

КИЇВСЬКИЙ УНІВЕРСИТЕТ імені БОРИСА ГРІНЧЕНКА
ГУМАНІТАРНИЙ ІНСТИТУТ

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PASS YOUR ENGLISH EXAM WELL

Навчальний посібник
для студентів
спеціальності 6.010102
«початкова освіта»,
спеціалізація: англійська мова



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Навчальний посібник “**Pass Your English Exam Well**” («Складіть іспит з англійської мови успішно») підготовлено для викладачів і студентів денної та заочної форм навчання, які навчаються за спеціальністю 6.010102 «Початкова освіта». Спеціалізація: англійська мова.

Навчальний посібник містить, передмову, зміст, основний текст і додатки і має на меті розширити словниковий запас студентів, удосконалити вміння читати, сприяти розвитку діалогічного та монологічного мовлення через розв’язання проблемних питань, що включені до основного змісту посібника, й організованих на їх основі дискусій.

Для студентів ВНЗ.

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ПЕРЕДМОВА

Навчальний посібник **“Pass Your English Exam Well”** («Складіть іспит з англійської мови успішно») призначений для студентів денної та заочної форм навчання Інституту дошкільної, початкової та мистецької освіти, які навчаються за спеціальністю 6.010102 «Початкова освіта», спеціалізація: англійська мова, які вже володіють навичками та вміннями комунікації англійською мовою та готові до висловлювання власної аргументації та користування відповідними мовленнєвими засобами.

Навчальний посібник являє собою тематичну збірку текстів англійською мовою. До збірки увійшли спеціально дібрані навчальні тексти, які містять мотив для мовленнєвих висловлювань студентів. Навчальні тексти охоплюють різноманітну тематику, яка реалізована у змісті відповідної навчальної програми.

На основі навчальних текстів пропонуються дискусії, мета яких полягає у моделюванні реальних ситуацій спілкування та створенні умов вмотивованої комунікації. Під час дискусійного обговорення проблемних питань студенти мають змогу висловити певні оцінки об'єкту обговорення, висловити своє погодження і непогодження, схвалення та засудження, висловити свої пропозиції та рекомендації, гіпотези та припущення тощо. На основі дискусій у студентів формуються навички і вміння адекватного ведення аргументованого діалогу чи монологу відповідно до загальноприйнятих норм та особливостей мови та культури, що вивчається.

З метою забезпечення студентів основними засобами мовлення, які зазвичай використовуються для вираження власних думок та аргументації, у навчальному посібнику містяться додатки, які включають слова, фрази, кліше та усталені словосполучення, які є характерними для мовлення під час дискусій.

Кожному навчальному тексту передуює спеціальне завдання (pre-reading task), яке сприяє постановці проблеми та організації мовленнєвої діяльності, налаштовує студентів на формування власної позиції, виявляє рівень обізнаності студентів з тим чи іншим явищем.

Усі навчальні тексти супроводжуються словником, який включає переклад слів, виділених у тексті жирним шрифтом, які можуть представляти труднощі для студентів та є ключовими для процесу розуміння.

Навчальний посібник призначений для використання викладачами англійської мови на заняттях з мовної практики. Посібник є також добрим помічником студентів для успішного складання іспиту з англійської мови.



VALUES OF LIFE

Pre-reading Task

1. Do you know any legends or proverbs about values of life?
2. How are values of life of modern people different from those of people living in the last century?



What is life? What do we live for? What are the values of life? People have been asking these questions since times immemorial and each generation tries to find the keys to them.

There is an old legend. “Long ago there lived two men. When their children were born they left their families and started **wandering** with **sacks** on their backs. While travelling around the world they put small stones into their sacks. A lot of years passed. The men decided to return to their wives and children. They were very happy to be again with their families. In the evening, when they opened their sacks, they found that their stones disappeared. One of them found beautiful flowers in his sack.

They were Health, Love, Happiness, and Friendship. He gave those flowers to his children and asked **to guard** them so that they should never leave their family. He told his children that those beautiful flowers were the values of life. Another man found spiders and snakes in his sack. He had nothing to give to his children. He collected only **greed, thirst** for money, and **envy**”.

It's sometimes the case with us. Some of us find that our values of life are everlasting. Others, only at the end of their lives, come to understand that they have lived **in vain**, that they've cared only for material things and haven't thought about the eternal. All of us have different values of life. Mine are love, happiness, health, and friendship. I cannot say what is more important and what is less. They are **correlated**: one cannot exist without the others.

There is **hardly** a person in the world who could really define such a complicated feeling as happiness. I cannot **claim** that I know what happiness is. It can not be a matter of good fortune. It comes from appreciating what we have, instead of **complaining** about what we don't. All I can tell you is that when you are happy, you feel it with all your heart. When you are happy you always seem **to lack** words. You are not walking – you are flying; you are like the sun, the sky, the flowers, all in one, inseparable. Everything then seems different. The trees are greener, the stars shine brighter, and the moon is kinder. You feel like everything goes right, as it should be. You feel as a young spring **enlivening** the nature. You are a dynamite of feelings and emotions.

One of our deepest needs is **sincere** friendship. The richest people in the world are not those with the most money, but those with close friends. We all need friendship – no matter how **self-sufficient**, wealthy or successful we may be. We are incomplete without it. Through friendship there comes hope when we are discouraged; comfort when we are hurt; **counsel** when we need it. The Bible says: “Two are better than one; if one falls down, his friend can help him up. But pity the man who falls and has no one to help him up!”

There are many principles of friendship. One of the fundamental attributes of friendship is openness. A friend is the one you can totally rely on; you feel free to be yourself in his presence and there's no need **to pretend**. You can share your deepest feelings, thoughts, and fears, and always expect understanding.

Loyalty is another ingredient of friendship. If someone shares his or her secrets with us we must be careful not to share them with someone else. The closer people get to know each other, the deeper they may hurt each other. We must be aware of this and remember that trust once broken is hard to restore.

One more vital characteristic of friendship is care. It **renders** our relationship depth and meaning. No friendship can be complete without it. There are many ways to express it: an approving look, an appreciative touch, or just being together.

Friendship is always **reciprocal**. If we take without giving back, if we talk without listening to the others, we will **hinder** friendship from growing, as it should. Friendship, therefore, demands selflessness and time. But the treasure we receive back is innumerable compared to the price we pay.

You cannot be happy without love – be it love of a person, parents, or friends. Love makes our life complete and full of sense. Love is a stream of living water that you drink every day and need it always. Love is the sun that gives you light on your daily road. Love is the wind that gives you power to sail along the river of life.

The Bible says: “... Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no records of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres”.

It is not easy to love. To live means to love and love means eternal **sacrifice**. To love means to unite when the whole world **splits** into thousand parts. In love one gives a hand to another. In love a man marries a woman and brings up children. Love is the highest value in the family. In love people are beautiful and they make others happy. Love is the beginning and the end, alpha and omega of everything, it is life itself.

So, it is a very important thing for everybody to find real values of life while being young and **stick** to them throughout our lives.

Vocabulary

to wander – *мандрувати*

a sack – *мішок*

to guard – *оберігати*

greed – *жадібність*

thirst – *жага*

envy – *заздрощі*

in vain – *марно*

correlated – *взаємопов'язані*

hardly – *навіть чи*

to claim – *стверджувати*

to complain – *скаржитись*

to lack – *бракувати*

to enliven – *оживляти*

sincere – *щирий*

self-sufficient – *самодостатній*

counsel – *порада*

to pretend – *прикидатися*

loyalty – *вірність*

to render – *надавати*

reciprocal – *взаємний*

to hinder – *перешкоджати*

sacrifice – *пожертва*

to split – *розколюватись*

to stick – *слідувати*

Discussion

- 1. You have a husband (a wife) and two children. Your friend is a spinster (a bachelor). You think marriage is the greatest earthy happiness. Your friend thinks it's better to be single.
- 2. You are going to have a wedding party. You think that old customs and traditions should be observed. Your fiancé believes it is a terrible nuisance and a waste of money.
- 3. You and your partner discuss arranged marriages. Discuss all the advantages and disadvantages that you can think of.



TYPES OF HOBBIES

Pre-reading Task

1. Did you have any hobby in your childhood? Did your parents approve it?
2. What do you like doing most of all? Do you have much time for your hobby? Is your hobby useful? Why?



Hobbies are activities that people prefer to do in their leisure time. They not only take people away from everyday routine, but also help them relax, **entertain**, and get pleasure. A great many of hobbies are centuries old – music, dancing, poetry, painting, sculpture, doll-making, making jewellery. During the Middle Ages only the rich could have hobbies. The poor didn't have any hobbies at all for the reason that they didn't have time. Now it has become possible for everyone to have a hobby. In fact, hobbies are more popular nowadays than they were in the past.

Hobbies are divided into four large groups: doing, making, collecting, and learning things. The most popular of all hobby groups is doing things. It includes gardening, cooking, travelling, playing games, and so on.

The hobby of *collecting* consists of **acquiring** interesting examples of different items and learning about them. Some of the well-known types of collecting include stamps, coins, trading cards or autographs of **celebrities** collecting. People also collect toys, books, old records, bottles, travel cards, posters or seashells. Some people collect sports cars, **antiques** or artwork, but these hobbies are rarer because they are usually **expensive**. These collections of things are often highly organized, carefully cataloged, and attractively displayed. Some collections are capable of being completed, at least to the extent of owning one sample of each possible item in the collection, for example, a copy of every book by Agatha Christie.

A type of hobby that is related to collecting is model-building. People who do model-building collect small models which they build, paint, and then display. Some common types of model-building hobbies include model airplanes, rockets, ships, tanks, cars, houses, and railways.

Playing games or *solving puzzles* is a recreational activity, usually undertaken for enjoyment. Games include board games such as chess or **draughts**, card games, sports games, and newer games such as war gaming and role-playing games. Popular puzzles include jigsaw puzzles and crosswords. Known to have been played as far back as prehistoric times, games are generally **distinct** from work, which is usually carried out for **remuneration**. Age, understanding of the game, **intelligence** level, and, to some extent, personality are factors that **determine** what games a person enjoys. Depending on these factors, people vary the number and complexity of objectives, rules, **challenges**, and participants to increase their enjoyment. Games generally involve mental or physical stimulation. For this reason, they are beneficial after a large meal or a long and **tedious** task, but counterproductive if played immediately before sleeping. Many games help develop practical skills and perform psychological role.

Arts and crafts are hobbies for a lot of people. They make clothing and decorations with their hands. Some popular arts and crafts that involve textiles or fabrics include **crocheting**, sewing, **embroidery**, and knitting. People also like such hobbies as **scrap booking**, painting, drawing, wood carving, making **pottery**, and sculpture. Some other arts include film-making, photography, and musical hobbies such as singing, playing musical instruments, and writing songs.



Reading and learning are also hobbies. Some people enjoy spending their time reading books, magazines, and newspapers, or writing stories or diaries. Other people enjoy learning foreign languages by taking classes, or doing research, such as genealogy, that is learning about your family history.

Nowadays a lot of people have *Internet-based hobbies*, such as **editing** Wikipedia or having online discussions in Newsgroups. Some people enjoy computer activities, such as computer programming, learning about open source software, or playing computer games. Some people enjoy learning about electronics such as doing amateur radio **broadcasts** or building robots.

Cooking is an act of preparing food for eating. It **encompasses** a vast range of methods, tools, combinations of ingredients, and the skill of the individual cooking to improve the flavour or **digestibility** of food. The diversity of cooking worldwide is a reflection of the myriad **nutritional**, aesthetic, agricultural, economic, cultural, and religious considerations that impact upon it. Cooking requires applying heat to a food which usually changes its flavour, texture, appearance, and nutritional properties. Cooking which requires the boiling of water in **a vessel** was practiced at least since the 10th millennium BC with the introduction of pottery. There is also archaeological **evidence** of roasted foodstuffs, both animal and vegetable, in human campsites dating from the earliest known use of fire some 800,000 years ago.

Gardening is the art of growing plants with the goal of **crafting** a landscape. It most often takes place in or about a residence, in **a conservatory**, or in a greenhouse. A garden may also be located in a roof, on a balcony, in a window box, or on a patio. Water gardening is concerned with growing plants adapted to pools and ponds. This hobby requires special conditions and considerations. A simple water garden may consist solely of a tub containing the water and plants.

So, as we can see, hobbies differ like tastes. And if you have chosen a hobby according to your character and taste, you are lucky because your life becomes more interesting. Of course, any hobbies require quite a lot of time and efforts. But they **provide** entertainment and pleasure and for that reason you don't usually get very tired. You do something you enjoy doing and time passes quickly.

Vocabulary

to entertain – *розважати*
acquiring – *придбання*
a celebrity – *знаменитість*
antiques – *антикваріат*
expensive – *дорогий*
draughts – *шахи*
distinct – *відмінний*
remuneration – *винагорода*
intelligence – *розумові здібності*
to determine – *визначати*
a challenge – *випробування*
tedious – *нудний*
crocheting – *в'язання крючком*

embroidery – *вишивання*
scrap booking – *збирання вирізок*
pottery – *глиняний посуд*
editing – *редагування*
a broadcast – *трансляція*
to encompass – *охоплювати*
digestibility – *зручність приготування*
nutritional – *харчовий*
a vessel – *посудина*
an evidence – *доказ*
crafting – *облаштування*
a conservatory – *оранжерея*
to provide – *забезпечувати*

Discussion

- 1. You and your friend discuss a present for your flatmate who is a Do-It-Yourself fan. You discuss the following ideas: tools, protective clothing, a hand-held metal detector for detecting electrical wiring etc.
- 2. You meet your old friend who you haven't seen for ages. You go to a café where you have some coffee and remember about your childhood hobbies and ambitions and your hobbies and ambitions now.
- 3. You and your partner discuss such unusual hobbies as collecting dolls, railway carriages or something like that and share your impressions of the people indulging in them.



BRINGING UP CHILDREN NOWADAYS

Pre-reading Task

1. *What is the best time to start educating?*
2. *If you ran courses for parents what lessons would you offer them?*



Parenting is not easy business. This idea can be **proved** by the people who have already experienced all difficulties in performing the role of parents. As it is often referred to – little children mean little problems, big children – big problems. Parents have to be well prepared for all stages their little child is to go through – from a little baby on to a **toddler**, youngster, **adolescent**, and at last a grown up.

Almost everybody has heard about the Victorian attitude to children: children were to be seen and not heard. But then Sigmund Freud, an Austrian psychologist, did away with all that and parents have been **bewildered** ever since. Psychologists say that the child's happiness is all-important and parents are not **allowed** even to shout. A good old-fashioned **spanking** is out of the question, no modern child-rearing **manual** would **permit** such **barbarity**. You might **inflict** deep psychological wounds and the poor child may never recover from the dreadful traumatic experience.

Nowadays some parents avoid giving their children complexes which a hundred years ago people hadn't even heard about. From early childhood, parents' lives are regulated according to the needs of their **offspring**. Parents suffer constantly from fear and guilt while their children gaily **romp** about pulling the place apart. But the excessive permissiveness of modern parents is surely doing more **harm** than good. When little dears become teenagers, they **rebel** violently against their parents.

Other parents consider that a child should be taught to behave in such a way that adults will have as quiet life as possible. The usual argument against freedom for children is this: "Life is hard, and we must train the children so that they will fit into life later on. We must therefore discipline them. If we allow them to do what they like, how will they ever be able to serve under a boss?" But **to impose** anything by authority is wrong. **Obedience** must come from within – not be imposed from without. A child becomes problem when he is pressured into obedience and **persuaded** through fear. Fear can be a terrible thing in a child's life. Fear must be entirely eliminated – fear of adults, of punishment, or of disapproval. Only hate can **flourish** in the atmosphere of fear.

