b>6. Proofread. Ensure clarity, coherence, and correct grammar throughout.</b>

**UNIT 4**  
**LITERARY TALK: EXPLORING**  
**EDUCATION IN FICTION**

**1. Read an extract from the novel *Anne of Green Gables* by Lucy Maud Montgomery, Chapter XVII “A New Interest in Life.”**

**CHAPTER XVII. A New Interest in Life**

THE next afternoon Anne, bending over her patchwork at the kitchen window, happened to glance out and beheld Diana down by the Dryad’s Bubble beckoning mysteriously. In a trice Anne was out of the house and flying down to the hollow, astonishment and hope struggling in her expressive eyes. But the hope faded when she saw Diana’s dejected countenance.

“Your mother hasn’t relented?” she gasped.

Diana shook her head mournfully.

“No; and oh, Anne, she says I’m never to play with you again. I’ve cried and cried and I told her it wasn’t your fault, but it wasn’t any use. I had ever such a time coaxing her to let me come down and say good-bye to you. She said I was only to stay ten minutes and she’s timing me by the clock.”

“Ten minutes isn’t very long to say an eternal farewell in,” said Anne tearfully. “Oh, Diana, will you promise faithfully never to forget me, the friend of your youth, no matter what dearer friends may caress thee?”

“Indeed I will,” sobbed Diana, “and I’ll never have another bosom friend — I don’t want to have. I couldn’t love anybody as I love you.”

“Oh, Diana,” cried Anne, clasping her hands, “do you LOVE me?”

“Why, of course I do. Didn’t you know that?”

“No.” Anne drew a long breath. “I thought you LIKED me of course but I never hoped you LOVED me. Why, Diana, I didn’t think anybody could love me. Nobody ever has loved me since I can remember. Oh, this is wonderful! It’s a ray of light which will forever shine on the darkness of a path severed from thee, Diana. Oh, just say it once again.”

“I love you devotedly, Anne,” said Diana stanchly, “and I always will, you may be sure of that.”

“And I will always love thee, Diana,” said Anne, solemnly extending her hand. “In the years to come thy memory will shine like a star over my lonely life, as that last story we read together says. Diana, wilt thou give me a lock of thy jet-black tresses in parting to treasure forevermore?”

“Have you got anything to cut it with?” queried Diana, wiping away the tears which Anne’s affecting accents had caused to flow afresh, and returning to practicalities.

“Yes. I’ve got my patchwork scissors in my apron pocket fortunately,” said Anne. She solemnly clipped one of Diana’s curls. “Fare thee well, my beloved friend. Henceforth we must be as strangers though living side by side. But my heart will ever be faithful to thee.”

Anne stood and watched Diana out of sight, mournfully waving her hand to the latter whenever she turned to look back. Then she returned to the house, not a little consoled for the time being by this romantic parting.

“It is all over,” she informed Marilla. “I shall never have another friend. I’m really worse off than ever before, for I haven’t Katie Maurice and Violetta now. And even if I had it wouldn’t be the same. Somehow, little dream girls are not satisfying after a real friend. Diana and I had such an affecting farewell down by the spring. It will be sacred in my memory forever. I used the most pathetic language I could think of and said ‘thou’ and ‘thee.’ ‘Thou’ and ‘thee’ seem so much more romantic than ‘you.’ Diana gave me a lock of her hair and I’m going to sew it up in a little bag and wear it around my neck all my life. Please see that it is buried with me, for I don’t believe I’ll live very long. Perhaps when she sees me lying cold and dead before her Mrs. Barry may feel remorse for what she has done and will let Diana come to my funeral.”

“I don’t think there is much fear of your dying of grief as long as you can talk, Anne,” said Marilla unsympathetically.

The following Monday Anne surprised Marilla by coming down from her room with her basket of books on her arm and hip and her lips primmed up into a line of determination.

“I’m going back to school,” she announced. “That is all there is left in life for me, now that my friend has been ruthlessly torn from me. In school I can look at her and muse over days departed.”

“You’d better muse over your lessons and sums,” said Marilla, concealing her delight at this development of the situation. “If you’re going back to school I hope we’ll hear no more of breaking slates over people’s heads and such carryings on. Behave yourself and do just what your teacher tells you.”

“I’ll try to be a model pupil,” agreed Anne dolefully. “There won’t be much fun in it, I expect. Mr. Phillips said Minnie Andrews was a model pupil and there isn’t a spark of imagination or life in her. She is just dull and poky and never seems to have a good time. But I feel so depressed that perhaps it will come easy to me now. I’m going round by the road. I couldn’t bear to go by the Birch Path all alone. I should weep bitter tears if I did.”

Anne was welcomed back to school with open arms. Her imagination had been sorely missed in games, her voice in the singing and her dramatic ability in the perusal aloud of books at dinner hour. Ruby Gillis smuggled three blue plums over to her

during testament reading; Ella May MacPherson gave her an enormous yellow pansy cut from the covers of a floral catalogue — a species of desk decoration much prized in Avonlea school. Sophia Sloane offered to teach her a perfectly elegant new pattern of knit lace, so nice for trimming aprons. Katie Boulter gave her a perfume bottle to keep slate water in, and Julia Bell copied carefully on a piece of pale pink paper scalloped on the edges the following effusion:

*When twilight drops her curtain down  
And pins it with a star  
Remember that you have a friend  
Though she may wander far.*

