



Advanced Minus and up

News and the Media with Optional Activities 2020

Lesson Objectives

- Students will learn and practice new vocabulary related to news coverage in the media, with the opportunity of spotlighting Ukraine’s profile related to news and the media.

Motivator: Say: “What is news?” Allow students to answer as you write the main idea from their definitions on the white board. Next, read to the class the formal definition. The definition poster is included with this lesson if you desire to print it and post it. You would uncover it at this point in the lesson as you read the definition to the students.

- **News – Information about recent events or happenings, especially as reported by means of newspapers, websites, radio, television and other forms of media.**

Say: *“News organizations have great power as they decide which topics are important enough to cover, and where to position those topics within their newspaper, TV programs or websites.”*

Classroom Learning Activities

Activity 1 – Vocabulary and Phrasal Verbs

Resources Needed for Activity – these are included with the lesson plan

- Vocabulary Chart, printed
- Vocabulary Matching Cards, printed in contrasting colors
- Vocabulary Fill in the Blank Cards
- Vocabulary Completed Sentences Cards

Bias - a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned; prejudice

- Anne felt sad because she believed that her parents held a **bias** in favor of her more beautiful sister.

Factual – real; can be proven, repeated or observed

- There is nothing **factual** to back up her story.

Target audience – the group of people to which an ad, a product, a website, information, etc. is directed

- The **target audience** for the job board listing for a job in web design is young adults with university degrees in computer programming.

Vet - to assess, evaluate, review, study, scrutinize

- Teachers who apply for jobs teaching children are thoroughly **vett**ed in order to assure safety for the children.

Click on – connect to

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Critical – analytical, interpretative, tending to judge by strict standards

- Dasha was hired for the news analyst job because of her keen **critical** thinking skills.

Opinion – one person's views, beliefs, personal feelings, values

- My **opinion** on that topic differs from that of many of my friends.

Cut into – to reduce the amount of something

- The large amount of homework Julia regularly had to do really **cut into** the amount of time she had for her friends.

Perspective – viewpoint or position; a particular attitude toward or way of regarding something

- We have the opportunity to view the ruins from a historical **perspective**.

Exaggeration – an overstatement or stretching of the truth; the action of making statements that represent something as better or worse than it really is

- My friend's statement about the fish he caught must have been an **exaggeration**. Surely the fish wasn't as big as he said!

Evidence - the available body of facts or information indicating whether a belief or proposition is true or valid

- He was able to find plenty of **evidence** to support his theory.

Soft power - the ability to attract rather than coerce [persuade using force or threats], using culture, political values, foreign policies etc.

- Films are often used to exert **soft power**, in order to change the way people think on certain controversial issues such as abortion.

Procedure for Activity

1. Prior to class, post the vocabulary words on the wall (with blue tape), with space provided for the matching definition card. Prior to class, place a definition card in the chair of each student.
2. Pair the students and give 2-3 minutes for the pairs to discuss which are the correct vocabulary words for their definitions. You will repeat one vocabulary word at a time and ask students for the correct definition. When that is determined, the student will read the definition aloud and then you will post the correct definition by the vocabulary card on the wall.
3. Hand out the vocabulary fill in the blank cards and have the pairs discuss which vocabulary words would properly fill in the blanks on their cards. Students will read aloud the completed sentences one at a time and you will then post the correct answers beside the vocabulary cards and definitions already on the wall.
4. **ALTERNATELY**, to save a bit of time, hand out the vocabulary completed sentences cards, let the students read the cards aloud to the class, and then you will post them by the correct vocabulary card on the wall.
5. Ask for a volunteer – or you can be the one – to take a picture of the completed set to share with the class after class time. **This procedure will hold true for any activity that the students will want for future study.**
6. Be sure to collect all the materials from students before they leave class.