Home plays main part in the life of a growing child. It is a natural source of love, a place where he can live with the sense of security. Home educates a child in all sorts of ways, provides him with his opportunities of recreation, and affects his status in society. The happiest homes are those in which parents are **frankly** honest with their children without moralizing. Fear does not enter these homes. Parents and children are pals, and love can **thrive**. In other homes love is crushed by fear.

Certainly children need love, and a lot of it. The happiness and well-being of children depend on a degree of love and approval parents give them. Parents must be on a child's side. Being on the side of a child is giving love to him – not possessive love – not sentimental love – just behaving to a child in such a way he feels that parents love him and approve of him. Providing an **affectionate** background for childhood and adolescence has never been more important than it is today.

Love is necessary in ensuring proper emotional development. Childhood spent with heartless, **indifferent** or quarrelsome parents, or in a broken home makes a child permanently **embittered**. Nothing can compensate for lack of parental love. When home is a loveless one, the children are impersonal and even **hostile**.

All people have a desire to feel worthwhile and important. Nobody wants to be told what to do all of the time. So life is much easier in a family when there is a spirit of cooperation. A child needs to feel that he is able to help, that he is important, and that he is connected to his family. Children who today play meaningful roles within their family are fewer than ever before. Therefore whenever possible, parents should include their children in family **counsels**. Children love to help plan, organize, and carry out family decisions. As children see parents listening and counseling with them, they will desire to be part of the family “team”. They will learn to listen to other people’s ideas and concerns and they will learn to compromise. Including children in family planning can begin when they are very young. Children much more readily accept family rules when they have had a part in deciding what those rules are.

When a child grows into adolescent, parents might be given a hard time. At this age children become **vulnerable** and very sensitive towards the opinion of their peers. They become more independent of their parents. From their need to be less dependent on their parents, teenagers turn more to trusted adults outside the family for ideas and knowledge. They go on loving their parents deeply underneath, but they don’t show it on the surface. They no longer want to be loved as a possession or as an **appealing** child. They are gaining a sense of **dignity** as individuals, and they like to be treated as such. They develop a stronger sense of responsibility about matters that they think are important.

In adolescence aggressive feelings become much stronger. In this period children will play an earnest game of war. There may be arguments, **roughhousing**, and even real fights. And both sides, parents and children, should be patient and tactful and it’s the only way **to settle down** all the problems and stay friends. Bringing up children is no picnic and that is why successful parenting takes patience and strong will.

Vocabulary

to prove – доводити
a toddler – малюк
an adolescent – підліток
bewildered – розгублений
to allow – дозволяти
spanking – плескання
a manual – посібник
to permit – дозволяти
barbarity – варварство
to inflict – заподіяти
an offspring – нащадок
to romp – вовтузитись
harm – шкода
to rebel – бунтувати
to impose – нав’язувати

obedience – слухняність
to persuade – переконувати
to flourish – процвітати
frankly – відверто
to thrive – процвітати
affectionate – ніжний
indifferent – байдужий
embittered – озлоблений
hostile – ворожий
a counsel – нарада
vulnerable – вразливий
appealing – гарненький
dignity – гідність
roughhousing – грубощі
to settle down – владнати

Discussion

- 1. You think that your 16-year-old daughter is too young to go out on dates. Your friend tries to prove you are wrong.
- 2. Your teenage son goes to his friend’s birthday party and you tell him to be home by 10p.m. he wants to come back later.
- 3. You think your husband spends all his free time on communicating with friends, watching football or hockey and doesn’t pay enough attention to the children.



YOUNG PEOPLE'S PROBLEMS

Pre-reading Task

1. *What do you think is the best age to be? Explain your opinion.*
2. *Should adults try to teach young people lessons, such as the dangers of drinking too much, taking drugs or contracting the HIV virus, or should they leave them alone to find out about these things themselves?*



Everybody says youth is the best time of young life, and that being young means romance, love, new discoveries and so on. But nowadays things are not easy even for adults, but for young people, who have to find their own place in society, it's very difficult. There are many problems, which are common for all young people. For example: how to spend their free time, what to do after school, what profession to choose, how to deal with friends and so on. Young people have to make some very important decisions, which will influence all their future life.

Young people today are different from those of the same age just six or seven years ago. Most of them have quickly responded to basic changes in our society. They have developed individual survival patterns. This is rather common in a civilized society. A great number of young people are holding more than one position or job, **moonlighting**, making things for sale, **rendering** paid services, and starting trading businesses. In other words, young people are getting more economically active, but at the same time they are becoming more pragmatic and spiritually **restrained**.

Modern young people are great experimenters. They experiment with their hairstyles, music, religions, sexual outlets, fad diets, part-time jobs, part-time relationships, and part-time philosophies of life. A lot of young people join different youth organizations, which unite them on different principles. Members of every organization have ones own world **outlooks**, own moral qualities. There are some well-known informal organizations: Skinheads, Hippies, Bikers, Goths, Punks, Rappers, Emo and others. In fact, it seems that young people's **commitments** are made on a part-time basis.

A typical problem for most of young people is the problem of fathers and sons, or generation gap. Young people want to be independent; each of them has one's own viewpoint on their life and their future. And they want their parents to listen to their opinion, not **to interfere** in their private life. Adolescents hate the ordered adult world because it symbolizes the skin they **yearn** to shed. Unfortunately, some parents **neglect** their children, because they can't find a common language with each other. Problems arise when adolescents see that financially they still depend on their parents. For this reason they have a sense of **impotence** and **rage** and some of them often run away from home.

Emotional problems for young people can be far more difficult than financial ones. Youth is the time to meet first love. Today they fall in love when they reach the age of Romeo and Juliet. Romanticism and idealism very often **accompany** love of young people. They can love deeply and passionately, they believe that their love will last forever. Unfortunately, first love often has an unhappy end because young people are not always ready to have **stable** relations. So, often their hearts are broken and this increases young people's problems. In many cases they are too young and inexperienced to begin a family life.

Drug-habit is one of the most difficult and serious problem of young people. They use drugs because of many reasons. Some turn to drugs to help relax and **cope** with the stress and problems of their lives. Some experience many pressures at school, university, work, from parents, still others take drugs simply out of **curiosity**. They think they will be cool guys, however they do not realize how **devastating**



and dangerous drugs are. Drugs make people feel euphoric and there is no physical discomfort or **fatigue** at all. But the problem is that when they wear off, people feel unpleasant, so it is extremely easy to become both physically and mentally addicted to drugs. As a result, young people **commit** different serious crimes, because they need some money to buy drugs, which are usually very expensive. Taking drugs also causes sores, **jaundice**, blood poisoning, and AIDS disease.

Aside from drug abuse, another problem of youths is **pregnancy** among young women. Most teen girls are delighted when they first realize they are pregnant – they are given gifts and look forward to having a baby. However, the reality is often a terrible shock even when a girl's parents help. Most can't cope with looking after a baby and schoolwork or institute work and drop out of an educational establishment. In most cases, a teen mother needs a job to pay for her baby, she has to find somebody to look after the baby while she is working or studying. Life can be very hard. A child often grows up in **poverty** or is neglected because a mother is too young to care for him properly. In most cases, a father does not help financially or emotionally. If he is young too, he can't help very much because he has the same problems as a mother.

The stress of being young is often not understood or even recognized, and that can make a person feel alone and isolated. Because problems are being confronted for the first time, they can appear huge and impossible to solve. These feelings can make a young man very vulnerable to thoughts of **suicide**. Things that raise thoughts of suicide can be: need of money and work, death of a beloved person, realization of being unable to change things, never-ending struggle for existence, and many others. Finally, a lot of young people kill themselves every year because of their love to some **celebrity**.

As we see, it is very difficult to be young nowadays, as, need, it always was. But you can be young only once, and some wonderful things can happen only when you're young. So, it is be to enjoy youth while it lasts.

Vocabulary

to moonlight – *підробляти*

to render – *виконувати*

restrained – *стриманий*

an outlook – *світогляд*

commitments – *переконання*

to interfere – *втручатися*

to yearn – *прагнути*

to neglect – *нехтувати*

impotence – *безсилля*

rage – *ярість*

to accompany – *супроводжувати*

stable – *міцний*

to cope – *вправлятися*

curiosity – *допитливість*

devastating – *руйнівний*

fatigue – *втома*

to commit – *скоювати*

jaundice – *жовтуха*

pregnancy – *вагітність*

poverty – *бідність*

suicide – *самовбивство*

a celebrity – *знаменитість*

Discussion

- 1. There is a conflict in your family. You have a routine in the house that you don't like. But your father thinks you have to do it regularly and in time.
- 2. Your sister always goes off with your things and never gives them back. She comes to your room and asks to borrow your best dress for a party.
- 3. You want to make nose, tongue, and lip piercing and some tattoos on your body. Your parents are against this idea and think it is dangerous for your health.



LIVING IN THE CITY: PROS AND CONS

Pre-reading Task

1. *Where will people live in the twenty-second century?*
2. *What problems will the city have?*
3. *Can you imagine living in a space station? What will it be like?*



Two thousand years ago most people lived in the countryside. Today, almost half of **humanity** lives in cities. People all over the world are moving out of villages from the peaceful mountains, fields, rivers, and streams of the countryside to the busy and noisy world of city streets, buildings, traffic, and **crowds**.

Living in the city has both advantages and disadvantages. On the plus side, it is often easier to find work in the city than in the country. Besides, **salaries** are much higher and one has a larger variety of jobs to pick from. It is also easier to get a good education because the city is home to many higher education institutions.

City **dwellers** usually live in multistoried buildings in **cosy** apartments with all modern conveniences like central heating, hot and cold running water, **sewerage system**, gas, electricity, telephone, TV, and the Internet. They definitely make people's lives much easier and more pleasant. Even if the weather is nasty, people are able to get in touch with the rest of the world.

Public transportation in the city is efficient and rather inexpensive. The city's network of buses, trolleybuses, trams, and the underground covers almost the entire city. Privately owned minibuses, or route buses, provide good coverage of smaller residential streets and have **convenient** routes. Minibuses take fewer passengers, run faster, stop on demand, and are more **available**. So you can easily get from one part of the city to another one, and you do not need to own a car.

Going shopping in the city is a wonderful and instant way of participating in everyday life there. Every city has a vast range of shops and supermarkets **to browse** in, so you can always find something to match your tastes. **Bustling**, busy, and full of life, the city's street markets are an integral part of the shopping scene. They are great for **bargains** or for just browsing. All sorts of goods are on sale, from fresh fruit and vegetables to hand-made crafts and antiques.

In addition, life is never dull in the city because it is the center of culture and social life. There are lots of interesting things to do and places to see. For example, you can eat in a good restaurant or café, visit different museums, music halls, exhibitions, theatres, and movie theatres. You can also spend an evening at the circus or entertain yourself at the night club. On a sunny day you can enjoy a visit to the zoo. Seeing real tigers, panthers, **rhinoceroses**, and elephants, especially if it is for the first time, can be an interesting experience.

What is more, when you want to relax, you can usually find a park where you can feed the ducks or just sit on a park bench and read a book. There you can have a picnic on the grass with your friends or do some sporting activities. If you want some extreme, you can visit an amusement park with its modern **merry-go-rounds**, **swings**, chamber of horrors or chamber of laughter.

You can also spend your free time in the Botanical garden which is a sort of a paradise on earth. The garden gives you the chance **to escape** the crowds and admire exotic plants from all parts of the world growing side by side. It is one of the most positively pleasant places in the city to spend an afternoon.

All in all, city life is full of bustle and variety, and you never will feel bored. However, for every plus there is a minus. For one thing, you might have a job, but unless it is very well paid, you will not be able **to afford** many things that there are to do, because living in the city is often very expensive.

Another serious problem of nowadays existed in the city is unemployment. The economical situation in the country is rather complicated: many factories, plants, firms, and other institutions are going bankrupt, close and as a result of it many people loose their work.

It is particularly difficult to find a good, cheap **accommodation** in the city. And even those who have their own **dwelling** have to pay high bills. Nowadays, those who have enough money prefer to live in a comfortable, **detached** house in the suburbs, far from the noise, dirt, and smell of big cities.

City has an extensive infrastructure and highly developed system of public transport. But different kinds of public transport are poorly maintained, dirty, and are overcrowded in **rush hours**. In particular, the public bus service has an unreliable **schedule**. Public electric trolleybus and tram lines are more reliable, but have aged equipment and are underfunded. Route buses are a good means of going by, but there is an increased frequency of accidents. Besides, public transport may not be safe in terms of crime.

Traffic in the city is much heavier than in the village and roads are generally in poor condition. Every day we witness the incredible **slaughter** of men, women, and children on the roads. And it seems car accidents become nothing more than a statistic.

Moreover, where many people live together, **litter** is a problem. People don't always put their garbage in the garbage can. It's easier to drop a paper than to find a garbage can for it. But litter is ugly. It makes the city look dirty and it spoils the view. Litter is a health problem, too. Food and garbage bring animals, which sometimes carry dangerous diseases.

Nowadays, every modern city suffers from different kinds of environmental pollution, high criminal rate and has many other problems. Every city is mad: but the madness is gallant. Every city is beautiful: but the beauty is **grim**.

Vocabulary

humanity – *людство*

a crowd – *натоп*

salary – *зарплата*

a dweller – *мешканець*

cosy – *затишний*

a sewerage system – *каналізація*

convenient – *зручний*

available – *доступний*

to browse – *розглядати*

bustling – *метушливий*

a bargain – *вигідна покупка*

a rhinoceros – *носоріг*

a merry-go-round – *карусель*

a swing – *гойдалка*

to escape – *тікати*

to afford – *дозволяти*

an accommodation – *житло*

a dwelling – *житло*

detached – *окремий*

a rush hour – *година пік*

a schedule – *розклад*

slaughter – *різня*

litter – *сміття*

grim – *похмурий*

Discussion

- 1. Your partner thinks it's better to live in the country. You believe that living in big cities is much more exciting.
- 2. You and your English friend compare traffic problems in Ukraine and Great Britain. You also discuss what the government should do to help with traffic problems.
- 3. It is the year 3000 and you are a famous architect. The mayor asks you to present your ideas of designing a perfect city. You tell how the city will be called, what it will look like, how people will live, work, entertain themselves, and travel.



BRITISH NATIONAL CHARACTER

Pre-reading Task

1. *What makes it easy for you to identify nationality?*
2. *What are the main features of the British mentality? What is the role of tradition in the British character?*



Almost every nation has a reputation of some kind. The French are supposed to be amorous, **cheerful**, and fond of champagne; the Germans are **dull**, formal, and fond of military uniforms and parades; the Americans are **boastful**, energetic, and vulgar. The British are reputed to be **cold**, **reserved**, rather **haughty** people, who don't talk much to strangers, don't show much emotion, don't yell in the street, and don't make love in public.

But if you make friends with the British, you will soon realize they are **steady**, **easy-going**, friendly, and warm-hearted, just as the people of your own country. There are, however, certain kinds of behaviour, manners, and customs which are **peculiar** to the British, and are different from those of others.

