



Limits

School #8

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### Гордиться сердце: «Слава Україні!» «Героям слава!»- журиться душа...

Небесна сотня - це українці, які загинули на Майдані, вулицях Грушевського та Інститутській. Вони поклали своє життя за волю та честь нашої держави. Вибороли право називати себе українцями.

Героїчна сотня охороняє нашу державу з небес, з того самого дня, як покинули нас у вирій вічності. Пройшло уже сім кривавих років, але чи ми нарешті зрозуміли ціну яку ми були змушені сплатити?

Події трагічної сторінки української історії були висвітлені на уроці-реквієм "Герої не вмирають... Вони тихо йдуть", проведений спільними зусиллями учнів 10-А класу та класним керівником Гомонко Г. М.

Нашу націю намагались знищити багатьма методами надзвичайної жорстокості: забороняли мову, нищили голодоморами, саджали по тюрмах та вивозили до Сибіру. Але наша нація – нескорена і вільна. Небесна сотня цьому приклад.

СЛАВА УКРАЇНІ!  
ГЕРОЯМ СЛАВА!  
УКРАЇНА – ЦЕ НА ВСЕ ЖИТТЯ!  
УКРАЇНА – ПОНАД УСЕ!





Ніколи не зітруться з пам'яті події зими 2014 року, вони перевернули свідомість багатьох людей, показали, що українці – нація, гідна кращого майбутнього.

У кожному класі, з різних предметів було проведено виховні заходи, години пам'яті, де обговорювалася тема трагічних подій Революції Гідності. Вчителі нагадали учням про події на Майдані, розстріляних у мирний час

людей, яких називають Небесною Сотнею що загинули за честь, за волю, за європейський вибір України.

Пам'яті загиблих Небесної Сотні, присвятили свою акцію «Ангели пам'яті» учні других класів. Діти власноруч виготовили з паперу білих ангеликів на згадку про тих, хто віддав життя за мирну Україну.



### Hope for the environment



A demonstrative lesson “Hope for the Environment” took place in the 9-V form in February. It was an exciting lesson conducted by Iryna Ihorivna, a teacher of English. This lesson was important for students because everyone realized what danger our planet is in and how we can help the environment. What interesting did the students do? Firstly, they watched a catching short film about environmental problems. Then they listened to the story about people who don't respect nature. This story made everyone think about nowadays attitude towards nature, animals, plants. Also, all students prepared a project about one of the environmental problems. Students were divided into three groups and each group had its own theme. The first group presented their project about deforestation in the Carpathians. The scale of illegal logging was shocking. The second group talked about ‘Air Pollution’ and how to stop it. “Water Pollution” was the third topic of students’ investigation work. Such kind of

activity as project work is very informative, instructive and fascinating. During the lesson students also did some writing exercises and they found out lots of ways how we can reduce probability of environmental problems in the future. No doubt, this lesson broadened our outlook and all students learned something new. Of course, students are pretty thankful to our teacher who prepared this lesson and always teaches us with admiration and devotion.





## Waste Hierarchy & Waste Management

If you have heard of something called the “waste hierarchy,” then you may be wondering what that means. It is the order of priority of actions to be taken to reduce the amount of waste generated and to improve overall waste management processes and programs. The

waste hierarchy consists of 3 R’s as follows:

- **Reduce**
- **Reuse**
- **Recycle**

Commonly called the “three R’s” of waste management, this waste hierarchy is the guidance suggested for creating a sustainable life. You might be wondering how you can incorporate these principles into your daily life. Relax! They are not that hard to implement. All you need is to bring a small change in your daily lifestyle to reduce waste so that less amount of it goes to the landfill that can reduce your carbon footprint. By refusing to buy items that you don’t need, reusing items more than once and disposing the items that are no longer in use at appropriate recycling centers, you can contribute towards a healthier planet.