Activity 2 – Handout/s on News and the Media

Resources Needed for Activity

- A class set (about 20) of the handout “The News and the Media” (included with the lesson plan)
- 4 newspaper or internet headlines/articles you’ve prepared ahead of time – for demonstrating; place in envelop or small ziplock
- 5-6 envelopes or small ziplocks, each containing 4 newspaper or internet headlines/articles you’ve chosen and prepared ahead of time. If you use articles, make sure they are short. **These are only needed if teacher desires to spend time on this activity rather than on one of the other two conversation activities provided with this lesson.**

Procedure for Activity

1. You will hold up and read each of the headlines/articles in your demonstration envelope, allowing time between each one for the students to determine the target audience/s for each particular headline/article. (This will further students' understanding of the term "target audience".)
2. Place students in groups of 3-4. If you have decided to use the headlines activity, pass out a headlines/articles envelope to each group. Each student, in turn, will pick an article from the envelope and the group will determine together what the target audiences are for each headline/article. Rotate among the groups, listening to the conversations and being ready with any help needed.
3. At the end of 5-6 minutes, take up the envelopes with the articles enclosed.
4. Students remain in their groups as you pass out the reading handouts to each student. Have each group read the handout – each student in turn reading aloud one of the bullets.
5. At the conclusion of this activity, collect the handouts.

Activity 3 – Non-Stop Talking with News and Media Question Cards

Resources Needed – Class Set (about 20) of Non-Stop Talking Question Cards (included with this lesson plan)

Procedure for Activity

1. Arrange students in two equal rows, facing each other. If there is an odd number of students, you will be lined up with the students, participating. If your class space does not accommodate this arrangement with chairs, it is perfectly fine for students to stand. (Standing is often better anyway – it takes less time and keeps the students more alert. 😊)
2. Pass out a non-stop talking question card to each student. Allow a minute for the students to look over the questions. Explain the procedure, as follows. Designate a certain position in the rows. Whoever is in that position will determine the question to be discussed. Emphasize that there may not be time for all the questions, so the student should choose a question that is most interesting to him. Explain that a different student will choose the question each time and that you will tell them how to change positions at the conclusion of the first question's discussion.

3. Explain that you will be using a timer. Each row of students will have 1 to 1 ½ minutes to talk about the question that has been chosen. So, if there are 6 students in a row, six students will be talking simultaneously for 1 – 1 ½ minutes on the same question to their partners who are facing them in the other row. When your timer sounds, if the students do not hear it, you may knock on the door, a table, the wall – anything available to make a noise that can be heard. At that point, the other row of students (which has been listening) will have 1 – 1 ½ minutes to talk about the same question.
4. After the first question has been discussed, have the students rotate one position clockwise. Everyone will have a new partner. The person in the designated position will choose the next question and the process starts over for that question. After each question, students rotate one position clockwise.
5. Allow 15 minutes for this activity. Likely, not all the questions will be covered.
6. Collect the conversation cards from the students.

Activity 4 – Group Discussions of bbc.com Article “Ukraine Profile – Media”

Resources Needed – Prepare 5 envelopes/small ziplocks. Each envelope/ziplock will hold 10 cards – each with a different statement and a discussion question. This document is included with the lesson plan. Cards will need to be cut up after pages are printed.

Procedure –

1. Divide the class into groups of 3-4 people each. Three people per group is preferable.
2. Explain to the class that they will now read a bbc.com article that has been divided into bullet points – “*Ukraine Profile – Media*”, from January 14, 2020. Show them an envelope/ziplock and the cards inside. Demonstrate with one of the groups that the first person will take the envelope, choose a card at random, read the statement and question, and answer the question. The other students in the group – as they desire – may then answer the question according to their opinion. The envelope is then passed to the second student who will choose a card, read it, and answer the question – with other students answering also. This procedure will continue until time for the activity runs out.
3. Have the students begin their discussions. Allow about 15 minutes.
4. Have the students place the cards back into the envelopes and you will collect all the envelopes.