“It’s so nice to be appreciated,” sighed Anne rapturously to Marilla that night. The girls were not the only scholars who “appreciated” her. When Anne went to her seat after dinner hour — she had been told by Mr. Phillips to sit with the model Minnie Andrews — she found on her desk a big luscious “strawberry apple.” Anne caught it up all ready to take a bite when she remembered that the only place in Avonlea where strawberry apples grew was in the old Blythe orchard on the other side of the Lake of Shining Waters. Anne dropped the apple as if it were a red-hot coal and ostentatiously wiped her fingers on her handkerchief. The apple lay untouched on her desk until the next morning, when little Timothy Andrews, who swept the school and kindled the fire, annexed it as one of his perquisites. Charlie Sloane’s slate pencil, gorgeously bedizened with striped red and yellow paper, costing two cents where ordinary pencils cost only one, which he sent up to her after dinner hour, met with a more favorable reception. Anne was graciously pleased to accept it and rewarded the donor with a smile which exalted that infatuated youth straightway into the seventh heaven of delight and caused him to make such fearful errors in his dictation that Mr. Phillips kept him in after school to rewrite it.

But as,  
*The Caesar’s pageant shorn of Brutus’ bust  
Did but of Rome’s best son remind her more.*

so the marked absence of any tribute or recognition from Diana Barry who was sitting with Gertie Pye embittered Anne’s little triumph.

“Diana might just have smiled at me once, I think,” she mourned to Marilla that night. But the next morning a note most fearfully and wonderfully twisted and folded, and a small parcel were passed across to Anne.

Dear Anne (ran the former)

Mother says I’m not to play with you or talk to you even in school. It isn’t my fault and don’t be cross at me, because I love you as much as ever. I miss you awfully to tell all my secrets to and I don’t like Gertie Pye one bit. I made you one of the new bookmarkers out of red tissue paper. They are awfully fashionable now and only three girls in school know how to make them. When you look at it remember

Your true friend

Diana Barry.

Anne read the note, kissed the bookmark, and dispatched a prompt reply back to the other side of the school.

My own darling Diana: —

Of course I am not cross at you because you have to obey your mother. Our spirits can commune. I shall keep your lovely present forever. Minnie Andrews is a very nice little girl — although she has no imagination — but after having been Diana's busum friend I cannot be Minnie's. Please excuse mistakes because my spelling isn't very good yet, although much improved.

Yours until death us do part

Anne or Cordelia Shirley.

P.S. I shall sleep with your letter under my pillow tonight. A. OR C.S.

Marilla pessimistically expected more trouble since Anne had again begun to go to school. But none developed. Perhaps Anne caught something of the "model" spirit from Minnie Andrews; at least she got on very well with Mr. Phillips thenceforth. She flung herself into her studies heart and soul, determined not to be outdone in any class by Gilbert Blythe. The rivalry between them was soon apparent; it was entirely good natured on Gilbert's side; but it is much to be feared that the same thing cannot be said of Anne, who had certainly an unpraiseworthy tenacity for holding grudges. She was as intense in her hatreds as in her loves. She would not stoop to admit that she meant to rival Gilbert in schoolwork, because that would have been to acknowledge his existence which Anne persistently ignored; but the rivalry was there and honors fluctuated between them. Now Gilbert was head of the spelling class; now Anne, with a toss of her long red braids, spelled him down. One morning Gilbert had all his sums done correctly and had his name written on the blackboard on the roll of honor; the next morning Anne, having wrestled wildly with decimals the entire evening before, would be first. One awful day they were ties and their names were written up together. It was almost as bad as a take-notice and Anne's mortification was as evident as Gilbert's satisfaction. When the written examinations at the end of each month were held the suspense was terrible. The first month Gilbert came out three marks ahead. The second Anne beat him by five. But her triumph was marred by the fact that Gilbert congratulated her heartily before the whole school. It would have been ever so much sweeter to her if he had felt the sting of his defeat.

Mr. Phillips might not be a very good teacher; but a pupil so inflexibly determined on learning as Anne was could hardly escape making progress under any kind of teacher. By the end of the term Anne and Gilbert were both promoted into the fifth class and allowed to begin studying the elements of "the branches" — by which Latin, geometry, French, and algebra were meant. In geometry Anne met her Waterloo.

“It’s perfectly awful stuff, Marilla,” she groaned. “I’m sure I’ll never be able to make head or tail of it. There is no scope for imagination in it at all. Mr. Phillips says I’m the worst dunce he ever saw at it. And Gil — I mean some of the others are so smart at it. It is extremely mortifying, Marilla.

Even Diana gets along better than I do. But I don’t mind being beaten by Diana. Even although we meet as strangers now I still love her with an INEXTINGUISHABLE love. It makes me very sad at times to think about her. But really, Marilla, one can’t stay sad very long in such an interesting world, can one?”

**Source:** Montgomery, L. M. (2018). *Anne of Green Gables* (Chapter XVII: “A New Interest in Life”). Wordsworth Editions.

**2. Study the essential vocabulary units. Then use them in the sentences of your own.**

### Essential vocabulary

#### Vocabulary notes

- slate(s), n — a flat plate of slate formerly used for writing on in schools, *грифельна дошка*;
- scholar, n — (archaic) a student or pupil, *школяр*;
- to behave oneself — to act in a polite or proper way; to follow the rules, *поводитися належним чином, чемно*;
- to appreciate sb — to recognize the value or good qualities of someone; to be grateful for someone’s actions or qualities, *цінувати когось, бути вдячним*;
- bookmarkers, n — small decorative strips or pieces used to mark one’s place in a book, *закладки для книг*;
- dull, adj — lacking interest or excitement; boring, *нудний, нецікавий*;
- поку, adj — (informal) small, dull, or slow; lacking liveliness or energy, *тупуватий; млявий; тісний і неприємний*;
- rivalry, n — competition between people trying to achieve the same goal or be better than each other, *суперництво*;
- spelling, n — the act or process of forming words correctly with letters; the way a word is written, *правопис, написання слів*;
- to improve, v — to make or become better; to develop skills or knowledge, *покращувати(ся), удосконалювати(ся)*.