The British are very polite people and are never tired in saying "Thank you", "I'm sorry", "I beg your pardon". It is considered polite to give up one's seat to a woman who is standing, to open a door for her, carry things for her, and so on. Most British people expect the person in front of them to hold the door open for them. Most British people **queue** when they are waiting for a bus or waiting to be served in a shop. Queueing is governed by a strict code of fairness and nobody can attempt to jump the queue. But during the rush hour, when a bus or train arrives, you can watch people pushing forward to make sure they get on.

The British are not **tactile** people. When greeting each other, men shake hands on a first meeting but probably avoid doing so on **subsequent** ones. Most British never hug or kiss other men. They leave that to football players and foreigners. Men may kiss women in greeting, but only on the cheek. Intimacy between **consenting** adults takes place behind closed doors usually with the lights out. Displays of affection in all relationships are kept to a minimum.

The British like talking about weather very much. It's an ever-interesting, even thrilling topic, and you must be good at discussing the weather. You must never contradict anybody when discussing the weather. Should it hail and snow, should hurricanes uproot the trees, should someone remarks to you "Nice day, isn't it?" – answer without **hesitation** "Isn't it lovely?" On the continent people either tell you the truth or lie, in Britain they hardly ever lie but they don't tell you the truth either.

"The Englishman's home is his castle" is saying known all over the world. The British prefer to live in a comfortable, detached house with many rooms in a suburb or in the country, far from the noise, dirt, and smell of big cities. Most houses have **lawns**, patios, and flower gardens. The British love gardening. Gardening magazines and books are everywhere in their houses and most of their conversations are about garden jobs done despite the difficult week-end weather, about **seeds** sown, about progress made.

The British adore animals. They keep them, not, as other nations do, primarily to guard their property, for scientific interest or for status, but for company. Pet owners' homes are **shrines** to their animals. The best seats, the warmest spots, the choicest **morsels** are handed over to these household gods as a matter of course. They are **deemed**, by their owners, to be incapable of almost any **misdemeanour**. So when dog bites man, it is always man's fault.



The traditional love of the British for tea is well known. Not only old ladies in **lace** with Pekingese on their **laps** drink tea, but a whole nation of workers, **entrepreneurs**, and aristocrats have tea for breakfast, lunch, and, of course, all activity stops in the afternoon for the customary tea break. There is a whole ritual to tea drinking in Great Britain. Only barbarians drink tea by placing a tea bag in a cup of hot water. First, the teapot has to be heated. The loose tea, once made, has to be left to “stand” and “brew”. Cold milk is poured into the bottom of each cup and then tea is added. A slice of lemon is often **added**. Sugar goes in last.

Most people in Britain work a five-day week, from Monday to Friday. Schools, colleges, and universities are also closed on Saturdays and Sundays. At weekends the British go to see shows and play a sport (usually golf). They also like visiting a restaurant or a pub – either the local, or often nowadays a more pleasant country pub – to have a quiet drink and a chat. Sunday has always been a favourite day for inviting people – relatives, friends, colleagues – to afternoon tea, and there are no signs that this custom is losing popularity nowadays.

The British are devoted to sports of all kinds. Whether it be football, rugby, hockey or any other team game, they start young and carry on, **barring** accidents, until they have to hang up their boots and watch others doing it.

The British are very proud of their old traditions. They have kept them for centuries, and the rest of the world **accepts** and quite enjoys them too. Thousands of people fly into London every year to watch the Changing of the Guard or the State Opening of Parliament. The traditions don't only accumulate the experience and wisdom of many generations, but they bring some stability into the rapidly changing world.

Vocabulary

cheerful – *веселий*

dull – *нудний*

boastful – *хвацькуватий*

cold – *непривітний*

reserved – *замкнутий*

haughty – *пихатий*

steady – *врівноважений*

easy-going – *комунікабельний*

peculiar – *притаманний*

to queue – *стояти в черзі*

tactile – *тактильний*

subsequent – *наступний*

consenting – *повнолітний*

hesitation – *вагання*

a lawn – *газон*

a seed – *насінина*

a shrine – *святилище*

a morsel – *шматочок*

to deem – *вважати*

a misdemeanour – *проступок*

lace – *мереживо*

a lap – *коліно*

an entrepreneur – *підприсмець*

to add – *додавати*

barring – *за винятком*

to accept – *приймати*

Discussion

- 1. What reputations about different nations do you know? Choose two nationalities. How do people in Ukraine view them?
- 2. Do you think national stereotypes help us to understand other nationalities, or do they create problems between nationalities?



UKRAINIAN NATIONAL CHARACTER

Pre-reading Task

1. List any stereotyped ideas other nationalities may have about Ukraine and its people.
2. In the modern world with global communications it is unnecessary and undesirable for us to hold on to our national character, isn't it?



Ukrainian mentality was formed influenced by many factors: geographical location of historical routes from the East to the West and from the North to the South, specific climatic conditions, and complex, at times tragic, historical **destiny**.

Most Ukrainian middle-class and lower class **urban** families live in flats in multistoried buildings. Only rather rich people can **afford** to build cottages either inside or outside the city.

A modern average Ukrainian family consists of two parents and usually one or two children. Ukrainian parents think it is important to teach their children basic values of life and such traits as **honesty**, common sense, purposefulness, **responsibility**, good manners, and **obedience** to parents.

At the same time, there is a growing number of one-parent families, usually headed by a woman **rearing** a child. Like in many other countries, there are quite a lot of young unmarried people in Ukraine living together and sharing a household.

Usually Ukrainian wife does the cooking and cleaning, while her husband takes care of repairs. Husbands tend to be either **workaholics** or “lazy bums” who often suffer from apathy and alcoholism. Today in Ukraine there are many couples – especially among younger generations – where work around the home is divided more equally. Some husbands even **admit** they do most of the cooking.

Children tend to live with their parents long after they finish school. Sometimes children have to rely on their parents in financial matters as the unemployment rate among the young is very high. A newly married couple often lives with either of their parents because they have no money to buy or **to rent** a house or a flat of their own. Grandparents play a great role in raising children in Ukraine.

Since time immemorial Ukrainians have been known as hardworking, **thrifty**, and skilled farmers who deeply love their land. Nowadays, many families have small country cottages, called “dacha”. They grow just about anything in their **neat** gardens, orchards, and **homesteads**. Some people grow food only for their own personal consumption. They spend time relaxing, **canning** vegetables, and making compote from various fruits during the summer in order to make it through long cold winters. They always have something in their houses to serve guests. People without dachas often have a small plot of land near the city on which they grow vegetables.

Ukrainians are typically kind-hearted, extremely friendly, **hospitable**, and well wishing to both fellow countrymen and foreigners. Warm and inviting atmosphere of their houses always attracts all their numerous friends and their neighbours to spend time **chatting** over a cup of tea or coffee, or other drinks. Conversation tends to be light, relaxing, humorous, and sometimes philosophical.

Ukrainians are rather **superstitious** people. They think that black cats and the number 13 are unlucky. They avoid shaking hands through a doorway, whistling indoors, spilling salt, breaking mirrors, looking into mirrors late in the evening, laughing loudly on Friday, and doing other things. Everyone knows these omens and jokes about them, but they avoid breaking them all the same.

Ukrainians like holidays and merrymaking. On most religious holidays, people attend church services, visit each other, have parties, and sometimes exchange presents. On public or national holidays

they usually try to cook many tasty dishes and invite a lot of friends and relatives to their places. Guests invited for dinner usually bring a gift of some kind: flowers, a cake, a bottle of **spirits**, or sweets and toys for the hosts' children. Guests usually remove footwear when they enter a home. Ukrainians give much attention to their guests having them well-fed and entertained for as long as they stay at their home.

Many Ukrainians enjoy picnics in the wood or somewhere near the water almost at any time of the year. Picnics often **involve** shashlyk or barbequed meat, homemade salads, and sometimes alcohol. Ukrainians love fishing, sitting around fires at night and snacking, drinking, and singing songs to a guitar.

Popular outdoor sports in Ukraine are football, volleyball, badminton, and tennis. Fitness clubs have appeared all over the place. Yoga and **martial** arts are quite popular as well. Mountain climbing clubs can be also found. Scuba diving, yachting, and even golf have recently become **available** in Ukraine. Increasingly popular in Ukraine are all sorts of extreme sports: bungee jumping, white-water rafting, downhill mountain biking, sky surfing, etc., and, more generally, all forms of active recreation (hiking, biking, boating, horseback riding, skiing, etc.).

Speaking about Ukrainians it is necessary to stress that Ukrainian people are proud of their colourful folk culture; they love good food and drink. Ukrainians have a very special sense of humour, and have a **zest** for life.

Vocabulary

destiny – *доля*
urban – *міський*
to afford – *дозволяти*
honesty – *відвертість*
responsibility – *відповідальність*
obedience – *слухняність*
to rear – *виховувати*
a workaholic – *трудоголік*
to admit – *визнавати*
to rent – *винаймати*
thrifty – *бережливий*

neat – *охайний*
a homestead – *садиба*
to can – *консервувати*
hospitable – *гостинний*
to chat – *теревенити*
superstitious – *забобонний*
spirits – *спиртне*
to involve – *включати*
martial – *бойовий*
available – *доступний*
a zest – *смак*

Discussion

- 1. Your friend think language reflects national character more than anything else. Do you agree with him?
- 2. Your partner considers that cultural differences cause problems. It is better for people to stay in their own countries rather than to migrate to other ones. Do you agree?



THE PLEASURE OF READING

Pre-reading Task

1. *How old were you when you began reading? What book did you especially like when you were a child?*
2. *Have you heard of the tradition of reading aloud in the family circle? What do you think of it?*
3. *What does reading do for you? Is it an important part of your life?*



Some people think that with the increasing in TV watching and the developing of World Wide Web, fewer and fewer people will buy books and newspapers. Why read an article in the newspaper, when the TV news can bring you the information about the rest of the world in a few minutes and with pictures? Why read a novel, when a film on TV can tell you the same story but with colour, picture, and action? Why read the biographies of famous men and women, when an hour-long TV programme can tell you all that you want to know?

However, television and Internet have not killed reading. Today, different newspapers and magazines are bought in very large numbers, and books of any kind are sold more than ever before. Books are still a **cheap** way to get information and entertainment. Although some books with hard **covers** are expensive, a lot of books are published today as **paperback** ones which are reasonably cheap. A paperback novel, for example, is almost always cheaper than an evening in the cinema or theatre, and you can keep a book forever. Books differ in their kinds: there are novels and novelettes, poetry and drama, ballads and **fairy tales**, biographies and adventure stories, picture books and detective novels, etc.

Books are one of the greatest wonders in the world. They give us a **unique** chance to talk to people who lived in different ages and countries. Through reading we can understand their thoughts, feelings, and emotions better. Books make us express a variety of feelings for their characters. Books give us **an insight** not only into the past, but also into the future. They help us to discover new things and explore new ideas. Thanks to books we learn to express our thoughts and feelings more **exactly**.

Books at home are a wonderful **source** of knowledge and some types of books should be kept in every house. Every home should have a good dictionary and an atlas of the world, with large **clear** maps. It might be expensive, but a good encyclopedia is useful, too, because you can find information in any subject. In addition, it is useful to have on your bookshelves other non-fiction books, such as history and science textbooks, cookery books, books about medicine and health, etc.

Books are also a wonderful source of pleasure. So it is equally important to have some **fiction** on your shelves, too. Then you can relax with a good story, or from time to time you can take a book of poems and read the thoughts and feelings of your favourite poets. Some people like returning to the books they have once read. Each time they discover there something new, something that they have missed or **misinterpreted** during their previous reading.

Books are our **faithful** and **undemanding** friends: they can be put aside and taken up again at any moment. They broaden our outlook, develop **artistic** taste, and sometimes they even can help us solve difficult problems which we face in real life.



Vocabulary

cheap – *дешевий*

a cover – *палітурка*

paperback – м'яка палітурка
a fairy tale – казка
unique – унікальний
an insight – розуміння
exactly – точно
a source – джерело

clear – чіткий
fiction – художня література
to misinterpret – неправильно зрозуміти
faithful – вірний
undemanding – невибагливий
artistic – художній

Discussion

- 1. Your friend likes reading everything from classical literature to trashy novels. You consider that books like friends should be few and good.
- 2. Your colleague has a great many of different books at home. What is your idea of a private collection of books?
- 3. You and your partner speak about a writer whose works you like. Talk about writer's background that explains the kind of things that appear in his books.



MYKOLA HOHOL – A FAMOUS WRITER

Pre-reading Task

1. Do you consider Hohol a Russian or a Ukrainian writer? Why?
2. How did Hohol portray Ukrainian land in his novels? How do you evaluate Hohol's role in literature?



Mykola Hohol, the most famous Russian writer of Ukrainian **origin**, was born on the 1st of April, 1809 in Cossack village of Velyki Sorochyntsi, in Poltava **Governorate**, Ukraine. His father was Vasyi Hohol-Yanovsky, a small **squire** and an amateur Ukrainian playwright who died when Mykola was 15 years old. Some of his **ancestors** culturally associated themselves with Polish shliakhta.

In 1820 Hohol went to the Nizhyn gymnasium and remained there until 1828. It was there that he began writing. He was not very popular among his schoolmates, who called him their “mysterious **dwarf**”, but with some of them he formed lasting friendships. Very early he developed a dark and secretive disposition. Equally early he developed an **extraordinary** mimic talent which later on made him a **matchless** reader of his own works and induced him to toy with the idea of becoming an actor.

In 1828, on leaving gymnasium, Hohol came to St. Petersburg, with a hope for a successful literary career. He brought with him a Romantic poem of German idyllic life – *Hanz Küchelgarten*. He had it published, at his own expense, under the name of Alov. The magazines he sent it to almost universally **derided** it. He bought all the copies and destroyed them, **swearing** never to write poetry again.

Hohol tried to survive economically by working as a minor civil servant, a teacher at a boarding school for daughters of **the nobility**, and very briefly as a lecturer of history at St. Petersburg University. He spent his free time composing short stories based on his observations and memories of life in Ukraine. In 1831, the first **volume** of his Ukrainian stories, *Evenings on a Farm near Dykanka*, brought him immediate fame. The second volume followed in 1832.

Between 1832 and 1836 Mykola Hohol worked with great energy. In 1835 his second two-volume collection of Ukrainian stories entitled *Myrhorod* appeared. It contained the first version of his famous historical novelette *Taras Bulba*, in which he gives satiric view of his native land. In the same year he also published *Arabesques*. **Simultaneously** Hohol turned to writing drama and published his great *The Inspector-General*, 1835, which needed the approval of the emperor to be staged in 1836. But its staging did not produce the result Hohol **intended**. Then his second completed play *The Marriage* and the famous satirical story *The Nose* followed in 1835. His other plays remained unfinished.

During this time Mykola Hohol also developed a close and life-long friendship with another Ukrainian then living in Russia, the historian and naturalist Mykhailo Maksymovych. Indeed, throughout his life Hohol **maintained** close contact with his countrymen. In his interactions with Ukrainians he demonstrated a joyfulness and passion that contrasted with usual **morose** and quiet **demeanour**.

Shattered by the fact that his idea of the moral influence of true art did not have the desired effect, Hohol left Russia in 1836. He travelled throughout Germany and Switzerland. The winter of 1836-1837 he spent in Paris, where he met Russian **expatriates** and Polish **exiles**. Hohol also frequently met the Polish poet Adam Mitskevich. Eventually he settled in Rome. The years abroad were less productive. Hohol wrote his famous story *The Overcoat*, 1841. He also finished the first part of *Dead Souls* that

appeared in Moscow in 1842, under the title *The Adventures of Chichikov*, imposed by the censorship. The book instantly established his reputation as the greatest prose writer in the language.