Activity 5 – Idioms Matching

Resources Needed - included with this lesson plan

1. Prepare 5 sets of idiom matching cards. The idioms should be printed on one color paper or card stock and the definitions printed on a contrasting color paper or card stock. **IMPORTANT:** You will not have time for all the idioms that are provided. Choose about 8-10 of the idioms that you think are most valuable for your students. **NOTE:** The remaining idioms could be taught in spare moments at the end of a shorter lesson.
2. You should have 5 envelopes/small ziplocks. Each will contain 8-10 idiom cards and the 8-10 matching definition cards.
3. Print one set of the Idiom Fill in the Blank Cards.
4. If desired, print one set of the Idiom Sentence Cards.

Procedure for Activity

1. Show the class a set of idiom matching cards. Make clear that each group has the same idioms to match. Explain that they will divide into groups of 3-4 each and discuss how to correctly match the idioms with their definitions.
2. Divide the class into groups of 3-4 each and hand each group a set of idiom matching cards. Have them begin work. Rotate from group to group to help as needed. Groups should let you know when they are finished so that you can check their work. The first groups to finish could practice using the idioms in sentences. Leave the cards matched at this point.
3. Bring the class back together. Quickly hand out the Idiom Fill in the Blank Cards – one to each student or to each pair if the class is large. Have the students work with the person next to them to fill in the blanks correctly. Call on students to read aloud their completed sentences and then you will place the card by its matching idiom and definition, with the volunteer taking a picture of the complete set.
4. **ALTERNATELY** – for a shorter conclusion, hand out the Idiom Sentence cards and have students read them aloud to the class before you post them by their corresponding idiom.....making a complete set of idiom, definition, and idiom used in a sentence. Then a picture can be made.
5. **ANOTHER OPTION** – If time has run out, step 3 or step 4 can be used as review at the very beginning of the next lesson.

Conclusion: Print the following quote. At end of class, post it and read as your concluding statement.

Exaggeration of every kind is as essential to journalism as it is to the dramatic art; for the object of journalism is to make events go as far as possible. Thus it is that all journalists are, in the very nature of their calling, alarmists; and this is their way of giving interest to what they write. Herein they are like little dogs; if anything stirs, they immediately set up a shrill bark.”

- Arthur Schopenhauer, a German philosopher (1788-1860)

(Repeat this format for all the activities related to this lesson)

News –

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News and the Media with Optional Activities 2020 - Vocabulary

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- Teachers who apply for jobs teaching children are thoroughly **vett**ed in order to assure safety for the children.

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- Dasha was hired for the news analyst job because of her keen **critical** thinking skills.

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- My **opinion** on that topic differs from that of many of my friends.

Cut into – to reduce the amount of something

- The large amount of homework Julia regularly had to do really **cut into** the amount of time she had for her friends.

Perspective – viewpoint or position; a particular attitude toward or way of regarding something

- We have the opportunity to view the ruins from a historical **perspective**.

Exaggeration – an overstatement or stretching of the truth; the action of making statements that represent something as better or worse than it really is

- My friend's statement about the fish he caught must have been an **exaggeration**. Surely the fish wasn't as big as he said!

Evidence - the available body of facts or information indicating whether a belief or proposition is true or valid

- He was able to find plenty of **evidence** to support his theory.

Soft power - the ability to attract rather than coerce [persuade using force or threats], using culture, political values, foreign policies etc.

- Films are often used to exert **soft power**, in order to change the way people think on certain controversial issues such as abortion.

Bias

Factual

**Target
audience**

Vet (vetting)

Click on

Critical

Perspective

Exaggeration

Evidence

Cut into

Opinion

Soft power

**Unfairness;
prejudice**

**Real; can be
proven, repeated
or observed**

**Particular group of
people to which an
ad, a product, a
website, etc. is
directed**

**Assess, evaluate,
review, study,
scrutinize**

Connect to

**Analytical,
interpretative,
tending to judge by
strict standards**

**A person's view,
beliefs, personal
feelings and values**

**To reduce the
amount of
something**

**Viewpoint or position;
a particular attitude
toward or way of
looking at something**

**An overstatement
or stretching of the
truth**

**The available body of
facts or information
indicating whether a
belief or position is
true or valid**

the ability to attract rather than coerce [persuade using force or threats], using culture, political values, foreign policies etc.