**3. Find the given word combinations and phrases in the chapter above. Provide their Ukrainian equivalents and reproduce the context in which they are used.**

### Word Combinations and Phrases

a model pupil	to feel the sting of defeat
a spark of imagination be welcomed back to school with open arms	be determined on learning
dramatic ability	to make progress
perusal aloud of books at dinner hour	by the end of the term
to make fearful errors in dictation	be promoted into the fifth class
to keep sb in after school	to meet sb's Waterloo
to excuse mistakes	to make head or tail of sth
unpraiseworthy tenacity	no scope for imagination
be head of the spelling class	be the worst dunce
to do all sums correctly	be smart at sth
to wrestle wildly with decimals the entire evening before	to get along better than sb
the written examinations	to come out three marks ahead
terrible suspense	to congratulated sb heartily before the whole school

**4. Paraphrase the following sentences using the word combinations and phrases from ex. 3.**

1. Everyone in the class admired Anne because she always studied hard, obeyed the rules, and never argued with the teacher. 2. After losing the spelling competition, Gilbert couldn't hide how disappointed he was. 3. Anne's essay about a magic lake showed her unusual creativity and originality. 4. When Anne returned after the holidays, the students and teachers greeted her very warmly. 5. No matter how difficult the lessons were, she refused to give up and kept studying hard. 6. The teacher noticed that Anne could easily act out scenes and express emotions vividly. 7. After many weeks of effort, she began to show real improvement in mathematics. 8. Mr. Phillips had a habit of reading aloud from books while everyone was eating. 9. She promised herself that she would finish all her work successfully before the school year ended. 10. Sometimes Anne wrote so carelessly that her dictations were full of terrible mistakes. 11. Anne was thrilled when she moved up from the fourth to the fifth grade. 12. The teacher decided that Anne should stay after lessons because she hadn't finished her work. 13. When Anne failed her geometry exam, she realized it was her greatest challenge so far. 14. Miss Stacy was always kind and never punished pupils for small writing errors. 15. The text was so confusing that Anne couldn't understand it at all. 16. Though her persistence wasn't always wise, she never gave up on solving problems. 17. The lesson was so strict and mechanical that the pupils had no chance to be creative. 18. At the final test, Anne outperformed everyone in spelling and came first. 19. Poor Charlie never seemed to understand the lessons and always got the

lowest marks. 20. She checked every problem twice to make sure she hadn't made a single mistake in arithmetic. 21. Diana spent all night trying to solve difficult math problems but still couldn't understand decimals. 22. Anne improved faster than most of her classmates and soon became one of the best. 23. Everyone waited nervously for the results of the tests to be announced. 24. When Anne achieved the highest score, the teacher praised her in front of everyone. 25. In arithmetic, she managed to score three points more than her closest competitor.

**5. Make up and practise a short situation using the word combinations and phrases from the from ex. 3 and 4.**

**6. Make up and act out a dialogue using the word combinations from ex. 3 and 4.**

**7. Answer the following questions about the text.**

- 1) How did Marilla react when Anne said she was going back to school?
- 2) How do Anne's feelings toward school change throughout this chapter?
- 3) What does the rivalry between Anne and Gilbert tell us about her personality?
- 4) Do you think Anne's determination on learning is a strength or a weakness?

Why?

- 5) How does imagination help or hinder Anne in her studies?
- 6) What does this chapter show about friendship and growing up?
- 7) How did the girls at school welcome Anne back?
- 8) What gift did Anne find on her desk, and how did she react to it?
- 9) How did Anne and Gilbert become rivals in school?
- 10) Which subject did Anne find hardest to understand?

## MODULE 2

### FINAL PROJECT WORK

#### *My Ideal Educational Institution*

Present a real, fictional, or imaginary educational institution.

#### Project Goals

- expand vocabulary related to education, academic structure, and institutional organization;
- develop descriptive and analytical writing skills;
- encourage creativity and comparative thinking;
- strengthen presentation and peer interaction abilities

#### Project Stages

##### Stage 1: Kick-off Discussion.

Reflect and share ideas with your peers:

- What types of educational institutions exist in your country or abroad?
- What makes a school or university effective and inspiring?
- If you could design your own institution, what would it look like?

##### Stage 2: Presentation — “My Ideal Educational Institution”.

Prepare a short presentation (5–7 minutes) that includes:

###### 1. Introduction:

- name of the institution;
- type and level of education (e.g., primary, secondary, university, vocational).

###### 2. Structure and Governance:

- funding model (public, private, hybrid);
- staff and authorities (e.g., principal, rector, faculty roles).

###### 3. Academic Profile:

- degrees or certificates it can award;
- majors and specialities offered;
- subjects and programs students can study;
- structure of the academic year (terms, semesters, breaks);
- grading system and academic evaluation (e.g., letter grades, numerical scale).

###### 4. Assessment Methods:

- types of assessments (tests, exams, coursework, portfolios);
- how student progress is measured.

###### 5. Campus Life:

- accommodation and facilities (e.g., dorms, libraries, labs, sports areas);
- extracurricular activities and student support services.

###### 6. Benefits and Outcomes:

- unique advantages of studying there;
- examples of official documents (e.g., diplomas, certificates, transcripts).