<b>Reduce</b>	<b>Reuse</b>	<b>Recycle</b>
<p>Here are some of the things you can do to reduce waste:</p> <ol style="list-style-type: none"> <li>1. Print on both sides of the paper</li> <li>2. Use electronic mail to reach out to people instead of sending paper mail.</li> <li>3. Use cloth napkins instead of paper napkins.</li> <li>4. Avoid using disposable plates, spoons, glass, cups and napkins.</li> <li>5. Avoid buying items that are over-packaged with foil, paper, and plastic.</li> <li>6. Buy durable goods that have an extended warranty.</li> <li>7. Use refillable pens instead of buying too many.</li> <li>8. Purchase multi-tasking products that perform different kinds of jobs in one.</li> </ol>	<p>Learning to reuse items is essential in the waste hierarchy. You may either reuse those items for your own use or donate so that others can use them.</p> <p>Reuse below items:</p> <ol style="list-style-type: none"> <li>1. Old jars and pots: Old jars and pots can be used to store items in the kitchen or to store loose items together</li> <li>2. Old tyres can either be sent to the recycling station or can be used to make tyre-swing.</li> <li>3. Used wood can be used as firewood or as woodcraft.</li> <li>4. Old newspapers can be used to pack items when you’re planning to move to another home or store old items.</li> <li>5. Waste paper can be used to make notes and sketches</li> <li>6. Old jeans or t-shirts or any clothes can be turned into bags or tote-bags</li> </ol>	<p>To recycle means that it will be transformed again into a raw material that can be shaped into a new item.</p> <ol style="list-style-type: none"> <li>1. All products are recyclable such as some plastics. There is usually a recycling symbol on the bottom of products</li> <li>2. Buy products that can be recycled like paper, glass, aluminum, plastic, etc. used in the house, school or office.</li> <li>3. Recyclables need to be gathered systematically and separated from the rest of the trash.</li> <li>4. Avoid buying hazardous materials. Buy non-toxic products whenever possible.</li> <li>5. Buy products that have been made from recycled materials.</li> </ol>

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# May 2021

## Congratulations to the Winners



**Лісоцька Христина  
та Палієнко Г.Б.  
ІІІ місце  
в обласному  
конкурсі-захисті  
учнівських науково-  
дослідницьких робіт  
з англійської мови**



**Бабанов Роман та  
Попчук М.Ю.  
ІІІ місце  
в обласному  
конкурсі-захисті  
учнівських науково-  
дослідницьких робіт  
з історії**



**Дмитров Ігор та  
Завадка О.М.  
ІІІ місце  
в обласному етапі  
Всеукраїнської  
олімпіади з  
інформаційних  
технологій**



May 2021

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Вітаємо нашу шкільну команду, переможців чемпіонату міста з волейболу серед юнаків закладів освіти.

Подяка учителям фізкультури  
Дяків О.Я., Шаблі Г.І., Лазору М.І.



*Вітаємо* ученицю 10 - А класу Аліну Баришнікову, яка одержала диплом першого ступеня за активну участь в обласній краєзнавчій конференції серед шкіл Львівщини з теми "Славетні імена України. Андрей Шептицький" і Марію Ювіналіївну, вчителя історії. А який прекрасний подарунок вони одержали: ілюстрована книга про життя митрополита і його роздуми про виховання.



### How to make the right career choice?

The training was held with the 9-B students by school psychologists. The theme was “How to determine your professional opportunities so as not to become unemployed”. The class analysed the professions of the present and the professions of the future. Lesya Vasylivna and Natalia Ivanivna prepared interesting questions, tests and games for students. The main purpose of this lesson was to help teens decide on their future profession. At the beginning, they passed a test, as a result of which children's interests in the profession became clear. Natalia Ivanivna showed the students a test with the help of apples. In the end, the students discussed their results, played the game "Who Am I?" in which they had to show a certain profession without words and which they liked the most. Students learned about professional self-determination, analysed why it is important to choose a profession according to their own desires. This lesson was important for the pupils, because after the 9th form they have to decide what to do with their lives next. Psychologists helped students understand their directions and goals.



*Prepared by Anna Bondarchuk, 9-B*

# What Do You Know About Jobs?

## 1. Find the jobs and read them:

okstudentgoteacherhdoctornonursekdentistnotpilotmcosmonautyessingerohdancertapolice  
anweworkerbutpoetyetwriterheconomistwsailornopostmanohengineernomodelufirefighter

## 2. Choose definitions to the following jobs:

- |                  |                                  |
|------------------|----------------------------------|
| 1. A cook        | a) a person who cures teeth      |
| 2. An astronaut  | b) a person who writes books     |
| 3. A writer      | c) a person who dances           |
| 4. A dentist     | d) a person who sings            |
| 5. A firefighter | e) a person who drives a car     |
| 6. A captain     | f) a person who designs          |
| 7. A sailor      | g) he controls the ship          |
| 8. A dancer      | h) a person who cooks food       |
| 9. A singer      | i) a person who flies into space |
| 10. A farmer     | j) a person who works at a plant |
| 11. A designer   | k) a person working on a farm    |
| 12. A driver     | l) a person who fights with fire |