Anne felt sad because she believed that her parents held a _____ in favor of her more beautiful sister.

There is nothing _____ to back up her story.

The _____ _____ for the job board listing for a job in web design is young adults with university degrees in computer programming.

Teachers who apply for jobs teaching children are thoroughly _____ in order to assure safety for the children.

To get more information, _____ the link below.

My _____ on that topic differs from that of many of my friends.

We have the opportunity to view the ruins from a historical _____.

My friend's statement about the fish he caught must have been an _____. Surely the fish wasn't as big as he said!

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Dasha was hired for the news analyst job because of her keen _____ thinking skills.

Films are often used to exert _____, in order to change the way people think on certain controversial issues such as abortion.

The large amount of homework Julia regularly had to do really _____ the amount of time she had for her friends.

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NEWS AND THE MEDIA

- News has changed greatly due to the competitive environment created by cable news and entertainment.
- It has also become increasingly critical in its tone.
- The internet and cable have cut into the readership of newspapers and news magazines.
- News consumption has fallen dramatically during the past ten years.
- Critics say news is based on what interests a target audience rather than what the target audience needs to know.
- Trust/distrust of media: How does one know which news sources to trust?

Six points to consider when reading the news:

1. *Type* - Ask yourself what type of content is this? Opinion or fact?
2. *Source* - Ask who and what are the sources cited and why should you believe them? Once source(s) is/are identified, ask, do they have a bias?
3. *Evidence* - Ask what is the evidence and how was it vetted? “Trust the material that offers more evidence, is more specific and more transparent about the proof being offered (eye witness, hearsay, second hand?).”
4. *Interpretation* - Ask if the main point of the piece has been proven by the evidence or the amount of evidence?
5. *Completeness* - Ask what is missing? It should create understanding and help you to react or take action.
6. *Knowledge* - Ask yourself if you are learning every day what you need.

1. Is it important to keep up with current events?
2. What do you consider the most important news story right now in your country?
3. Do certain types of events get too much or too little coverage?
4. Do you trust the television and the Internet to give you accurate news information?
5. What improvements would you make if you worked in the news media business?
6. In a 2017 Ukrainian survey it was found that more than 50% of print media readers across all regions enjoy reading regional newspapers, which they prefer to the national print media. Is that your experience? If not, where do you go to read or hear about the news?
7. Do you believe that the 18-35 age group in Ukraine is better informed than those in the 46-65 age group?
8. What news stories are important to your life?
9. Do you think that media coverage offers a partial or selective history of events in some or in many cases?

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Ukraine profile – Media

- [bbc.com](https://www.bbc.com), January 14, 2020

- Information warfare with Russia has had a profound impact on the media landscape.
- Television dominates the media scene, and private commercial channels are the leading outlets.
- Major media groups are influential in the market. A cluster of national networks, including Inter TV and 1+1, have the biggest audiences. Funding for the public service network UA:First is meagre and its ratings are low.
- Some newspapers publish Ukrainian and Russian-language editions. The press is diverse in terms of political stance.
- National media have adopted a united patriotic agenda following Russia's annexation of Crimea and the armed conflict in the east. Ukraine has banned cable relays of leading Russian TVs; in turn, areas under Russian or separatist control have seen pro-Kiev outlets silenced.
- The introduction of Ukrainian-language quotas for TV and radio has been seen as a way to counter Russian soft power and promote patriotism.
- Violence against journalists and curbs caused by the conflict in the east have raised concerns about media freedom. Reporters Without Borders says separatist-controlled areas are "no-go areas without critical journalists".
- Just under 41 million Ukrainians (93% of the population) have internet access (Hootsuite/We Are Social, January 2019). Some other estimates are much lower.
- The conflict in the east and the information war with Russia are big challenges to internet freedom, Freedom House NGO has said. Several Russian social media have been blocked, as have pro-Russian and pro-separatist websites.
- Virtual private networks are widely used to access Russian sites, and Russian social networks including VKontakte are still popular.
- Facebook is the leading social network. OLX, the Ukrainian mirror of Russia's Yandex search engine, is one of the top five most-visited websites.