##### Stage 3: Peer Interaction

- answer questions from your classmates;
- give and receive constructive feedback

#### Assessment Criteria

Category	Points
Vocabulary use	30
Cultural / personal detail	20
Grammar and structure	20
Presentation skills	30
<b>Total</b>	<b>100</b>

## MODULE 2

### TOPICAL ENGLISH-UKRAINIAN VOCABULARY

A-level (advanced level)	/ˈeɪ ˌlevl/	рівень А (поглиблений рівень середньої освіти); поглиблений рівень
A-level exams	/ˈeɪ ˌlevl ɪgˈzæmz/	іспити на завершення школи (Велика Британія)
Academia	/ˌæk.əˈdi.mi.ə/	академічне середовище; наукова спільнота
academic calendar	/ˌæk.əˈdem.ɪk ˈkæl.ən.də/	академічний календар
academic direction	/ˌæk.əˈdem.ɪk dəˈrek.tʃən/	академічне спрямування
academic evaluation	/ˌæk.əˈdem.ɪk iˌvæl.juˈeɪʃən/	академічне оцінювання; оцінювання навчальних досягнень
academic performance	/ˌæk.əˈdem.ɪk pəˈfɔː.məns/	академічна успішність
academic progression	/ˌæk.əˈdem.ɪk prəˈɡreʃ.ən/	академічне просування (навчання на наступному рівні); прогрес у навчанні
academic standards	/ˌæk.əˈdem.ɪk ˈstæn.dədz/	академічні стандарти
academic teaching	/ˌæk.əˈdem.ɪk ˈtiː.tʃɪŋ/	академічне викладання
acceptance rate	/əkˈsep.təns reɪt/	рівень прийому (до університету); відсоток зарахованих
accessible education	/əkˈses.ə.bəl ed.juˈkeɪ.ʃən/	доступна освіта
accessibility (in education)	/əkˈses.əˈbɪl.ə.ti/	доступність (в освіті)
ACT (American College Test) scores	/ˌeɪ.siːˈtiː ˈskɔːz/	результати стандартизованих іспитів (США) для вступу до вищів
affordable education	/əˈfɔː.də.bəl ed.juˈkeɪ.ʃən/	доступна за ціною освіта; фінансово доступна освіта
after school clubs	/ˌɑːftə ˈskuːl klʌbz/	позашкільні гуртки; факультативні заняття
Ambassadors	/æmˈbæs.ə.dəz/	посли (студентські; освітні амбасадори)
apprenticeship	/əˈprentɪs.ʃɪp/	учнівство; програма професійної підготовки; стажування (з виробничим ухилом)
AS level	/ˌeɪˈes ˌlevl/	проміжний рівень середньої освіти; іспит після першого року навчання
Assemblies	/əˈsem.blɪz/	збори; шкільні збори; загальношкільні заходи
assessment period	/əˈses.mənt ˈpɪə.ri.əd/	період оцінювання; сесія
assistant professor	/əˈsɪs.tənt prəˈfes.ə/	асистент-професор (відповідник доцента в деяких системах)
associate professor	/əˈsəʊ.si.ət prəˈfes.ə/	доцент; професор-асоційований
autumn term	/ˈɔː.təm tɜːm/	осінній семестр; триместр
bachelor's degree	/ˈbætʃ.ələz dɪˌɡriː/	ступінь бакалавра
basic secondary education	/ˈbeɪ.sɪk ˈsek.ən.dri ed.juˈkeɪ.ʃən/	базова середня освіта
board marks	/bɔːd mɑːks/	оцінки державних (екзаменаційних) комісій; результати зовнішніх іспитів; оцінки за підсумками навчання (національного рівня)
Bologna process	/bɔːlɒn.jə ˌprəʊ.ses/	болонський процес (гармонізація систем вищої освіти в Європі)

BTEC (Business and Technology Education Council) exams	/ˈbiːtek ɪgˈzæmz/	іспити академічного та професійного спрямування
Budgeting	/ˈbʌdʒɪ.tɪŋ/	планування бюджету; навички керування фінансами
children's commissioner	/ˈtʃɪl.drənz kəˈmɪʃ.ən.ər/	уповноважений з прав дитини; дитячий омбудсман
college (UK)	/ˈkɒl.ɪdʒ/	коледж (освітній заклад для учнів 16–18 років або частина університету)
common application	/ˈkɒm.ən .æp.liˈkeɪ.ʃən/	єдина заява (платформа подання заяв до кількох університетів, здебільшого у США)
complete general secondary education	/kəmˈpli:t ˈdʒen.rəl .sek.ənd.rɪ ed.jʊˈkeɪ.ʃən/	повна загальна середня освіта
compulsory education	/kəmˈpʌl.sər.i ed.jʊˈkeɪ.ʃən/	обов'язкова освіта
conditional offer	/kənˈdɪʃ.ən.əl ˈɒf.ər/	умовна пропозиція (про зарахування за умови виконання певних вимог)
Confide	/kənˈfaɪd/	довірятись, довіряти
core curriculum	/kɔː .kəˈrɪk.jʊ.ləm/	основний навчальний план; базова навчальна програма (обов'язкові дисципліни для всіх учнів або студентів)
corrective and developmental component	/kəˈrek.tɪv ən dɪˈvel.əp.məntəl kəmˈpəʊ.nənt/	корекційно-розвивальний компонент (навчання для дітей із особливими освітніми потребами)
cultural values	/ˈkʌl.tʃər.əl ˈvæl.juːz/	культурні цінності
deferred repayment	/dɪˈfɜːd rɪˈpeɪ.mənt/	відстрочене погашення (наприклад, студентського кредиту після завершення навчання)
11 plus (11+)	/ɪˈlev.ən ˌplʌs/	іспит 11+ (відбірковий іспит для вступу до гімназій чи граматичних шкіл у Великій Британії)
ECEC (early childhood education and care)	/ˈiː.sɪːiːˈsiː/	ранній розвиток та виховання дітей; дошкільна освіта
ECTS (European Credit Transfer And Accumulation System)	/ˌiː.sɪː.tiːˈes/	ЄКТС (європейська кредитно-трансферна система)
educational institution	/ˌed.jʊˈkeɪ.ʃən.əl ˌɪn.stɪˈtjuː.ʃən/	освітній заклад
educational outcomes	/ˌed.jʊˈkeɪ.ʃən.əl ˈaʊt.kʌmz/	освітні результати; навчальні досягнення
educational system	/ˌed.jʊˈkeɪ.ʃən.əl ˈsɪs.təm/	система освіти
enrichment activities	/ɪnˈrɪtʃ.mənt ækˈtɪv.ə.tɪz/	розвивальні позакласні заходи; розширення навчального досвіду
entry requirements	/ˈen.trɪ rɪˈkwaɪə.mənts/	вимоги до вступу
entrance exams	/ˈen.trəns ɪgˈzæmz/	вступні іспити
Essay	/ˈes.eɪ/	есе; письмова робота
examination period	/ɪgˈzæm.ɪˈneɪ.ʃən ˈpɪə.rɪ.əd/	екзаменаційний період; сесія
exchange programs	/ɪksˈtʃeɪndʒ ˌprəʊ.græmz/	програми студентського обміну
External Independent Evaluation	/ɪkˈstɜː.nəl ˌɪn.dɪˈpen.dənt ɪˌvæl.juˈeɪ.ʃən/	зовнішнє незалежне оцінювання (ЗНО)