Hohol's attempt at preparing himself morally for his task of "serving God and humanity" sent him on a pilgrimage to Jerusalem. In 1849 he returned to Russia and passed his last years in restless movement throughout the country, visiting the capitals and staying with various friends. More importantly, he intensified his relationship with a religious fanatic, Matvey Konstantinovsky, whom he had known for several years. Konstantinovsky seems to have strengthened in Hohol the fear of **perdition** because of his "evil" art. Hohol's health was undermined by **exaggerated** ascetic practices and he fell into a state of deep depression. On the night of February 24, 1852, he burned the second part of *Dead Souls*. He explained this as a mistake – a practical joke played on him by the Devil. Soon thereafter Hohol took to bed, refused all food, and died in great pain nine days later. He was buried at the Danilov Monastery.

In 1931, Moscow authorities decided **to demolish** the monastery and had his remains transferred to the Novodevichy Cemetery. His body was discovered lying face down, which gave rise to the story that Hohol had been buried alive. A Soviet critic even cut a part of his jacket to use as **a binding** for his copy of *Dead Souls*. A piece of rock which used to stand on his grave at the Danilov was reused for the tomb of Hohol's admirer, Mikhail Bulgakov.

Mykola Hohol was one of the first masters of the short story, alongside Alexander Pushkin, to whom he was introduced in 1831. He was in touch with the "literary aristocracy", had a story published in Anton Delvig's *Northern Flowers*, and was taken up by Vasyl Zhukovsky. Hohol's **oeuvre** has also had a large impact on non-literary culture, and his stories have been adapted numerous times into plays, operas, and films.

Vocabulary

origin – походження
a governorate – губернія
a squire – поміщик
an ancestor – предок
a dwarf – карлик, гном
extraordinary – надзвичайний
matchless – незрівнянний
to deride – насміхатися
to swear – присягатися
the nobility – дворянство, знать
a volume – том
simultaneously – одночасно

to intend – очікувати
to maintain – підтримувати
morose – понурий
demeanour – манера поведінки
shattered – приголомшений
an expatriate – емігрант
an exile – вигнанець
perdition – вічне покарання
exaggerated – надмірний
to demolish – знести
a binding – палітурка
oeuvre – літературна спадщина

Discussion

- 1. You are a famous film director and you are going to make a film on the story *Evenings on a Farm near Dykanka*. Discuss with your assistant what actors you will invite for the main roles.
- 2. You and your partner outline the plot of a horror story. You have to mention location, period, characters, and events.



AGATHA CHRISTIE – THE QUEEN OF CRIME

Pre-reading Task

1. Do you like reading detective novels? Why? Why not?
2. What facts from Agatha Christie's biography do you know? Have you ever seen films made on her novels? How did you like them?



Agatha Mary Clarissa, Lady Mallowan, commonly known as Agatha Christie, was an English writer of detective novels, short stories, and plays. She also wrote romance novels under the name Mary Westmacott, but is **chiefly** remembered for her 80 detective novels.

Agatha Mary Clarissa Miller was born in Torquay, Devon, on the 15th of September, 1890 to an American father and an English mother. Her father was Frederick Miller, a rich American stockbroker. He died when she was very young. Her mother was Clara Boehmer, a British aristocrat. Agatha had a sister, Margaret Frary Miller, called Madge, eleven years her senior, and a brother, Louis Montant Miller, called Monty, ten years older than Christie. Agatha didn't go to school but was educated at home by her mother, who encouraged her to write at a very young age. At the age of 16 she went to a school in Paris to study singing and piano. Although gifted with a good singing voice, she **abandoned** a stage career because of her **shyness**.



During World War I Agatha Mary Clarissa worked at a hospital and then **a pharmacy**, where she learned about chemicals and poisons. That job influenced her work – many of the murders in her books are carried out with poison.

Agatha's first marriage was in 1914 to **Colonel** Archibald Christie, an aviator in the Royal Flying Corps. The couple had one daughter, Rosalind Hicks, and **divorced** in 1926 because of Archibald's **infidelity**. That year there was a double tragedy in Agatha's life because her much-loved mother died. She suffered a nervous **breakdown** and on the 3rd of December, 1926 she mysteriously disappeared for eleven days, causing great interest in the press. Agatha was eventually found in the hotel *The Swan Hydro*, in Harrogate, Yorkshire, under the name of her husband's lover. Christie didn't give any account of her disappearance. Public reaction at the time was largely negative. Some people believed it was all just a publicity **stunt**, while others considered she was trying to make the police think that her husband killed her, as **revenge** for his **affair**.

In 1930, Christie married a Roman Catholic, the archaeologist Sir Max Mallowan, despite her divorce and her Anglican **faith**. Mallowan was 14 years younger than Christie. Their travels to the Middle East contributed background to several of Agatha's novels. Their marriage was happy in the early years, and **endured** despite Mallowan's many affairs in later life, notably with Barbara Parker, whom he married in 1977, the year after Christie's death. Agatha Christie died on the 12th of January, 1976, at age 85, from natural causes, at Winterbrook House in the north of Cholsey **parish**, Berkshire. She is buried in the nearby St Mary's Churchyard in Cholsey. Christie's only child, Rosalind Hicks, died on the 28th of October, 2004, also aged 85, from natural causes.

Most Christie's novels were set in and around Torquay, Devon, where she was born. Agatha often stayed at Abney Hall in Cheshire, which was owned by her **brother-in-law**, James Watts. She based at least two of her stories on the hall: the short story *The Adventure of the Christmas Pudding* and the novel *After the Funeral*. Abney became Agatha's greatest inspiration for country-house life, with all the servants and **grandeur** which **have been woven** into her plots. But Christie's 1934 novel, *Murder on the*

Orient Express was written in the Pera Palas hotel in Istanbul, Turkey. The hotel maintains Christie's room as a memorial to the author.

The main characters of Agatha Christie's detective novels are the Belgian detective Hercule Poirot and an elderly **spinster** Miss Jane Marple. They gave her the title *The Queen of Crime* and made her one of the most important and innovative writers in this genre. Hercule Poirot appeared in 33 of Christie's novels and 54 short stories, but first in the novel *The Mysterious Affair at Styles*, which was published in 1920. Another well known character, Miss Marple, was introduced in *The Murder at the Vicarage* in 1930, and was based on Christie's grandmother.

Like Arthur Conan Doyle, Christie became increasingly tired of her main characters. During World War II, she wrote two novels, which were the last cases of her two great detectives. They were *Curtain*, in which Poirot is killed, and *Sleeping Murder*. However, unlike Conan Doyle, Christie resisted the **temptation** to kill her detectives while they were still popular. She saw herself as an entertainer whose job was to produce what the public liked. So both books were **sealed** in a bank **vault** for almost forty years, and were published only at the end of Christie's life, when she realized she could not write any more novels. *Curtain* was published in 1975, and *Sleeping Murder* – in 1976. It's interesting to know that Poirot is the only fictional character to have been given **an obituary** in *The New York Times*, following the publication of *Curtain*.

Agatha Christie's stage play, *The Mousetrap*, opened at the Ambassadors Theatre in London on the 25th of November, 1952. And today it is still running. It is the longest running show in the whole world. In 1955, Christie was the first **recipient** of the American highest honour, *The Grand Master Award*. She also was given an *Edgar Award*. Most of her books and short stories have been filmed and animated; some of them such as *Murder on the Orient Express* and *Death on the Nile* many times over, and many have been adapted for television, radio, video and computer games, and comics.

Agatha Christie has been called – by the Guinness Book of World Records, among others – the best-selling writer of any kind, second only to William Shakespeare. UNESCO states that she is currently the most translated individual author in the world. An estimated one billion copies of her novels have been sold in English, and another billion in 103 other languages. Only the Bible is known to have outsold her collected sales of **roughly** four billion copies of novels.

Vocabulary

chiefly – головним чином
to abandon – покинути
shyness – сором'язливість
a pharmacy – аптека
a colonel – полковник
to divorce – розлучитися
infidelity – невірність, зрада
a breakdown – зрив
a stunt – трюк
revenge – помста
an affair – роман
faith – віра

to endure – встояти, зберегти
a parish – приход
a brother-in-law – зять, дівер, шурин
grandeur – розкіш
to weave – вплітати
a spinster – стара діва
temptation – спокуса
to seal – запечатати
a vault – сейф, сховище
an obituary – некролог
a recipient – одержувач
roughly – приблизно

Discussion

- 1. You and your partner speak about a detective story as a kind of book. Talk about the typical characters, setting, and plot.
- 2. You are a well-known detective writer and you are at the reader's conference now. You have a discussion on your book that has been published recently.



ENGLISH AS A GLOBAL LANGUAGE

Pre-reading Task

1. Do you think it's good to have an international, global language? Why?
2. English is the only real contender for global language, isn't it? What factors have given a further stimulus to the spread of English as a global language?



**DO YOU SPEAK
ENGLISH?**

<http://easyeng.r>

Two thousand years ago English did not exist. A thousand years ago it was a language used by less than two million people, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. Englishmen travelled widely to colonize “new” continents and thus **spread** their language effectively. This exporting of English began in the 17th century, with the first **settlements** in North America.

English has a **curious** ability to develop. It has changed so much in the last 1500 years that it would now be hardly recognizable to the Anglo-Saxons who brought the language across the North Sea. Old English, like modern German, French, Russian, and Greek, was a highly inflected language. Most Old English words changed their endings or forms to show their relationship to other words in the sentence according to number (singular and plural), **gender** (masculine, feminine, neuter), **case** (subject, object), and **tense**. But over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun. For example, the English verb *to ride* inflects into five forms (ride, rides, riding, rode, ridden) whereas the equivalent German verb has sixteen forms. *Simplicity of form* is considered to be a **feature** of English.

As a result of the loss of inflection, English has become, over the past five centuries, a very **flexible** language. *Flexibility* is another feature of English. Without inflections the same word can operate as many different parts of speech. Lots of nouns and verbs have the same form, for example, *drink, walk, kiss, look, smile*, etc. We can talk about *water* to drink and *to water* the flowers. Adjectives can be used as verbs. We *warm* our hands in front of a fire. Prepositions are flexible, too. We can talk about a *round of golf, cards, or drinks*.

English has a huge vocabulary. The basic vocabulary of English is about 615,000 words while French uses a basic vocabulary of 100,000 words and German – 187,000. English also **has admitted** a lot of words from other languages. *The assimilation of words* borrowed from other languages and the spontaneous creation of new words have made English what it is today, an effective medium of international communication. English has achieved this in spite of the difficulties caused by written English, which is not **systematically** phonetic.

Nowadays, it is the most influential language in the world spoken by more than a **billion** people on the planet, as their first, second or third language. And there are very few areas in the world where an English speaker may not be found. Indeed, 44 countries have English as an official language. English is one of the five official languages used mostly by the United Nations Organization (**alongside** of French, Russian, Spanish, and Chinese) as “International”. It is the working language during the meetings of the General Assembly and Security Council of the UNO. No wonder that so many people in various countries **spare** no efforts to acquire English for communication.

As so many people speak English in so many different countries, there are many different “Englishes”. The best form of English is called *Standard English* and it is the language of educated English speakers. It is used by the Government, the BBC, the Universities and it is often called Queen’s English.

American English is the variety of English spoken in the United States of America. It is different from English in pronunciation, intonation, **spelling, vocabulary**, and sometimes even in grammar.

Australian and New Zealand English, also called Australian English, are very similar. Especially in pronunciation they are also similar to British English, but there are differences in vocabulary and slang.

Canadian English is different both from American English and from British English. It is said to sound like American to Britons and like British to Americans. In pioneer days Canadians borrowed many words from Canadian French (habitant) and from Eskimo (anorak). Many words were borrowed from the languages of the native Indians to describe natural objects that had no **counterparts** in England. Examples included the names of animals; **raccoon**, opossum, **caribou**, and **moose**.

Nowadays it is especially important to know foreign languages. English currently dominates international science, business, politics, trade, tourism, mass media, sport, and popular culture. Over 80% of the material on the Internet is in English. To know English today is absolutely necessary for every educated man, for every good specialist. It is not surprising that many intellectuals and well-educated people are polyglots.

Some people learn languages because they need them for their work, others travel abroad, for the third studying languages is a hobby. Knowledge of foreign language makes our **outlook** wider. A person who learns foreign language, at the same time gets acquainted with the culture of the country, its literature, history, and geography. English language is a wonderful language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, and Charles Dickens.

Vocabulary

to spread – *розповсюджувати*

a settlement – *поселення*

curious – *дивовижний*

a gender – *рід*

a case – *відмінок*

tense – *час*

a feature – *характерна риса*

flexible – *гнучкий*

to admit – *приймати*

systematically – *завжди*

a billion – *мільярд*

alongside – *нарівні з*

to spare – *шкодувати*

spelling – *правовис*

vocabulary – *лексика*

a counterpart – *аналог*

a raccoon – *енот*

a caribou – *північний олень*

a moose – *лось*

an outlook – *світогляд*

Discussion

- 1. What is meant by the unique flexibility and huge vocabulary of English?
- 2. How many countries have English as an official language?
- 3. Why have so many new words migrated from English into Ukrainian? Give examples of such borrowings.
- 4. Why are there so many different “Englishes”? What are the main varieties of English? Give their characteristics.



LEARNING ENGLISH

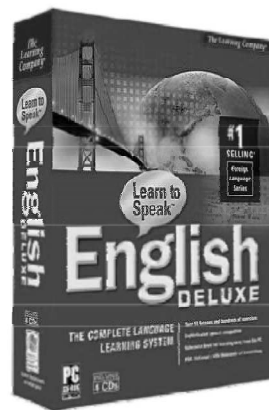
Pre-reading Task

1. *How should a person study English? What would you recommend to a beginner?*
2. *Do you think language learning has become less popular or more popular recently? Prove your answer.*



People in Europe started to learn foreign languages in the XII century. It is known that Prince Yaroslav the Wise knew a lot of foreign languages. But at those times that activity was **a privilege** of rich people.

Nowadays millions of people all over the world have made heads and tails of learning English because of increasing political, economic, and cultural **ties** among different countries. And we are sure to be understood and to understand people of different nationalities. The English language plays an important role in the world communication, international business, and social and cultural **affairs**. It helps understand the mentality of another nation.



Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. When learning a foreign language, we are to a certain **extent** leaving behind the security of our own language and we become “children” again, starting from **scratch**. Learning English is like learning to swim or to play ball. We learn to swim by swimming, to play ball by playing ball, and to speak English by speaking English. A good ball-player spends hours, days, months, and even years practising. The more he practises, the better he plays. He has to learn to meet the situations of the game as they **arise** and react to them immediately. And so it is when we are talking. The ideas we wish to express come **instantly** to our mind, but there is no time for us to stop and think of how to put together the words we need. Acquiring the ability to use a language automatically, that is without stopping to think, is a process of **habit** formation. Forming a habit, any kind of habit, **requires** much practice.

Learning English efficiently requires that we put our mind on what we are doing and have the intention and the will to learn. The time we have is so short that we cannot afford to waste it by giving less than our full co-operation in class and in home study. In other words, we have to build up language habits in English just as we build up language habits in our mother tongue.