<p>Information warfare with Russia has had a profound [deep] impact on the media landscape.</p> <p>❖ <i>In what ways has the media been impacted?</i></p>	<p>The introduction of Ukrainian-language quotas for TV and radio has been seen as a way to counter [oppose] Russian soft power and promote patriotism.</p> <p>❖ <i>Do you think this practice has been successful? Why or why not?</i></p>
<p>Television dominates the media scene, and private commercial channels are the leading outlets.</p> <p>❖ <i>Even though this is a fact based on statistics, would you agree with this statement when it comes to how you learn about news? Explain.</i></p>	<p>Violence against journalists and curbs [controls] caused by the conflict in the east have raised concerns about media freedom. <i>Reporters Without Borders</i> says separatist-controlled areas are “no-go areas without critical journalists”.</p> <p>❖ <i>What are some concerns about media freedom? What does the phrase “no-go areas without critical journalists” refer to?</i></p>
<p>Major media groups are influential. National networks such as <i>Inter TV</i> and <i>1+1</i> have the biggest audiences. Funding for the public service network <i>UA: First</i> is meager [inadequate] and its ratings are low.</p> <p>❖ <i>Why is funding for “UA: First” low, and its ratings also low?</i></p>	<p>According to NGO “<i>Freedom House</i>”, internet freedom has been challenged. Russian social media have been blocked. However, virtual private networks are widely used to access Russian sites, and Russian social networks including VKontakte are still popular.</p> <p>❖ <i>What are some reasons that Russian social media would be blocked? In your opinion why are virtual private networks so <u>popular</u>?</i></p>
<p>Some newspapers publish Ukrainian and Russian-language editions. The press is diverse in terms of political stance [position].</p> <p>❖ <i>What is the statement about the press being “diverse in terms of political stance” referring to?</i></p>	<p>Just under 41 million Ukrainians (93% of the population) have internet access (Hootsuite/We Are Social, Jan. 2019). Some other estimates are much lower.</p> <p>❖ <i>In your opinion, what percentage of Ukrainians have internet access, and how does this affect people’s ability to stay informed?</i></p>
<p>National media have adopted a united patriotic agenda following Russia’s annexation of Crimea and the armed conflict in the east. Ukraine has banned cable relays of leading Russian TVs; in turn, areas under Russian or separatist control have seen pro-Kyiv outlets silenced.</p> <p>❖ <i>What would be reasons Ukraine would ban cable relays of leading Russian TVs? Why would pro-Kyiv outlets be silenced in areas under Russian or separatist control?</i></p>	<p>Facebook is the leading social network. OLX, the Ukrainian mirror of Russia’s Yandex search engine, is one of the top five most-visited websites.</p> <p>❖ <i>What social network/s and search engine/s do you use most often? Why?</i></p>