extra-curricular activities	/, ek.strə.kə' rɪk.jə.lə æk'tɪv.ə.tɪz/	позакласні заходи; гуртки; позаурочна діяльність
extracurricular involvement	/, ek.strə.kə' rɪk.jə.lə ɪn'vɒlv.mənt/	участь у позанавчальній діяльності; залучення до позакласних активностей
extracurricular opportunities	/, ek.strə.kə' rɪk.jə.lə ɒp.ə'tju:.nɪ.tɪz/	можливості для позаурочної діяльності
faith school	/feɪθ sku:l/	конфесійна школа; школа з релігійним ухилом
federal aid	/'fed.ər.əl eɪd/	федеральна допомога (зазвичай фінансова підтримка студентів у США)
final certification	/'faɪ.nəl ,sɜ:.ti.fi'keɪ.ʃən/	підсумкова сертифікація; державна атестація
Finals	/'faɪ.nəlz/	випускні іспити; завершальні іспити (фінальна сесія в університеті)
financial aid	/'faɪ'næn.ʃəl eɪd/	фінансова допомога (стипендії, гранти, кредити тощо)
financial aid office/staff	/'faɪ'næn.ʃəl eɪd 'ɒf.ɪs/ ,sta:f/	відділ / працівники, що надають консультації з фінансової допомоги
Flexibility	/'flek.sə'bɪl.ə.ti/	гнучкість (у навчанні, графіку тощо)
fluctuation and variability	/'flʌk.tʃu'eɪ.ʃən ənd ,veə.rɪ.ə'bɪl.ə.ti/	коливання та варіативність (у навчанні, оцінках тощо)
Fresher	/'freʃ.ər/	першокурсник (у британських університетах)
freshers' week	/'freʃ.əz ,wi:k/	тиждень знайомства першокурсників із кампусом та студентським життям
full professor	/'fʊl prə'fes.ə/	професор (повний) найвища академічна посада в університеті
Gaokao	/'gɑʊ.kɑʊ/	Гаокао (всеукраїнський вступний іспит у Китаї; іспит на вступ до вишу)
gap year	/'gæp ,jɪə/	академічна відпустка; рік перерви між школою та університетом
general education requirement	/'dʒen.rəl ,ed.jʊ'keɪ.ʃən rɪ'kwaɪə.mənt/	вимога загальної освіти (обов'язкові предмети для всіх студентів, незалежно від спеціальності)
geographic zoning	/'dʒɪ:.ə'græf.ɪk 'zəʊ.nɪŋ/	географічне зонування (розподіл учнів за школами відповідно до місця проживання)
grading system	/'gri:dn̩ ,sɪs.təm/	система оцінювання
grammar school	/'græm.ə sku:l/	граматична школа (відбіркова середня школа у Великій Британії)
Grants	/'grɑ:nts/	гранти (безповоротна фінансова допомога на освіту)
guidance counselor	/'gaɪ.dəns ,kaʊn.səl.ər/	шкільний психолог / консультант з питань освіти та кар'єри
high-stakes test	/'haɪ'steɪks ,test/	високозначущий іспит; іспит із суттєвими наслідками (наприклад, для вступу чи випуску)
Hilary	/'hɪl.ə.ri/	Гіларі (другий семестр в Оксфорді; січень — березень)
Holistic	/'həʊ'lɪs.tɪk/	цілісний (підхід до навчання, що враховує емоційні, соціальні та інтелектуальні аспекти)
homecoming	/'həʊm ,klɑm.ɪŋ/	свято зустрічі випускників (особливо в США); іноді – повернення студентів на кампус
Homesick	/'həʊm.sɪk/	той, хто сумує за домом; ностальгічний