## 3. Match characteristics with the jobs:

- |                                      |                 |
|--------------------------------------|-----------------|
| 1. helpful, kind, hard-working       | a) a model      |
| 2. hard-working, helpful, attentive  | b) a dancer     |
| 3. courageous, clever, careful       | c) a farmer     |
| 4. confident, slim, good-looking     | d) a writer     |
| 5. hard-working, creative, sensitive | e) a nurse      |
| 6. talented, creative, harmonic      | f) a teacher    |
|                                      | g) a bookkeeper |
|                                      | h) a designer   |
|                                      | i) a guide      |
|                                      | j) a singer     |
|                                      | k) a runner     |

## 4. What is special in the following jobs? Match:

- |                    |  |
|--------------------|--|
| 1. A cook          | a) can't eat fattening food              |
| 2. A model         | b) has to know the route of flight       |
| 3. A writer        | c) has to be strong                      |
| 4. A tourist guide | d) has to wear a crash helmet            |
| 5. A runner        | e) has to know all the elements of dance |
| 6. A dancer        | f) has to know a lot of things           |
| 7. A driver        | h) has to know plants and animals        |
| 8. A farmer        | i) has to construct or design things     |
| 9. A designer      | j) has to know a lot of history          |

## 6. Read and choose True or False statements:

Hi! I'm Michael. I'm twenty-two and I live in Boston. I'm a computer programmer in a big company and this is my full-time job.

My working day starts at nine and finishes at five. I usually have a break at 1p.m. I work a lot because I have to check some programs and make some new program modules for my company. I have three assistants; they work at their tables opposite me. Sometimes we discuss different ways of solving the problems. I can say that our programs are new and useful. I love my job and I like to invent something new. It is a very interesting job.

**Statements:** 1. His name is Peter. 2 He is a computer programmer. 3. He has a full-time job. 4. He starts to work at eight o'clock. 5. He checks programs and invents new one

## 5. Read the students' words about the teachers in this poem:

### Why God Made Teachers

When God created teachers,  
He gave us special friends  
To help us understand His world  
And truly comprehend  
The beauty and the wonder  
Of everything we see,  
And become a better person  
With each discovery.

When God created teachers,  
He gave us special guides  
To show us ways in which to grow  
So we can all decide  
How to live and how to do  
What's right instead of wrong,  
To lead us so that we can lead  
And learn how to be strong.

Why God created teachers,  
In His wisdom and His grace,  
Was to help us learn to make our w  
A better, wiser place.

By Kevin William Huff

## 7. Answer the questions:

What will you do after finishing school? Where do you plan to work? Do you want to work in your city? Why?

## TEENAGE LIMBO

*A Guide to Teen Mental Disorders*



### Introduction

As statistic says, one in five teens suffer from mental health disorders. Scientists don't exaggerate when say that mental disorders in teenagers are at an all-time high.

Depression and anxiety aren't the only "*Teenage illnesses*".

Experts also include *trauma*, *Borderline Personality Disorder*, and *schizophrenia*.

Furthermore, teenage behavior disorders, such as *substance abuse* and *eating disorders*, are also classified as psychological disorders in teens.

### Major Depression in Teens

One of the most common mental disorders among young adults is depression. Depressive states is characterised as low mood in most situations for at least two weeks. Symptoms include low self-esteem, loss of interest in normally enjoyable activities, and problems with sleep, energy and concentration.

### Teen Anxiety

Teens with anxiety disorders struggle with feelings of tension and fear that can interfere with daily activities at work and at school. Furthermore, like other teen mental disorders, teen anxiety affects adolescents' relationships with peers and family members.



## Eating Disorders in Teens

Anorexia, bulimia, and binge-eating disorder are all forms of eating disorders. Anorexia nervosa has the highest death rate of any mental disorder, resulting from starvation, metabolic collapse, or suicide. Therefore, it is one of the most dangerous teen mental disorders.

## Substance Use Disorder

The list of teen mental disorders includes substance use disorder. Teenagers can be affected by the drug use and alcohol while trying to self-medicate depression, anxiety, trauma or other underlying conditions.

## Borderline Personality Disorder in Teens

Teens with borderline personality disorder lack a stable sense of self. Thus, teens with borderline personality disorder don't know how to process emotions. Hence, without a firm identity, people with borderline personality disorder have extreme emotional instability.

## Tips for dealing with mental illnesses

1. Talk about your feelings
2. Keep active
3. Eat well
4. Drink sensibly
5. Keep in touch
6. Ask for help
7. Take a break
8. Do something you're good at
9. Accept who you are
10. Care for others



**"Accept who  
you are"**



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# Colourful Week



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