Idioms Key – News and the Media with Optional Activities 2020

- **Bring (someone) up to speed** – to provide (someone) with the latest information on a certain subject
 - *Please bring the office up to speed on the progress of your project.*
- **Bottom line** – the most important fact to consider
 - *The bottom line is that good communication is vital for a healthy marriage.*
- **Clear the air** – to make a situation less tense by speaking openly and honestly
 - *Anna and Masha were not speaking because Anna began dating Masha's old boyfriend. It was time to clear the air in order to save their friendship.*
- **To get the message** – able to infer what someone is trying to communicate
 - *Ihor got the message when the librarian gave him a stern look because he was making too much noise!*
- **To get to the point** – to arrive at the most important point of what one wants to say
 - *I don't have time for your long story, so just get to the point!*
- **In the loop** – awareness of information that only a few people know about
 - *Please keep me in the loop about the opening date of our store's new location.*
- **On the same page** – in agreement about something
 - *Let's make sure we're on the same page with plans for the surprise party.*
- **To stretch the truth** – to exaggerate to make something sound better than it is
 - *Olga got a new job, but she stretched the truth when she told her friend that she was a manager.*
- **To take by storm** – to captivate people's attention; when something becomes very popular
 - *That new Italian restaurant really took Kyiv by storm!*
- **Behind closed doors** – events which take place hidden from view
 - *The sensitive negotiations about the business merger took place behind closed doors.*
- **Two sides to every coin** – two points of view in every situation or argument
 - *When Yulia and Sergey broke up, neither of them admitted that there are two sides to every coin.*

- **Raise, or lift, the curtain** – to make something public; to disclose
 - *It was time to raise the curtain to the stockholders that the business was losing money.*
- **Turn a blind eye** – to ignore something and pretend not to see it
 - *Olga chose to turn a blind eye to the fact that she was failing a class at the university.*
- **Whistle-blower** – a person who tells police, reporters, etc., about something that has been kept secret
 - *Yuriy decided to be the whistle-blower when he found out that one of the employees was embezzling money from the company.*
- **Make a splash** – to do something that makes a lot of people notice
 - *The famous performer really made a splash when he decided to come out of retirement and release a new song.*
- **Fall short** – fail to reach a level or standard that was hoped for
 - *The Mary Kay cosmetic sales consultant was disappointed when she fell short of her sales goal for the year.*
- **Spill the beans** – to let secret information become known
 - *Please don't spill the beans about the surprise birthday party for Maksim.*
- **Breaking news** – news that is just now being reported or becoming known
 - *Did you hear the breaking news about the presidential election?*

**Bring (someone)
up to speed**

Bottom line

Clear the air

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- In agreement about something

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- Events which take place hidden from view

- Two points of view in every situation or argument

- To make something public; to disclose

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- A person who tells police, reporters, etc., about something that has been kept secret

- To do something that makes a lot of people notice

- Fail to reach a level or standard that was hoped for

- To let secret information become known

- News that is just now being reported or becoming known

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_____ on the
progress of your project.

The is that
good communication is
vital for a healthy
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Anna and Masha were not speaking because Anna began dating Masha's old boyfriend.

It was time to _____ in order to save their friendship.

lhor _____ when
the librarian gave him a
stern look because he was
making too much noise!

Please keep me
 about the
opening date of our
store's new location.

That new Italian
restaurant really

 Kyiv !

The sensitive negotiations about the business merger took place _____.

The famous performer
really _____ when
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Let's make sure we're
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Olga got a new job, but she stretched the truth when she told her friend that she was a manager.

That new Italian
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The sensitive negotiations about the business merger took place behind closed doors.

When Yulia and Sergey
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It was time to raise the
curtain to the stockholders
that the business was
losing money.

Olga chose to turn a blind eye to the fact that she was failing a class at the university.

Yuriy decided to be the whistle-blower when he found out that one of the employees was embezzling money from the company.

The famous performer really made a splash when he decided to come out of retirement and release a new song.

The Mary Kay cosmetic sales consultant was disappointed when she fell short of her sales goal for the year.

Please don't spill the
beans about the
surprise birthday party
for Maksim.

Did you hear the
breaking news about
the presidential
election?

Exaggeration of every kind is as essential to journalism as it is to the dramatic art; for the object of journalism is to make events go as far as possible. Thus it is that all journalists are, in the very nature of their calling, alarmists; and this is their way of giving interest to what they write.

Herein they are like little dogs; if anything stirs, they immediately set up a shrill bark.”

- Arthur Schopenhauer, a German philosopher (1788-1860)