There are many ways we can practise and improve our English ourselves. First of all, we have to learn some new foreign words almost every day because words are the materials out of which we build our thoughts. The most successful people in the world are those who have the power to express themselves. The statesman, the radio announcer, the writer, the business **executive**, the star salesman, the popular lecturer, the **persuasive** lawyer are members of that select circle, the magical manipulators of words. Our best capital, in this competitive age of ours, is a good vocabulary and knowledge of how to put it to work.

Second, we should try an English learning website or just read about our favourite bands, film stars or sports people. 80% of the Internet is in English and there's a lot of interesting information there.

Third, we can get an English-speaking penfriend. This is a great way to practise English.

Fourth, we should buy English language magazines and newspapers. We may read a story in our own language first, and then read it in English to see how well we can understand.

Fifth, we should buy or borrow a graded reader that is the right level for us. The stories are interesting and the language isn't too difficult, so we'll start to enjoy reading English for fun.

Sixth, videos and DVD are a fun way to practise our listening. With a DVD we can watch a scene in our own language first and then watch it in English afterwards.

Seventh, we should listen to the songs of our favourite English-speaking singers or bands and write down everything we understand. Then we can check the **lyrics**. If the CD doesn't contain them, we can look for them on the Internet.

Besides all that, theorists tell us a good language learner has to be **confident** in his ability to learn, **self-reliant** and enthusiastic, aware of why he wants to learn, unafraid of making mistakes, and unafraid of what he doesn't know, a good risk-taker and a good guesser, probably positive in his attitude to English language and culture, a good pattern **perceiver**, prepared to look for opportunities to come into contact with the language, willing **to assume** a certain responsibility for learning.

And we should remember that nobody can learn to swim for us and nobody can learn English for us. We have to learn for ourselves, and we will learn it if we really want to and are willing to practise. And then we'll find out that knowledge of a foreign language is truly something that opens up a whole new world to the one who possesses it. It is like the ships **bearing** explorers to new continents. Study of a foreign language is more than a sign of intellectual **vitality**. Language is not to be taught, language is to be learnt.

Vocabulary

a privilege – *привілей*

ties – *зв'язки*

an affair – *справа*

an extent – *ступінь, міра*

to start from scratch – *почати з нуля*

to arise – *поставати*

instantly – *раптово*

a habit – *навичка*

to require – *вимагати*

an executive – *керівник*

persuasive – *переконливий*

lyrics – *текст*

confident – *впевнений*

self-reliant – *самостійний*

to perceive – *сприймати*

to assume – *брати на себе*

to bear – *нести*

vitality – *необхідність*

Discussion

- 1. You and your partner discuss what makes a good language learner. Remember all language learning strategies. Think of different qualities that might help or hinder language learning.
- 2. You and your colleague are Ukrainian lecturers who come to Oxford University to attend a seminar "Teaching English in Accordance with European Standards". Discuss the training programme.



HEALTH IS THE BIGGEST WEALTH

Pre-reading Task

1. *The saying has it that an ounce of prevention is worth a pound of cure. Why is that true?*
2. *"Governments should provide a first class National Health Service for everybody so that nobody would want to pay for private treatment." Do you agree? Why? Why not?*



There are lots of proverbs and sayings about health. For example: *A sound mind in a sound body* or *Prevention is better than cure*. Wise people say that good health is a great **blessing**. If our body suffers from any **disorder**, our mind suffers with it, we are unable to make much progress in knowledge, we are unfit to perform our social duties, and we are not in a good mood.

Everybody hopes to live a long and healthy life. That is why a lot of people nowadays are concerned with the healthy way of living. Creating a healthy lifestyle doesn't mean **drastic** changes. Making small changes in how you live each day can lead to big rewards. Laws of long and healthy life are so simple that even a child can learn them.

For anyone who really wants to be healthy, fitness has become an **integral** part of their lives. There are lots of fitness clubs and public leisure centres with swimming pools, water slides, and gyms, which help you to keep your body in perfect condition and give much fun. In order to keep fit some people do aerobics or yoga; others prefer jogging, which is the cheapest and the most accessible sport. Walking is a very popular activity too. Physical activities keep a healthy body weight and **composition**. Even moderate physical activity can protect against heart diseases and improve risks of diabetes. Doing exercises is also the best way to improve mood and avoid depression caused by the abnormal rhythm of the **contemporary** city life. Moreover, physically inactive people get older earlier than those who are active.

Our brain also needs to be kept active. Keeping the brain active involves using the brain daily by solving crossword puzzles, doing math equations, reading, writing, imagining, and creating. Volunteering and being socially active is also a good way to keep the brain energized and active.

Proper rest is also necessary to the health of both body and mind. Sleep is important for people of all ages. The amount varies by individual and age, but most people need seven or eight hours a night. Late hours are very harmful to the health as they **exhaust** the nervous system. It's also important to go to bed at a regular time and get up at a regular time. Getting enough sleep helps fighting off different diseases and improves mood. It can also help with improving the ability to concentrate, learning, and memory in addition to reducing **irritability** and **impatience**.

Good hygiene is also essential. Our skin is full of **minute** pores, **cells**, blood **vessels**, and nerves. It "breathes" the way our lungs do. Therefore it should always be clean. Besides its importance to health, good hygiene is an aid to beauty, comfort, and social interactions. We feel pleased with the person who is tidy and clean. And without a doubt, good hygiene directly aids in disease prevention. Hygienic practices, such as frequent hand washing, have a **profound** impact on reducing the spread of diseases.

Proper **nutrition** is another part of the healthy lifestyle. We should eat a variety of healthy foods, which include plenty of fruits and vegetables, whole **grains**, **cereals**, breads, and other grain products and beans. We also should choose lower-fat milk products, **lean** meats, and foods prepared with little or no fat. In addition, we should limit the intake of salt, sugar, and caffeine. We should remember that **deficiencies**, excesses, and imbalances in diet can lead to diseases such as **scurvy**, **obesity** or anorexia, as well as psychological and behavioural problems.

We should also **abstain** from everything that intoxicates our body. Bad habits, such as smoking tobacco, taking alcohol in excess, and drug use impose a serious **threat** to our health. Smokers run double the risk of heart disease, several times the risk of suffering from chronic bronchitis and at least 25 times the risk of lung cancer, as compared to non-smokers. Smoking kills five times more people than road accidents, overdoses, murder, suicide, and HIV all put together. Addiction to alcohol drinking **excites** bad passions and leads to quarrels and crimes. Both health and character are often ruined.

One more important thing for good health is happiness. It is the single most important key to longevity because worry, stress, and **tension** are not only unpleasant but can also shorten our life. So, we should live with a partner whom we love and respect and who feels the same about us. We should kiss, **cuddle**, and compliment often and regularly buy unexpected little gifts. We should often tell our dearest and nearest we love and admire them and do anything to help them.

If there is a person in our life who is a negative influence and who **is dragging us down** in some way, we don't have to be afraid to get remove such a person from our life. We should always wear a smile because it makes us and others miles better. We should also give lots of compliments. Thus we make others feel good about themselves and find that this gives us pleasure too. We should surround ourselves with pleasant smells, having flowers, **potpourri** or scented candles in most rooms of the house and in our office. And even if something makes us unhappy, we should **calm down** ourselves with the following words: "Without the bitter the sweet ain't as sweet".

Thus we must remember that moderation in eating and drinking, reasonable hours of labour and study, regularity in exercise, proper rest, perfect cleanliness, and many other essentials lay the foundations for good health and long life.

Vocabulary

blessing – *благословення*

disorder – *розлад*

drastic – *корінний*

integral – *невід'ємний*

a composition – *структура*

contemporary – *сучасний*

to exhaust – *виснажувати*

irritability – *роздратованість*

impatience – *нетерплячість*

minute – *крихітний*

a cell – *клітина*

a vessel – *судина*

profound – *глибокий, значний*

nutrition – *харчування*

grain – *зерно*

cereal – *пластівці*

lean – *нісний*

deficiency – *нестача, дефіцит*

scurvy – *цинга*

obesity – *ожиріння*

to abstain – *утримуватись*

a threat – *загроза*

to excite – *породжувати*

tension – *напруга*

to cuddle – *обіймати*

to drag down – *пригнічувати*

potpourri – *ароматичне листя*

to calm down – *заспокоїтись*

Discussion

- 1. Imagine that you have a teenage daughter who doesn't want to eat the food you suggest. She is very thin but she thinks she is still too fat. You have an argument.
- 2. You think smoking should be banned in all public places. Your partner considers that smokers should be allowed to smoke when and where they want.
- 3. Your boyfriend is a student. He is tired all the time. He studies a lot, doesn't do any exercises, eats only junk food, and drinks a lot of coffee. You try to make him lead a healthy way of life.



SPORT IN OUR LIFE

Pre-reading Task

1. *Are you crazy about sports? Why? Why not?*
2. *Do you think you will ever take up a dangerous sport? What extreme sports would you like to try? What ones couldn't you go through with?*



Beginning from his first days of existing on the Earth a man had to work hard in order **to survive**. For thousands of years a man was hunting to get his food. It means that he had to run, to jump, to climb, and do a lot of other things. So everyone is ready **to admit** that our bodies weren't built for sitting at a desk all day.

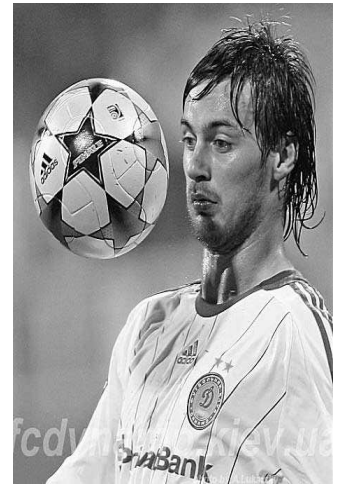
Sport has been undertaken primarily for the **diversion** or recreation of the participants or spectators. It has been played either indoor or outdoor, on individual or team basis, with or without competition, but requiring skill or some form of physical **exertion**. Some sports, such as hunting, fishing, running, and swimming have evolved out of the primitive ways and lifestyle of human life. Some sports, such as riding, shooting, throwing the **javelin** or archery have derived from early military practices. Sports like boxing, wrestling, and jumping, had arisen from the spontaneous human outbursts and challenges and occasional **hostilities** that had accompanied human interaction.

Sport is the best and the shortest way to health and fitness. Today an increasing number of people are involved in activities that help them keep fit and enjoy life. Physical recreation includes cycling, boating, jogging, walking. To keep fit some people attend special classes or take part in aerobics or yoga, do some kind of weight training in a gym. Others play football, badminton, tennis. All necessary **facilities** are provided for them: stadiums, sports grounds, swimming pools, skating rinks, skiing stations, and football grounds. Sport helps people to stay in good shape, to support health, and prevents from illness. Sport makes them more organized and better disciplined in their daily activities.

Professional sport is that in which the participants receive payment for playing, as opposed to amateur athletes. As everything in this world, treating sport as an occupation has also its advantages and disadvantages.

Sport probably does more **to unify** nations than any politician has ever been capable of. So the only truly global occasions are the Olympics and the World Cup, watched by thousands of millions across the world. These great sporting events bring together in peace and friendship players and athletes from different countries like no other. Not only that, but sport provides just about the only example of global democracy where the rich do not dominate: on the contrary, Brazilians have long been supreme at football, the Kenyans at middle-distance running, and black Americans at boxing.

Sports stars have become cultural icons worshipped like movie-stars. Sportspeople are well-known all over the world and they also glorify their country and nation. But **fame** does not always have positive consequences. It affects strongly person's privacy and is sometimes very **burdensome**. A lot of sportspeople make sport their primary career. Lost in rat race, sportsmen often think of nothing but training and tournaments. They happen to omit family or education because of trips and tense life-style. Later, when the sport career is over (often in a relatively young age), they notice that they are lonely and without a job and cannot adapt to normal life. Moreover, when organism is "congested" by an overmuch effort, **joints** and muscles get deformed. It can be seen especially in old age, as well as all the injuries **repercussions**.



Sports stars are in great demand for sponsors and TV commercials alike. For advertisers, they **convey** glamour, success, credibility, and **authenticity**. Where sport was once for fun and amateurs, it is now the stuff of serious investment. Sport today means big business for both players and sponsors. Sporting events like the World Cup, which has a big TV audience, make huge amounts of money. Companies like Coca Cola, Nike, and Adidas have paid a lot of money to sponsor sport events. They know that their names and **logos** are at the sport stadiums and participants' clothes.

Although many people spend their entire life training, just few of them has got best results and become really famous and rich. Due to the high pressure in the sport community some of the **inferior** sportsmen try to get better results using neither legal nor healthy methods like drugs or corruption. In addition, the other ones suffer from psychical injuries caused by too hard competition, stress, and lack of ability to satisfy sick ambitions.

So, sport has become an **integral** part of human life. It invades areas of life where previously it had no presence: fashion, showbiz, business. Throughout the world there is a great many of newspapers and magazines totally dedicated to sport. It is a worldwide **obsession**. People seriously believe that sport is something they can all do, however badly or however well. Tens of thousands set off on Marathons; amateur football matches take place all over the world every weekend. Sport is a democratic activity.

Millions of people like watching different sports events. Watching other people playing is a popular leisure activity throughout the world. People enjoy watching sport because they like to see the supreme skill of those who act like gladiators in the modern arena. There is the excitement of not knowing who is going to win. No rock concert, no movie, no play can offer that kind of spontaneous uncertainty.

Vocabulary

to survive – *виживати*

to admit – *визнавати*

diversion – *відволікання*

exertion – *зусилля, напруга*

a javelin – *спис*

hostilities – *воєнні дії*

facilities – *приміщення*

to unify – *об'єднувати*

fame – *слава*

burdensome – *обтяжливо*

a joint – *суглоб*

repercussions – *наслідки*

to convey – *представляти*

authenticity – *оригінальність*

a logon – *емблема*

inferior – *малоперспективний*

integral – *невід'ємний*

an obsession – *одержимість*

Discussion

- 1. You like golf and you go to the golf-club every Sunday. Your bank manager thinks golf is a wonderful game, too. It is the weekend and you both are on the golf course.
- 2. You are a great football player but yesterday you had a very bad game. You made a lot of mistakes. Now you are speaking with your coach.
- 3. Your friend is a very good athletic kind of girl. She is very good at skating. Now she is trying to persuade you to go to the skating rink with her. You have never gone skating before.



POLITICAL SYSTEM OF UKRAINE

Pre-reading Task

1. What are the major political parties in Ukraine? What are the differences between them?
2. Can you describe how a person becomes the political leader of your country?



The State System of any nation is not an artificial creation of some genius or simply the **embodiment** of different rational schemes. It is nothing else but a work of many centuries, a product of a national spirit, a political mentality, and the **consciousness** of people.

Ukraine is *the Presidential and Parliamentary Republic*. On the 22nd of August, 1991 the Ukrainian Parliament adopted the Declaration of Independence of Ukraine in which the parliament **declared** Ukraine as independent democratic state. A referendum and the first presidential elections **had been scheduled** on the 1st of December, 1991. That day, more than 90% of Ukrainians expressed their support for the Act of Independence, and they elected the Chairman of the Parliament, Leonid Kravchuk, to serve as the first President of the country. Since that time the Ukrainian people had become the masters of their own **destiny**.

Ukraine as an independent state has three national symbols: the National Flag of Ukraine, the National Emblem – the Trident, and the National Anthem of Ukraine. The Ukrainian language has been granted an official status. All power in Ukraine belongs to the people. The Constitution of Ukraine is the highest **legal** authority. Under the Constitution of Ukraine, which was approved by the Verkhovna Rada on the 28th of June, 1996, the powers of the government are divided into three branches – the legislative, the **executive**, and the judicial. The Constitution **outlines** the structure of the national government and specifies its powers and duties. Constitution of Ukraine enjoys the greatest legal power.