Humanities	/ˈhjuːˈmæn.ə.tɪz/	гуманітарні науки (історія, мови, література, філософія тощо)
hybrid model	/ˈhaɪ.bɪd ˈmɒ.dəl/	змішана модель (наприклад, поєднання онлайн- і офлайн-навчання або оцінювання)
hybrid system	/ˈhaɪ.bɪd ˈsɪs.təm/	змішана система (комбінація традиційних і новітніх форматів навчання чи організації процесу)
International Grading Conversion	/ˌɪn.təˈnæʃ.ən.əl ˈɡreɪ.dɪŋ kənˈvɜːʃən/	міжнародне перерахування оцінок; узгодження міжнародних систем оцінювання; конвертація оцінювання між освітніми системами
Ivy League (US)	/ˈaɪ.vi ˈliːg/	Ліга плюща (група з восьми престижних університетів США)
Lecturer	/ˈlektʃər.ər/	лектор; викладач (університетський, часто на початковій академічній посаді)
letter grade	/ˈlet.ər ɡreɪd/	оцінка у вигляді літери (наприклад, a, b, c тощо)
letters of recommendation	/ˈlet.əz əv ˌrek.ə.menˈdeɪ.ʃən/	рекомендаційні листи (часто використовуються для вступу до університету чи працевлаштування)
Loan	/ləʊn/	кредит; позика (особливо студентський кредит на оплату навчання)
local self-government bodies	/ˌləʊ.kəl ˌself ˈɡʌv.ən.mənt ˌbɒ.dɪz/	органи місцевого самоврядування
loyalty cards	/ˈləɪ.əl.ti kɑːdz/	картки лояльності (знижкові / бонусні картки для студентських або споживчих програм)
MBA (Master of Business Administration)	/ˌem.biːˈeɪ/	магістр ділового адміністрування; ступінь магістра з управління бізнесом
meal deals	/ˈmiːl ˌdiːlz/	комплексні пропозиції (їжі та напоїв); студентські обіди за знижкою
master's degree	/ˈmɑːstəz dɪ ɡriː/	магістерський ступінь
members of SLT (senior leadership team)	/ˈmem.bəz əv es.el.tiː/	члени адміністрації; старшої керівної команди навчального закладу
mental health education	/ˈmen.təl helθ ˌed.jʊˈkeɪ.ʃən/	освіта з питань психічного здоров'я; психологічна обізнаність
merit-based aid	/ˈmer.ɪt beɪst eɪd/	Стипендії / фінансова допомога на основі досягнень (академічних, творчих тощо)
Michaelmas	/ˈmɪk.əl.məs/	Мікелмас (перший семестр у Оксфорді та Кембриджі; вересень–грудень)
Module	/ˈmɒd.juːl/	навчальний модуль; окрема частина академічного курсу
national curriculum	/ˈnæʃ.ən.əl kəˈrɪk.jə.ləm/	національна навчальна програма; державний стандарт освіти
need-based aid	/niːd beɪst eɪd/	фінансова допомога, заснована на потребах (наприклад, соціальна стипендія)
ninth grade	/naɪnθ ɡreɪd/	дев'ятий клас (еквівалент у США; перший рік старшої школи)
numerical scale	/ˈnjuː.mə.rɪ.kəl skeɪl/	числова шкала (оцінювання)
oversubscribed	/ˌəʊ.və.səbˈskraɪbd/	перевищення кількості заявок; переповнений
parent communication	/ˈpeə.rənt kəˌmjuː.nɪˈkeɪ.ʃən/	комунікація з батьками; зв'язок між школою та батьками

pastoral support	/'pa:..stər.əl sə'pɔ:t/	психологічна та соціальна підтримка учнів у школі
PGR (postgraduate researcher)	/,pi:..dʒi:'ɑ:/	аспірант; дослідник у межах післядипломної освіти
personal statement	/'pɜ:..sən.əl 'steɪt.mənt/	мотиваційний лист; особиста заява (під час вступу до університету)
PhD (Doctor of Philosophy)	/,pi:..eɪf'di:/	доктор філософії (кандидат наук)
postgraduate degree	/,pəʊst'græd.ju.ət di'grɪ:/	післядипломний ступінь (магістр чи доктор)
postgraduate programme	/,pəʊst'græd.ju.ət 'prəʊ.græm/	програма післядипломного навчання
postgraduate term	/,pəʊst'græd.ju.ət tɜ:m/	семестр; навчальний період післядипломної освіти
predicted grades	/pri'dɪk.tɪd greɪdʒz/	прогнозовані оцінки (що подаються під час вступу до вишів до отримання фінальних результатів)
primary education	/'praɪ.mə.ri ,ed.jʊ'keɪ.ʃən/	початкова освіта
primary school	/'praɪ.mə.ri sku:l/	початкова школа
private / independent school	/'praɪ.vət/ /,ɪn.di'pen.dənt sku:l/	приватна школа / незалежна школа
private aid	/'praɪ.vət eɪd/	приватна фінансова допомога (від неpubлічних організацій чи фондів)
Professor	/prə'fes.ər/	професор (найвища викладацька посада в університеті)
public school (UK)	/'pʌb.lɪk sku:l/	престижна приватна школа (у Великій Британії)
publicly funded	/'pʌb.lɪ.kli 'flʌn.dɪd/	фінансований державою; такий, що утримується з бюджету
Reader	/'ri:..dər/	старший викладач; науковець (академічна посада між доцентом і професором у Великій Британії)
reception area	/rɪ'sep.ʃən ,eə.ri.ə/	зона реєстрації; приймальня або вестибюль навчального закладу або гуртожитку
red brick universities	/,red 'brɪk ju:..nɪ'vɜ:..sɪ.tɪz/	університети «з червоної цегли» (група британських університетів, заснованих у XIX–XX ст. у промислових містах)
regional variation	/'ri:..dʒən.əl ,veə.ri'eɪ.ʃən/	регіональні відмінності (у системах оцінювання, підходах до навчання тощо)
residence life	/'rez.ɪ.dəns laɪf/	життя у студентських гуртожитках; студентське житлове середовище
residence life mentors	/'rez.ɪ.dəns laɪf 'men.tɔ:z/	наставники; куратори гуртожитку (студенти або персонал, які підтримують мешканців гуртожитку)
results day	/rɪ'zʌlts deɪ/	день оголошення результатів (шкільних або вступних іспитів)
revision week	/rɪ'vɪʒ.ən wi:k/	тиждень повторення; підготовки до іспитів
Russell group	/'rʌs.əl gru:p/	група Рассел (об'єднання провідних дослідницьких університетів Великої Британії)
safe haven	/seɪf 'heɪ.vən/	безпечне середовище; захищене місце (наприклад, для учнів із вразливих груп)