The Ukrainian Parliament, the Verkhovna Rada of Ukraine, is the main legislative body. The Verkhovna Rada is one-chamber Parliament, which is presided over by *the Speaker*, who is elected by the members of Verkhovna Rada. The Verkhovna Rada consists of 450 national Deputies of Ukraine, who are elected for a term of four years on the basis of equal **suffrage** by the secret **ballot**. The national Deputy must be the citizen of Ukraine and live in the country for no less than five years, and he or she must not be younger than 21 years old. The Verkhovna Rada's main function is making laws. The Verkhovna Rada has meetings called sessions, at which national Deputies discuss and adopt the laws of Ukraine. Law drafting work is performed by its Committees. The Verkhovna Rada adopts the State Budget for the period from January 1 to December 31 and controls the execution of it.

The President of Ukraine is elected by **popular vote** and is granted with the power of the head of the state. He can **veto** any decision of the Verkhovna Rada, and he is the commander-in-chief of the armed forces of Ukraine. He has the authority to speak for the state and he is the guarantor of the state sovereignty, territorial **integrity** of Ukraine, **observance** of the Constitution of Ukraine, civic rights and freedoms. He is elected directly by all the citizens of the country for a five-year term with no more than two full terms.

The Cabinet of Ministers of Ukraine is the highest executive body, which is **appointed** by the Parliament and is headed by the Prime-Minister. It consists of the Prime-Minister, Vice-Prime-Ministers, and Ministers. The Cabinet of Ministers of Ukraine is responsible to the President of Ukraine and under the control and accountable to the Verkhovna Rada of Ukraine. It carries out **domestic** and foreign policy of the State, the fulfillment of the Constitution, as well as the acts of the President, develops and fulfils

national programs on the economic, scientific and technological, social and cultural development of Ukraine.

The Prime-Minister of Ukraine is appointed by the President and approved by the Verkhovna Rada. He appoints his Cabinet to his liking. The Prime-Minister operates the Cabinet of Ministers, directs its work to the fulfillment of the Program of the Cabinet of Ministers approved by the Verkhovna Rada.

Judicial power in Ukraine belongs **exclusively** to the courts. It is administered by *the Constitutional Court*, the **sole** body of constitutional jurisdiction in Ukraine, and by courts of general jurisdiction. Laws, acts of the Parliament and the Cabinet, presidential **edicts**, and acts of the Crimean Parliament may be nullified by the Constitutional Court, when they are found **to violate** the Constitution of Ukraine. *The Supreme Court* of Ukraine is the highest juridical body of general jurisdiction.

Ukraine consists of 24 regions and the Autonomous Republic of the Crimea. *Local self-governing* is **stipulated** and guaranteed by Constitution. The local bodies of state power are regional, district, city, town, and village Radas. The heads of regional and district administrations are appointed by the President, but the Prime Minister's **counter-signature** is required for the appointment edicts to take force. Local councils and city mayors are popularly elected and exercise control over local budgets.

Ukraine has a large number of political parties, many of which have **tiny** memberships and are unknown to the general public. Small parties often join in multi-party coalitions (electoral blocks) for the purpose of participating in parliamentary elections.

Following independence, Ukraine declared itself to be a neutral state. Ukraine not only **strives** to live in peace with the rest of the world community, but also to cooperate with other countries and participate in the European and world structures as well. It is already a member of numerous international political and economic associations and a founding member of the United Nations.

Vocabulary

embodiment – втілення
consciousness – свідомість
to declare – оголошувати
to schedule – призначати
destiny – доля
legal – законний
executive – виконавчий
to outline – визначати
suffrage – виборче право
ballot – голосування
popular vote – народне голосування
to veto – накласти вето

integrity – цілісність
observance – дотримання
to appoint – призначати
domestic – внутрішній
exclusively – виключно
the sole – єдиний
an edict – указ
to violate – порушувати
to stipulate – визначати
a counter-signature – підпис-затвердження
tiny – крихітний
to strive – прагнути

Discussion

- 1. You meet your old friend and ask him to help with your election campaign. You discuss what should be done to become the national Deputy of Ukraine.
- 2. You and your friend speak about well-known Ukrainian political leaders. Discuss good and bad sides of their political activity.
- 3. Mass media always informs us about the hot social problems the solving of which depends upon the political interests of power-men. Discuss how it influences on our lives.



KYIV - THE HEART OF UKRAINE

Pre-reading Task

1. What are the key events in the history of Kyiv? What is Kyiv especially famous for in the world?
2. A friend wants to get to know your country and is planning a tour. What advice would you give about places to visit, things to bring and souvenirs to buy?



Kyiv is one of the most ancient and important European cities. It is believed to have been founded in the 5th century in the land of Early East Slavs. Modern Kyiv is a mix of the old and the new. It is a political, scientific, cultural, sports, and industrial centre of Ukraine. It is a city of numerous places of interest.

Saint Sophia's Cathedral is the Kyiv's oldest surviving church, and many foreign tourists **are eager** to see it. The Cathedral was built in 1037 by Prince Yaroslav the Wise to commemorate the victory over the Pechenegs, who were Asian **nomadic tribes**, and to glorify Christianity. This majestic 13-domed church was named after the Constantinople's Saint Sophia's Cathedral. For centuries, this Cathedral became a holy place of **worship** for ancient Kyivites, as well as major cultural and political centre of Kyivan Russ. **Adjoining** Yaroslav's Palace, Saint Sophia's was often used to receive foreign diplomats and **negotiate** treaties. The first library and school in Kyivan Russ were situated in the Cathedral. The Cathedral made a huge impression on the ordinary citizens of Kyiv in that era, with its rich frescoes and mosaics. Its appearance has changed many times as the result of reconstruction. Today the complex of buildings and churches, which make up Saint Sophia's Cathedral, is a museum. Saint Sophia's is a national treasure of Ukraine, and it is a UNESCO World Heritage Site.



Kyivo-Pecherska Lavra is one of the most famous sites of Kyiv. It was founded by two **monks** Anthony and Theodosius in 1051 and became a site of **pilgrimage** for Orthodox Christians throughout Europe. A chronicle says that St Anthony had visited all Kyiv monasteries to find one with **austere** regulations. Having failed, he dug a small cave in one of the **steep** hills overlooking the Dnieper. Thus, austerity became the main characteristic feature of the Kyiv-Pechersk monastery from the very beginning of its foundation. The primary goal of the monastery was to spread the newly adopted religion – Christianity. The monks lived in caves under the monastery, and the only things that Lavra **hermits** took to the cave were the Bible, which they read most of their time, and the cross, before which they said their **incessant** prayers.

Imperishable relics are the famous miracle of Kyivo-Pecherska Lavra. Relics of 188 saints lie in the Near and Far Caves of Pechersk. Scientists' conclusions witness that a thousand-year long preservation of the saints' remains is not the **embalming** of the bodies, but a special form of body restructuring due to their constant living in the state of praying and inner making. Even in our sceptical and vain time, thousands of people come to worship the sacred relics and get cured of their diseases after the **unction** ritual. They have faith in the sacred power of Lavra.

You can also find ancient works of literature and traditional Ukrainian crafts in the museums of Kyivo-Pecherska Lavra. And you can also visit an impressive microminiature museum there. Kyivo-Pecherska Lavra is a UNESCO World Heritage Site.

The Golden Gates is an ancient Kyiv monument. It was the wall around the city with the gates, which were so high that two **carts** put one on another, could not reach its top. The chronicle of 1037 says that Kyiv Prince, Yaroslav the Wise, laid the foundation of the Golden Gates when he restored Kyiv after

the Polish-Hungarian ruin. Kyiv Golden Gates were erected according to the same design as Constantinople gates called Golden, so their Kyiv analogue acquired the same name. Historical documents evidence they were not ever **gilded**. Ancient Kyiv residents spoke about the Gates with a special respect not because of their precious design but because of their role in the history of ancient Kyiv. The Gates served both as a central entry to the city and a powerful two-storied defence erection, a symbol of the political independence. **Seizure** of the Golden Gates practically meant seizure of the city. It is worthwhile to note that troops of Polish people considered it a glorious triumph to win in a battle with Kyiv Princes particularly in the region where the Golden Gates were located.

The Independence Square and *Khreschatyk Street* are situated in the centre of Kyiv. As you walk along Khreschatyk, it is difficult to believe that ages ago it was a deep valley covered with **primeval** forests and numerous **ravines**. Actually, it was the valley called Khreschataia. The valley first began to **resemble** a street at the beginning of the 19th century when one-storied wooden houses were built; later on stone buildings were erected. During the Great Patriotic War Khreschatyk was completely destroyed by the Nazis. When the city was liberated on the 6th of November, 1943, the restoration of the main street was begun. Nowadays Khreschatyk Street and The Independence Square have become an outdoor party place during summer months, with thousands of people having a good time in **nearby** restaurants or outdoor cafes.

An important part of Kyiv's culture is the many theatres, museums, exhibitions, parks, and gardens. Nowadays Kyiv is known as a green city with two Botanical Gardens and its **chestnut trees**. One of the wonderful museums is the Museum of Folk Architecture and Life of Ukraine, which is situated near the historic Pyrohiv village and represents the traditional countryside architecture of various regions of Ukraine. You can also go by Kyiv's Funicular, which was built in 1905. It is an exciting and inexpensive ride down to the Podil, the old trading **quarter**. You can visit Andriyivskyy **Descent**, where you can find a great variety of art galleries and shops with traditional Ukrainian arts and crafts, religious items, books, game sets, and jewellery for sale.

To cut a long story short, Kyiv is the place of a great many of sightseeing, legends, poems, and stories, and should be visited by everyone in the world.

Vocabulary

to be eager – *прагнути*
a nomadic tribe – *кочове плем'я*
worship – *поклоніння*
adjoining – *суміжний з*
to negotiate – *укладати*
a monk – *монах*
pilgrimage – *паломництво*
austere – *суворий*
steep – *крутий, високий*
a hermit – *відлюдник*
incessant – *безкінечний*
imperishable – *нетлінний*

embalming – *бальзамування*
unction – *миропомазання*
a cart – *підвода*
gilded – *позолочений*
seizure – *взяття, загарбання*
primeval – *первісний*
a ravine – *ущелина*
to resemble – *скидатися на*
nearby – *прилеглий*
a chestnut tree – *каштан*
a quarter – *квартал*
descent – *узвіз*

Discussion

- 1. You are awarded a 10-day tour of Ukraine. You can choose only one city or town to visit. You ask your friend to help you choose where to go.
- 2. Your English pen-friend has just come to see you. You take him to visit the most interesting places in your city. While sightseeing you try to find similarities and differences between historical places of Kyiv and London.
- 3. Your friend thinks that skyscrapers spoil the view of Kyiv, that “glass boxes” are monotonous. Give your point of view.



PUBLIC HOLIDAYS IN UKRAINE

Pre-reading Task

1. *There are too many public holidays in Ukraine nowadays, aren't they? Prove your answer.*
2. *What public holidays would you discard if you were in power? Why?*



As you know, each country has holidays honouring important events in its history. Many historical events are of great importance for all peoples and countries throughout the world. As we live in Ukraine, we have our own holidays.

The New Year's Day is widely observed in Ukraine. In the evening on the 31st of December children go from house to house singing and playing New Year's carols and wishing all the best – good luck, happiness, and good health – to the **masters** of those houses. The carol-singers are surely receiving the rewards in return for their musical efforts. They are sweets, cakes, coins, and something of the kind. Usually people have the New Year party, either a family party or one arranged by a group of young people. This usually begins at 9 o'clock in the evening and goes on till the early hours of the morning. There is a lot of drinking and eating on the **festive** table but the main thing is that New Year is the holiday of expectations. Children decorate the New Year tree with toys, candies, chocolate sweets, and coloured lights. When the clock strikes 12, everybody drinks champagne and says to each other, "Happy New Year!" Then the party goes on. Next morning young children find different presents around the New Year tree and they believe that the presents were hidden by the Father Frost. Some people go to a New Year's dance. The hall is decorated, there are several different bands and the atmosphere is very **cheerful**.

Christmas Day is observed on the 7th of January. Actually it starts the evening before with the Christmas Supper. A lot of people follow the custom to cook twelve different dishes because of twelve **apostles**: kutia, varenyky, borsch, holubtsi with buckwheat, salted fish and others. All the members of the family should be at home and they must follow the rule: it is forbidden to quarrel during this day. Nobody at the table can eat till the first star appears in the sky. Carols called Koliadky, which **glorify** Christ's birthday and tell about all the events of Jesus Christ's life, are sung by groups of young men. One member of the group is dressed as a goat. Another – as a bag carrier, the collector of all the gifts people would give them. Yet another carries a six-pointed star **attached** to a long stick with a light in its centre, which symbolizes the Star of Bethlehem. In some places people even have musical instruments such as a **violin**, a trembita or tsymbaly. Carolers usually sing carols for each member of the family, even for the smallest child. They also present a short humorous skit involving the goat. The skit shows the goat dying and then being brought back to life. This symbolizes the death of winter and the birth of spring. Caroling always ends with short well-wishing poems, **appropriately** selected for each home.

International Women's Day is celebrated on the 8th of March. The holiday was suggested by Clara Zetkin, a German socialist, in 1910 at the II International Socialist Women's Conference. The main idea of this holiday was agitation for giving women **voting** rights. But women liked the holiday and have originated it into Women's day celebrating spring, love, and admiration. Nowadays it is a nice spring holiday when men give presents and flowers to their wives, sweethearts, girl-friends, sisters, and daughters. Children congratulate their mothers on this holiday, or send them holiday cards with the best wishes. On this day men are supposed to do everything about the house and cook all the meals.

Easter, the holiday of celebrating Christ's Resurrection, is usually celebrated in March or April. It is a time of giving or receiving presents which traditionally took the form of an Easter egg. Easter egg is a

real hard-boiled egg **dyed** in bright colours or decorated with some **elaborate** pattern. Colouring and decorating eggs for Easter is a very ancient custom. In ancient times people used many different natural dyes, mainly from leaves, flowers, and **bark**. Nowadays people use artificial dyes but yet many people prefer to boil eggs with the outer skin of an onion, which makes egg shells yellow or brown. In fact, the colour depends on the amount of onion skin added. The Easter egg is the most popular emblem of the religious holiday, but spring-time flowers are also used to signify Nature **reawakening**. There is also a custom of putting on something new to go to church on Easter morning.

Victory Day, the holiday of victory over fascist **invaders**, is celebrated on the 9th of May. People call this day Victory Day in gratitude to those who stopped the war and brought peace on our land. There are commemorative meetings all over the country, politicians and veteran officers give speeches of thanks for the peace they won and sacrifices that men and women made during the war in order **to ensure** a lasting peace. Most of people observe a moment of silence, remembering those who were killed or died of bad wounds. The military parades take place and war veterans march in it through their home cities. People lay flowers to the war memorials, to the tombs of people who died in the war, and to the Tomb of the Unknown Soldier, and present flowers to those who are alive. Radio and television **broadcast** popular war songs and films about the war all day long and there is a salute and fireworks in the evening. The eternal fire will always be burning in the cities-heroes as a remembrance to all the people that life continues but they are to bring their memories back again and again on every Victory Day.

Independence Day is celebrated on the 24th of August as the greatest national holiday. Ukraine came to its independence through a lot of hardships, sufferings, and tragic events. And now it is a democratic state, ruled by the law and created at the **implementation** of the people's sovereign right to self-determination. This holiday is celebrated with parades, a lot of concerts and shows in the streets of Kyiv and there is a salute and **spectacular** fireworks in the evening.

Vocabulary

a master – *хазяїн*

festive – *святковий*

cheerful – *веселий*

an apostle – *апостол*

to glorify – *прославляти*

attached – *прикріплений*

a violin – *скрипка*

appropriately – *відповідно*

voting – *виборчий*

dyed – *пофарбований*

elaborate – *складний*

bark – *кора*

reawakening – *пробудження*

an invader – *загарбник*

to ensure – *забезпечити*

to broadcast – *транслявати*

implementation – *втілення в життя*

spectacular – *видовищний*

Discussion

- 1. Your mother doesn't like women's holidays because they mean more work for them. You have another point of view.
- 2. You and your English friend visit the Carpathians at Orthodox Christmas. You witness all the customs connected with this holiday and compare them with the English ones.



UKRAINIAN NATIONAL HOLIDAYS

Pre-reading Task

1. Which are the most important national holidays in Ukraine? Why have they been so important since the dawn of history?
2. Which is your favourite national holiday? Why?



Ukrainian national traditions, customs, and oral folk literature reflect Old Ukrainian pre-Christian and Christian cultures. The rituals **derive** from the folk calendar and religious celebrations. The rituals include folk dances, carols, **fortune-telling**, and **blessing** with water.

Saint Nicholas Day is celebrated on December 19. Saint Nicholas was actually a real person, the holy bishop, who lived in the 4th century in Myra, which is presently Demre in Turkey. St. Nicholas is the most popular saint in the Ukrainian church after St. Vladimir, as is shown by the fact that there have been more churches named after St. Nicholas than after any other saint. Saint Nicholas is considered the special guardian of scholars, bankers, jurists, **brewers**, **coopers**, travellers, perfumers, **merchants**, sailors, unmarried girls, and brides. But most of all, he is the very special saint of children. The custom of leaving gifts under the pillow is very popular in Ukraine.



There is a legend that connects St. Nicholas with the tradition of giving presents secretly. There was **a nobleman** in Patana with three daughters but he was too poor to provide them with **a dowry** for marriage. He was almost on the point of abandoning them to a **sinful** life when Nicholas heard of his problem. That night he took a purse of gold and threw it in an open window. The nobleman used it for a dowry the next day as he did a second purse he found the next night. Curious about his **benefactor**, the third night he watched and caught Nicholas in the act but he was told not to reveal the Saint's identity or **generosity**. Since then, St. Nicholas has been identified with the tradition of gift giving.

Many **omens** and forecasts are connected with this day. They reflect a peasant's **desire** to predict what the coming winter might be like and how it could affect next year's harvest. A characteristic omen for this day was the identity of the first guest to visit someone's home. A female guest was a bad omen; on the other hand, a male guest would bring happiness and **prosperity** to the family.

Malanka or *Shchedryi Vechir* is celebrated on January 13th according to the Old Style as Ukrainian New Year's Eve in many cities. On this, the last night of the year, New Year's carols called Shchedrivky are sung by groups of unmarried girls. One of the most famous of these is the popular "Shchedryk" by Leontovich. Girls also tell fortunes. And young men "take Malanka", who is a fellow wearing women's clothes. They take **a sack** of wheat and go from house to house, greeting everyone with the New Year, **scattering** the grain on the floor and reciting appropriate verses of good wishes. For this greeting, they are rewarded with coins, sweets or pies. Some housewives hurriedly offer the coins so as not to have an excess of "good wishes" to clean up. While Christmas is a religious event, Malanka is a **secular**, merry-making celebration.

Vodokhrescha or *the Feast of Jordan* is celebrated on January 19th. This holiday symbolizes the **baptism** of Christ in the river Jordan. Ukrainians gather in the front of the church where a cross of ice is placed. Since there are no rivers near churches, **a tub** is filled with water and is placed in front of the ice cross. During special and very unique services the water is blessed and brought home by the faithful. This is taken in before breakfast is eaten. The remains are kept during the year to keep the home safe from fire, lightening, and sickness. The priest visits his **parishioners** to bless their homes with the Holy Water to keep them safe and keep the evil spirits away. The evening meal is very much a repeat of the Holy Supper except that there are no restrictions on meat and **dairy** products.

Holy Trinity or *the Green Feast* is the brightest celebration in June into which more and more people become involved. It happens at the beginning of June on the 50th day after Easter. So, this holiday doesn't have a fixed date in the calendar. It's one of the oldest Christian celebrations, which was already marked in ancient Jerusalem on the same date. In the time of **the Old Testament** it was also connected with Easter and marked the date of receiving the Law of God by Moses on the Mount Sinai after 50 days of Exodus of the people of Israel from Egypt. Later on, in the Christian times it began to celebrate coming of the Holy Spirit to apostles. In VIII century, it was adopted by the Church as a canon holiday. In Ukraine it marks flourishing of nature. This co-existence of old pagan and late Christian approaches can be seen in the decoration of not only houses, yards, but also alters in churches with green branches, flowers, and herbs.

The Ivan Kupalo Feast is celebrated on the 7th of July. It's a very romantic and magic holiday. In the evening on the 6th of July unmarried girls gather near the river. They wear **wreaths** made of flowers and strong-smelling herbs on their heads. They make **a dummy** of Kupalo and a dummy of Marena of straw or branches of any tree and decorate them with flowers, wreaths, ribbons, and **beads**. Then they walk round them and sing songs. Men and women also come there but they don't sing, they just watch. When girls finish their singing boys attack Kupalo, **tear off** all the flowers and wreaths, and throw it into the water. After that they light a fire and everybody jumps over it in a belief that the Kupalo fire has **curative** and purifying properties. Later girls take Marena to the river to drown it. Then they escape from boys to tell fortunes by their wreaths. They light candles, put them onto their wreaths, and let them go by water. If the wreath floats **smoothly** along the river and the candle burns brightly, the girl will get married. If the wreath floats around the same place, she will stay alone at least for a year. And if the wreath drowns, she will never get married. After fortune-telling girls take their wreaths home and keep them in the **attics** for a year in a belief that they can cure any illnesses. There is also a folk-belief that to anyone who is lucky to pick the flower of **fern** blooming at midnight the hidden treasures are revealed while the person himself acquires miracle-working powers and knowledge, and even can understand the language of trees and animals.

Vocabulary

to derive – походити
fortune-telling – ворожіння
blessing – благословення
a brewer – пивовар
a cooper – бондар
a merchant – торговець
a nobleman – дворянин
a dowry – придане
sinful – грішний
a benefactor – благодійник
generosity – щедрість
an omen – знамення
a desire – бажання
prosperity – процвітання
a sack – мішок

to scatter – розкидати
secular – народний
baptism – хрещення
a tub – ванна
a parishioner – прихожанин
dairy – молочний
the Old Testament – Старий Заповіт
a wreath – вінок
a dummy – орудло
a bead – намистина
to tear off – зривати
curative – цілющий
smoothly – плавно
an attic – горище
a fern – папороть

Discussion

- 1. Your friend considers that the holidays which are celebrated in different countries are basically the same. Your opinion is different.
- 2. You believe that national cuisine plays an important part in the celebration of different holidays and festivals and try to convince your friend of it.
- 3. You take your English friend to the Hidropark to watch the Ivan Kupalo Feast. You comment all the actions and tell your friend about a folk-belief in the flower of fern blooming at midnight.



POLITICAL SYSTEM OF GREAT BRITAIN

Pre-reading Task

1. Which countries have royal families? Do these royal families have much political power?
2. Public opinion plays an important part in the political life of any country, isn't it? Prove your answer.



The United Kingdom of Great Britain and Northern Ireland is a *constitutional monarchy*. That means it is a country governed by a King or Queen who **accepts** the advice of the Parliament. It is also a parliamentary democracy. That is, it is a country whose Government is controlled by the Parliament which has been elected by the people.

Unlike in Ukraine, there are only few major political parties in Great Britain. They are *the Conservative Party*, developed from the 18th century group of Members of Parliament known as the Tories, *the Labour Party*, formed at the end of the 19th century from **an alliance** of trade unionists and intellectuals, and *the Liberal Democratic Party*, formed in the late 1980s from a union of the Liberals, who developed from the Whigs of the early 19th century, and the Social Democrats, a breakaway group of Labour politicians.

Great Britain is only major country in the world, which does not have a written Constitution set out in a single legal document. It is based on statutes and important documents, such as the Magna Carta, on case law, that is decisions taken by courts of law on constitutional matters, on customs and conventions, and can be modified by Acts of Parliament or common law which may be changed by general agreement.

The British Parliament is the supreme **legislative** authority. It consists of the Queen, the House of Commons, and the House of Lords. The Queen acts only on the advice of her Ministers. She reigns but she doesn't rule. After each general election the leader of the party, which wins most seats, becomes *Prime Minister* and chooses the Ministers, most of which are from the House of Commons and a few from the House of Lords, who will together form the Government, which can remain in power for up to five years. Most Ministers **are in charge of** the chief government departments, but a few are free to advise and help wherever the government work **requires**. They are called Ministers without portfolio. The Prime Minister himself often takes charge of one of the departments. He is, by tradition, First Lord of Treasury, the department which deals with the money collected and spent by the Government. Some Prime Ministers have also been Secretary of State for Foreign Affairs.

From all the Ministers the Prime Minister chooses the smaller group of about 20, called *the Cabinet*. The Cabinet is a kind of "inner government" within the Government. The Cabinet directs the administration, controls the process of lawmaking and dominates the House of Commons, decides what subjects shall be debated in the House, **drafts** and proposes all important legislation, and in many cases it takes major political decisions without giving Parliament the opportunity to express its views until afterward.

The House of Commons is elective and more powerful. There are 650 Members of Parliament – each member representing one of the 650 geographical areas into which the country is divided for **electoral** purposes. The House is presided over by *the Speaker* wearing a full-bottomed **wig** and sitting on his raised throne, which was sent as a gift from Australia. Although the Speaker begins his career in Parliament as a member of one of the parties, he **abandons** any links with that party after being elected Speaker. The Speaker is the neutral Chairman of debates. The members of Parliament sit on both sides of the Speaker: the Government supporters sit on his right, and the Opposition are on his left. There are, facing the Speaker, cross benches for independent members, those who do not belong to either of two great political parties. All speeches are addressed to the Speaker. Only the House of Commons can give

permission for the government to collect taxes and decides how the money shall be spent. It also makes laws and examines the work of the Government

The House of Lords is probably the only upper House in the democratic world whose members are not elected. It is made up of the Lords Spiritual, who are the representatives of the Church of England – the **Archbishops** of York and Canterbury and 25 bishops, and the Lords Temporal, who are **hereditary** peers because their fathers were peers before them, and life peers, officially appointed by the Sovereign, on the advice of the Government for various services to the nation, and whose titles are not passed on to their children. The House of Lords has no real power, it acts rather as an advisory council. It can revise bills sent to it by the Houses of Commons but it can only **delay** a bill from becoming a law for a maximum of 12 months. The House of Lords is presided over by *the Lord Chancellor*, who has his special seat, known as the Woolsack. By tradition, the Woolsack is **stuffed** with wool from England, Scotland, Wales, Northern Ireland, and from Commonwealth countries. Unlike the Speaker, the Lord Chancellor is not politically neutral, being a member of the Cabinet. He is not, in fact, a chairman at all. He doesn't control the proceedings during a debate, and he doesn't decide who will speak next in a debate. Unlike the House of Commons, all speeches in the Lords are addressed to the House in general.

The British Parliament works in a large building called the Palace of Westminster, popularly known as the Houses of Parliament. There are offices, committee rooms, restaurants, bars, libraries, and even some places of **residence** there. The life of the Parliament is divided into sessions. There are about 175 "sitting days" in session in the House of Commons and about 155 in the House of Lords. At the start of each session the Queen, crowned and wearing many of the finest Crown Jewels, makes her speech from the Throne to Parliament in the House of Lords. The activities of the Parliament in Britain are more or less the same as those of the Parliament in any western democracy. It makes new laws, gives authority for the government to raise and spend money, **keeps a close eye on** government activities and discusses those activities, examines European proposals, debates current affairs.

The second biggest party after general election becomes the official *Opposition*. Its leader forms a *Shadow Cabinet*. The Opposition criticizes government policies and presents its alternative programme.

Vocabulary

to accept – *приймати*

an alliance – *союз*

legislative – *законодавчий*

to be in charge of – *очолювати*

to require – *вимагати*

to draft – *створювати*

electoral – *виборчий*

a wig – *перука*

to abandon – *поривати*

a permission – *дозвіл*

an Archbishop – *архієпископ*

hereditary – *спадковий*

to delay – *відкласти*

stuffed – *набитий*

residence – *житло*

to keep a close eye on – *пильно слідкувати*

Discussion

- 1. Your colleague thinks the number of women in parliament should be equal to the number of men. You present your opinion on this point.
- 2. You are the newly appointed Secretary of State for Foreign Affairs. You are going to take a trip to one of the trouble spots in the world. You introduce yourself to the head of that government and tell him what your mission is.
- 3. Two Secret Service agents are talking to a spy they have caught. He has important information and the agents want it. The spy doesn't want to say anything and the agents have become very angry.



LONDON - THE CAPITAL OF GREAT BRITAIN

Pre-reading task:

1. Describe any similarities or differences between the history of Kyiv and London.
2. What sights would you like to visit if you had a chance to go to London?



London, one of the world's biggest cities, is a great industrial and cultural centre. It consists of four main districts, which differ from each other: the City, Westminster, the West End, and the East End. The City is the business and financial centre of London. Many banks, offices, and different firms are situated there. Westminster is the most important part of the capital. It is the administrative centre. The West End has most of the museums, art galleries, concert halls, expensive shops, restaurants, hotels, beautiful houses and many parks, gardens, and squares. The East End is an industrial district of the capital. Most plants, factories, and the port of London are situated there.

St Paul's Cathedral is one of the most beautiful architectural **masterpieces** in the world. After its fourth destruction in the Great Fire of London in 1666, it was rebuilt by Sir Christopher Wren, the most famous of all English architects. It took him 35 years to plan and build St Paul's Cathedral. The most **notable** feature of the Cathedral is the enormous **Dome**. The Whispering Gallery, which **fascinates** all visitors, runs around the interior of the Dome. When someone stands near the wall on one side and whispers some words, they can be heard by a listener with his ear held to the wall on the opposite side, 32 metres away. This works only for whispered speech – normal voiced speech is not focused in this way. The cathedral holds over 200 memorials and **tombs** of famous British figures such as Nelson, Wellington, and Churchill. When Sir Christopher Wren died he was buried in the cathedral. On the wall above his tomb in the **crypt** you can read the Latin inscription "Reader, if you **seek** a monument – look around you". Nowadays St Paul's Cathedral is the seat of the Bishop of London.