SAT (Scholastic Assessment Test) scores	/,es.eɪ'ti:'skɔ:z/	результати стандартизованих іспитів (США) для вступу до вишів
Scholarship	/'skɒ.lə.ʃɪp/	стипендія (на основі досягнень або потреб)
school leadership	/sku:l 'li:.də.ʃɪp/	керівництво школи; адміністрація
secondary modern	/,sek.ənd.ri 'mɒd.ən/	середня сучасна школа (неакадемічного спрямування у системі середньої освіти Великій Британії)
secondary school	/'sek.ənd.ri sku:l/	середня школа
security 24/7	/sɪ'kjʊə.rə.ti 'twen.ti fə: 'sev.ən/	цілодобова охорона / безпека
Semester	/sɪ'mes.tər/	семестр (півріччя у навчальному році)
SEN (special educational needs)	/,es.i:'en/	ОСО (особливі освітні потреби)
senior lecturer	/,si:.njə 'lek.tʃər.ər/	старший викладач (посада вище лектора в університеті)
sixth form	/sɪksθ fɔ:m/	старші класи (16–18 років; перед університетом у Великій Британії)
sixth form college	/sɪksθ fɔ:m 'kɒl.ɪdʒ/	коледж для старшокласників (еквівалент 11–12 класу у Великій Британії)
sixth year rule	/sɪksθ jɪə 'ru:l/	правило шостого року (освітня політика / вікове обмеження у шкільному навчанні)
specialized knowledge	/'speʃ.əl.aɪzd 'nɒ.lɪdʒ/	спеціалізовані знання
specialised secondary education	/'speʃ.əl.aɪzd 'sek.ənd.ri ed.jʊ'keɪ.ʃən/	профільна середня освіта
spring break / easter vacation	/sprɪŋ breɪk/ /'i:.stə və'keɪ.ʃən/	Весняні / великодні канікули
spring term	/sprɪŋ tɜ:m/	весняний семестр; триместр
state aid	/steɪt eɪd/	державна фінансова допомога
state final certification	/steɪt 'faɪ.nəl ,sɜ:.ti.fi'keɪ.ʃən/	державна підсумкова атестація
state school	/steɪt sku:l/	державна школа
state standard	/steɪt 'stæn.dənd/	державний стандарт (освітній)
STEM (science, technology, engineering and mathematics)	/stem/	STEM (науки, технології, інженерія, математика)
student employment	/'stju:.dənt ɪm'plɔɪ.mənt/	студентське працевлаштування
summer term	/'sʌm.ər tɜ:m/	літній семестр / триместр
supportive environment	/sə'pɔ:.tɪv ɪn'vaɪ.rən.mənt/	підтримуюче середовище (у навчальному або соціальному контексті)
supplementary material	/,sʌp.lɪ'men.tər.i mə'tiə.ri.əl/	додаткові матеріали (до основної навчальної програми)
taught module	/tɔ:t 'mɒd.ju:l/	навчальний модуль з викладанням; модуль, що включає аудиторну або дистанційну роботу викладача
Term	/tɜ:m/	семестр або триместр; навчальний період
term-based system	/tɜ:m beɪst 'sɪs.təm/	триместрова система навчання; система, що ділить рік на 3 умовні періоди
Trinity	/'trɪn.i.ti/	Трінті (третій семестр в Оксфорді та Кембриджі; квітень – червень)
trusted institution	/'trʌs.tɪd ɪn.stɪ'tju:.,ʃən/	авторитетна / надійна установа (освітній заклад з високим рівнем довіри)

trust leader	/trʌst 'li:.də(r)/	керівник освітнього тресту; директор освітнього об'єднання (у системі шкільного управління у Великій Британії)
UCAS (universities and colleges admissions service)	/'ju:.kæs/	служба подання заяв до університетів та коледжів Великої Британії
undergraduate	/,ʌn.də'græd.ju.ət/	студент бакалаврату; перший рівень вищої освіти
undergraduate programme	/,ʌn.də'græd.ju.ət 'prəʊ.græm/	бакалаврська програма; програма першого рівня вищої освіти
undergraduate studies	/,ʌn.də'græd.ju.ət 'stʌd.iz/	навчання на бакалавраті; здобуття першого ступеня вищої освіти
University	/'ju:.ni'vɜ:.sə.ti/	університет
university accommodation	/'ju:.ni'vɜ:.sə.ti ə'kɒm.ə'deɪ.ʃən/	студентське житло; університетське помешкання
university application	/'ju:.ni'vɜ:.sə.ti ,æp.li'keɪ.ʃən/	заява на вступ до університету
vacation period	/və'keɪ.ʃən 'pɪə.ri.əd/	канікули; період відпочинку
vocational direction	/vəʊ'keɪ.ʃən.əl da'rek.ʃən/	професійне спрямування (у середній або вищій освіті); профорієнтація
vocational education	/vəʊ'keɪ.ʃən.əl ,ed.jə'keɪ.ʃən/	професійна освіта
voice of the child	/vɔɪs əv ðə tʃaɪld/	голос дитини; принцип врахування думки дитини в освітній політиці чи прийнятті рішень
WAEC (West African Examination Council)	/'wa:.æk/	західноафриканська екзаменаційна рада (орган з проведення іспитів у низці країн Африки)
well-being	/,wel'bi:.ɪŋ/	добробут; благополуччя; психоемоційне здоров'я
winter break	/'wɪn.tə breɪk/	зимові канікули
winter vacation	/'wɪn.tə və'keɪ.ʃən/	зимова відпустка; канікули
work study programs	/wɜ:k 'stʌd.i 'prəʊ.græmz/	програми поєднання навчання і роботи; програми студентського підробітку
world reputation ranking	/wɜ:ld ,rep.jə'teɪ.ʃən 'ræŋ.kɪŋ/	світовий рейтинг репутації (університетів)
written evaluation	/'rɪt.ən ɪ ,væl.ju'eɪ.ʃən/	письмове оцінювання; письмовий залік; тест

## SELF-ASSESSMENT FINAL TEST

**1. If you do have asthma and want a \_\_\_\_\_, orange juice is a good choice:**

- a) soft drink;
- b) hard drink;
- c) short drink;
- d) double drink.

**2. Then place them with the wings in a roasting tin and \_\_\_\_\_ with salt and pepper:**

- a) turn down;
- b) shrink;
- c) eliminate;
- d) season.

**3. If you \_\_\_\_\_ a liquid, you drink it noisily:**

- a) smother;
- b) slurp;
- c) starve;
- d) rustle up.

**4. To share the cost of something with somebody means to \_\_\_\_\_:**

- a) go Dutch;
- b) take an order;
- c) make a reservation;
- d) tip.

**5. The milk seems to have gone \_\_\_\_\_ and spoiled the whole thing:**

- a) pickled;
- b) sour;
- c) juicy;
- d) crunchy.

**6. To cut a large piece of cooked meat into smaller pieces using a knife:**

- a) cut;
- b) carve;
- c) dice;
- d) slice.

**7. To cook something, such as meat, in an oven or over a fire:**

- a) roast;
- b) bake;
- c) poach;
- d) curry.

**8. To cook something by keeping it ALMOST at the boiling point:**

- a) stew;
- b) braise;
- c) boil;
- d) simmer.

**9. Which way of cooking is the most UNHEALTHY?**

- a) deep-frying;
- b) frying;
- c) roasting;
- d) steaming.

**10. To put something into a liquid and lift it out again:**

- a) to mix;
- b) to whip;
- c) to beat;
- d) to dip.

**11. A small sea creature that you can eat, which has ten legs and a soft shell:**

- a) shrimp;
- b) oyster;
- c) crab;
- d) mussel.

**12. The meat from a sheep:**

- a) pork;
- b) mutton;
- c) veal;
- d) beef.

**13. Standardised exams designed to assess a student's readiness for college-level work:**

- a) College admission tests;
- b) College-bound students;
- c) Performance (in tests);
- d) Transcript.

**14. Individuals who intend to enrol in college or university to pursue higher education:**

- a) Transcript;
- b) Report card;
- c) College-bound students;
- d) Aptitude.

**15. \_\_\_\_\_ how well a test subject, such as a student or a software application, responds to the tasks or challenges presented during the test:**

- a) College admission tests;
- b) Report card;
- c) Transcript;
- d) Performance (in tests).

**16. A document, typically issued by a school, that records a student's academic performance across various subjects:**

- a) Report card;
- b) Performance;
- c) Transcript;
- d) College admission tests.

**17. A natural ability or talent to do something, a natural tendency, or suitability for a particular task or environment:**

- a) Transcript;
- b) Aptitude;
- c) College-bound students;
- d) Performance.

**18. An official document that records a student's educational performance, listing courses taken, grades received, and degrees conferred:**

- a) Report card;
- b) Performance;
- c) Aptitude;
- d) Transcript.

**19. An academic qualification in a variety of subjects taken in England, Wales, and Northern Ireland, typically taken by students aged 15 to 16, at the end of compulsory education. The subjects range from English literature, mathematics, and sciences to history, geography, and foreign languages:**

- a) Eleven-plus;
- b) GCSE;

- c) “0”-level;
- d) “A”-level.

***20. A school leaving qualification offered by educational bodies in the United Kingdom and the educational authorities of British Crown dependencies to students completing secondary or pre-university education. The exams are recognised for entrance to higher education institutes in the UK and many others worldwide, with universities granting offers based on the grades achieved:***

- a) Eleven-plus;
- b) GCSE;
- c) “0”-level;
- d) “A”-level.

### **THE KEY**

- |       |        |        |        |
|-------|--------|--------|--------|
| 1. a) | 6. b)  | 11. a) | 16. a) |
| 2. d) | 7. a)  | 12. b) | 17. b) |
| 3. b) | 8. d)  | 13. a) | 18. d) |
| 4. a) | 9. a)  | 14. c) | 19. b) |
| 5. b) | 10. d) | 15. d) | 20. d) |

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# **A TASTE OF ENGLISH**

**Навчальний посібник**  
**з дисципліни**  
**«Перша іноземна мова (англійська)»**

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