The Tower of London was begun in the 11th century by William the **Conqueror**. In the course of history it has been a fortress, a royal palace, and a state prison. Among the great men beheaded in the Tower was Sir Thomas More, the author of the famous *Utopia*. The Tower was also an arsenal, an observatory, and for centuries it housed the royal **menagerie**. The wild animals are not kept in the Tower now, but you can see some **ravens** there. There is a legend that if the ravens ever leave the Tower of London, the Tower, the Monarchy, and the entire Kingdom would fall. Therefore the birds, whose **wings** are now **clipped** to prevent them from flying away, are carefully cared for by one of the Yeomen Warders. Now the Tower is a unique museum and houses the Crown Jewels and other treasures. Here you can try on the knight's **armour** and the king's crown, and take a picture with the Yeomen Warders, or Beefeaters, who still guard the Tower. They still wear their 16th century bright and colourful Tudor uniforms.

Buckingham Palace is the official London residence of Her Majesty the Queen and her family. It was built in the 18th century and rebuilt later by the architect John Nash. The first monarch who took residence there was Queen Victoria. Above the State Entrance is the central balcony where the Royal Family appears on occasions of national importance. Buckingham Palace is like a small town, with its police station, post offices, a hospital, bars, sports clubs, a disco, a cinema, and a swimming pool. It is **partially** open to the public, but the ceremony of the Changing of the Guard in front of it is a great tourist attraction.

Westminster Abbey is a very beautiful church, which was built in 1050. It is also full of history. Almost all British monarchs have been crowned, married, and buried there since the 11th century. As the

scene of coronation of English kings, Westminster Abbey continues a tradition established by William the Conqueror who was crowned on Christmas Day, 1066. **Beneath** the roof of this Gothic building there are also the graves and memorials of many great statesmen, philosophers, scientists, writers, and other distinguished people. Newton, Darwin, Watt, Chaucer, Charles Dickens, Thomas Hardy are buried there. There is a corner usually called "Poets' Corner" where there are memorials to Shakespeare, Burns, Byron, Thackeray, Scott, and Longfellow. Near the West Door of the Abbey the Unknown Warrior lies in a simple grave.

Trafalgar Square is in the centre of the West End of London. The square was named so in commemoration of the victorious naval battle of Trafalgar in 1805, in which Admiral Lord Nelson was **fatally** wounded. The Nelson Column was erected in the 1840s. On the top of the **imposing** column is a 17 feet-tall statue of Lord Nelson. The total height of the monument is 184 feet. On the pedestal there are four bronze panels, which represent Nelson's four great naval victories. The fountains and the four bronze lions round the base of the column were placed later. It is interesting to know that the column is situated in the geographical centre of the city. This square is always open for public meetings and demonstrations.

Madame Tussaud's Wax Museum is a major tourist attraction in London. In 1802, Marie Tussaud with her collection of waxworks came to London and only in 1835 she managed to establish her first permanent exhibition on Baker Street. One of the main attractions of her museum was the Chamber of Horrors. It included some victims of the French Revolution and also newly created figures of murderers and other criminals. Some of the sculptures done by Tussaud herself still exist. In 1842, she made a self-portrait, which is now on **display** at the entrance of her museum on Marylebone Road where it moved in 1884. Today's wax figures at Tussaud's include historical and royal figures, film stars, sports stars, and famous murderers.

London Eye, also known as the Millennium Wheel, was opened on December 31, 1999. It is the largest observation wheel in the world. It stands 135 metres high on the South Bank of the River Thames. The Wheel carries 32 sealed passenger capsules and one **revolution** takes about 30 minutes. The wheel does not usually stop to take on passengers. It is, however, stopped to allow disabled or elderly passengers time **to embark** and disembark safely. The London Eye is officially the world's most popular tourist attraction ahead of the Statue of Liberty, the Leaning Tower of Pisa, and the Eiffel Tower. The Eye is listed in the Guinness Book of Records as the tallest observation wheel in the world.

Vocabulary

a masterpiece – шедевр
notable – примітний
a dome – купол
to fascinate – зачаровувати
a tomb – могила
a crypt – склеп
to seek – шукати
a conqueror – завойовник
a menagerie – звіриниць
a raven – ворон

a wing – крило
to clip – підрізати
armour – лати
partially – частково
beneath – під
fatally – смертельно
imposing – величний
a display – вітрина
a revolution – оберт
to embark – сісти

Discussion:

- 1. You are a journalist and have just come from London. Your friend wants to know about the city, the weather, the food, etc.
- 2. Your friend before starting on a sightseeing tour, tries to read up about the places of interest he is going to visit. He thinks the more a tourist knows about the places of interest the more he can see and the greater his impressions are. You agree or disagree.
- 3. You and your colleague have been invited to the Queen's garden party at Buckingham Palace in June. The weather in June is very unpredictable. Discuss what to wear.



PUBLIC HOLIDAYS IN GREAT BRITAIN

Pre-reading Task

1. What is the difference in celebrating Christmas in Great Britain and Ukraine?
2. Do you believe Christmas is the most important holiday? How does your family usually celebrate Christmas?



Most of British holidays are of religious origin, but for the greater part of the population they have lost their religious **significance** and are simply days, on which people relax, eat, drink, and make merry.

Christmas Day is a joyful religious holiday when Christians celebrate the birth of Christ. It is observed on the 25th of December and it is a public holiday. It is a special time of family gathering. Going home for Christmas is the most **cherished** tradition of the holiday season. No matter where you may be the rest of the year, being at home with your family and friends for Christmas is a must. On Christmas Eve in the homes there is a great air of expectation. Children decorate the fir-tree with **tinsel**, coloured lights, and toys. The houses are decorated with **holly** and a bunch of **mistletoe**. The

Christmas bird, nowadays usually a turkey, is cooked and stuffed by housewives.

Boxing Day is on December 26th. Traditionally it was the day when **servants** were given a "Christmas box" by their employers. That was a Christmas gift, usually money. So the name of December 26th doesn't come from the sport of boxing – it comes from the servants' wooden boxes. Nowadays Boxing Day is an extra holiday after Christmas Day. It is the day when people visit friends, go for long walks or just sit around recovering from too much food – everything to eat is cold. In the country there are usually Boxing Day Meets (fox-hunting). In big cities and towns tradition on that day demands a visit to the pantomime, where people again are entertained by the story of Cinderella, Puss in Boots or others.

The New Year's Day in England is not so widely observed as Christmas. Some people ignore it completely and go to bed at the same time as usual on New Year's Eve. Others hope that the New Year will bring good changes in their lives, and more happiness or better luck. Some people make special promises about improving their behaviour or stopping bad habits, called New Year's resolutions. People celebrate New Year's Eve arranging parties and drinking a lot of alcohol. At midnight **the wireless** is turned on, so that everyone can hear the **chimes** of Big Ben, and a toast is drunk to New Year.

Good Friday, in the Christian religion, is the day on which Jesus Christ was **crucified**. So on this day Christians remember his death on the cross. It is the Friday before Easter, and it is a public holiday in the UK. It is the day when all sorts of taboos on various works are in force. Also it is a good day for shifting beers, for sowing potatoes, peas, beans, **parsley**, and **pruning** rose trees. Good Friday brings the once sacred cakes, the famous Hot Cross buns. These must be spiced and the **dough** marked with a cross before baking.

Easter is a time when certain old traditions are observed. Christians believe that God made his son suffer for people's **sins** so that they could be forgotten and forgiven. The actual day of Easter changes every year. The preparations for it really begin 42 days before it on Shrove Tuesday. Pancake Day is the popular name for Shrove Tuesday, the day preceding the first day of **Lent**. It is a holiday when a custom of pancake eating is observed. Easter is the time of giving presents, and the Easter egg is the most popular emblem of this holiday. People paint eggs in bright colours and often hide these eggs or small chocolate eggs for children to find. Young children believe that eggs were hidden by the Easter **bunny**. Sometimes children roll the coloured Easter eggs down a hill to see which ones will break.

May Day was an important day in the Middle Ages, the celebration of summer's beginning. For that day people decorated houses and streets with branches of trees and flowers. In the very early morning on

the 1st of May, young girls went to the fields and washed their faces with **dew**. They believed this made them very beautiful for a year after that. Also on May Day young men of each village tried to win prizes with their bows and arrows. People danced round a **maypole** decorated with long ribbons and flowers. As they danced, they would **wrap** the ribbons around the maypole so it was colourfully covered when they ended the dance. Many English villages still have maypole dancing on May 1st.

Bank Holidays are official public holidays which are always on Monday and banks and most businesses are closed. There are two bank holidays: Spring Bank Holiday and Late Summer Bank Holiday. On Late Summer Bank Holiday the seaside towns near London are invaded by thousands of trippers who come in cars, **coaches**, trains, motor cycles, and bicycles. If the weather is fine, many families take a picnic-lunch or tea with them and enjoy their meal in the open air. Great amusement parks do a roaring trade with their scenic railways, shooting galleries, water-shoots, Crazy Houses, Hunted Houses and so on. Trippers wear comic paper hats with slogans such as "Kiss Me Quick". There are also large **fairs** with swings, roundabouts, coconut shies, and every kind of side-show. The celebration involves not only competitions in dancing, singing, and things like that but sports competitions as well. There are all kinds of athletics, horse race meetings, and regattas.

Remembrance Day (Poppy Day) is the Sunday closest to November 11th. On this day people throughout Britain commemorate British soldiers, sailors, and airmen who lost their lives during the two World Wars. All over the country there are special church services, and **wreaths** are laid at war memorials and at London's Cenotaph, where great numbers of people gather to observe the two-minute silence and to perform the annual Remembrance Day ceremony. The silence begins at the first strike of Big Ben booming 11 o'clock, and is broken only by the crash of distant artillery. When the two-minute silence is over, members of the Royal Family or their representatives and political leaders come forward to lay wreaths at the foot of the Cenotaph. Then the march comes past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories. Most people wear a red paper **poppy**, a symbol of **mourning**, in their buttonholes. The money collected by selling these poppies is later given to **charity** organizations that help people who suffered in the wars and their dependants.

Vocabulary

significance – значення

cherished – втішна

tinsel – мішура

holly – гостролист

mistletoe – омела

a servant – слуга

the wireless – радіо

chime – дзвін

crucified – розп'ятий

parsley – петрушка

to prune – підрізати

dough – тісто

a sin – гріх

Lent – ніст

a bunny – зайчик

dew – роса

a maypole – стовп

to wrap – обертати

a coach – автобус

a fair – ярмарок, атракціон

a wreath – вінок

a poppy – мак

mourning – траур

charity – благодійність

Discussion

- 1. Your colleague has never been abroad and thinks that only Ukrainians have a Victory day. You try to convince him of the fact that every country pays honour to the national victories and the people who died for those victories.
- 2. You and your friend are in London on your business. It is Late Summer Bank Holiday and you are invited by your English business partner to celebrate this holiday in the seaside town near London. Exchange your feelings and impressions.



BRITISH NATIONAL HOLIDAYS

Pre-reading Task

1. Which are the most important national holidays in Great Britain? Why?
2. Describe the Halloween activities in Great Britain using information from the Internet and TV.



From Scotland to Cornwall, Britain is full of customs and traditions, and it has preserved them to a greater **extent** than any other country in the world. Most of them have been kept up without interruption since the 13th century. Some of them are funny and some are strange. But they are all interesting and they are all part of the British way of life.

Up-Helly-A is the largest fire festival in Europe held in the middle of winter by people of the Shetland Islands, situated near Scotland. The festival involves a **torch** procession of up to a thousand people wearing Viking costumes. There were times when the Vikings came to the Shetlands in ships and carried away animals, gold, and sometimes women and children. Nowadays, On Up-Helly-Aa night people make a model of a Viking ship with the head of a dragon at the front and carry the ship through the town to the sea. The procession culminates in the torches being thrown into a **replica** Viking longship or **galley**. The event happens all over Shetland, but it is only the Lerwick galley which is not sent seaward. Everywhere else, the galley is sent seabound, in an echo of actual Viking sea burials. After the procession, people visit local halls where private parties are held. At each hall, each person performs its act, which may be a send-up of a popular TV show or film, a **skit** on local events, or singing or dancing, usually in a **flamboyant** costume.

St. Valentine's Day is a holiday celebrated on the 14th of February. The holiday is named after one of the saints of the early Christian church named Valentine. On this day people send greeting cards to their husbands, wives, boyfriends, and girlfriends. Traditionally people do not write their names on them. Those receiving them must be left to wonder. Modern Valentine symbols include the heart-shaped outline, doves, and the figure of the winged Cupid. People also presented different gifts which typically include roses, chocolates packed in a red **satin**, heart-shaped box or jewelry. On this day you can also send a card to a person you do not know. At least it is good to know that in this troubled world love is still living and spreading a little happiness especially in **dreary** February.

April Fool's Day is celebrated on the 1st of April. It is a very old tradition from the Middle Ages. At that time servants were masters for one day of the year. They gave orders to their masters, and their masters had **to obey**. Now April Fool's Day is different. It's a day for jokes and tricks, which should not be harmful but able to be enjoyed by everyone, especially the person upon whom the joke is played. This day is only for fun, it is a time when nobody is expected to buy gifts, receive cards, or spend money and there are no vacations from work or school.

Mother's Day is traditionally celebrated on the fourth Sunday in **Lent**. Human beings have always worshipped and **esteemed** their mothers since the dawn of time. Some historians **claim** that the **predecessor** of the Mother's Day holiday was the ancient spring festival dedicated to mother goddess. Others claim that this holiday dates from the time when many girls worked away from homes as domestic servants in big households. On this day they had an opportunity of going home to see their mothers. They used to take presents with them, often given to them by their masters. Nowadays people in Great Britain attend the church **to venerate** the Mother of Christ. Then they visit their mothers, bringing them small gifts and flowers to show their love for them. The family tries to see that the mother has as little work to do as possible. It is considered to be mother's day off.



Midsummer's Day is a Celtic fire festival, representing the middle of summer, and the shortening of the days on their gradual march to winter. Midsummer is traditionally celebrated on either the 23rd or 24th of June, although the longest day actually falls on June 21st. In antiquity midsummer fires were lit in high places all over the countryside and domestic **beasts** were blessed with fire, generally by walking them around the fire in a sun-wise direction. People jumped high through the fires. The height reached was the height of that year's harvest. Midsummer Eve was also seen as a time when the **veil** between this world and the next was thin. Vigils were often held during the night and if you spent a night at a sacred site, you could gain the powers of a bard, on the down side you could also end up **utterly** mad, dead, or be spirited away by the fairies. Special flowers were gathered on this day, thought to be most **imbued** with the power of the sun, and were placed under a pillow in the hope of important dreams, especially dreams about future lovers.

Halloween is the night when ghosts and witches are free. A long time ago people were afraid of them and stayed at home on Halloween. But now in Britain it is a time for fun. There are always a lot of parties on October 31st, not only for children but for adults as well. At these parties they wear masks and are dressed as ghosts, goblins, witches, or as Dracula or Frankenstein's monster. People make special Halloween lamps from a large fruit – the pumpkin. First, they take out the middle of the pumpkin. Then they cut holes for eyes, nose, and mouth. Finally, they put a candle inside the pumpkin and it shines through its eyes. People play different games such as trying to eat an apple from **a bucket** of water without using their hands.

Guy Fawkes' Day is observed on November 5th. On this day, 1605, thirteen young men planned to **blow up** the Houses of Parliament because King James I, a Protestant, was very unpopular with Roman Catholics. Under the House of Lords they had stored 36 barrels of **gun powder**, which were to be exploded by Guy Fawkes, one of the conspirators. But he was caught, tortured, and executed. On that night bonfires were set alight to celebrate the safety of the King. Since then, the event has been commemorated every year with fireworks and burning **effigies** of Guy Fawkes on bonfires throughout the country.

Vocabulary

extend – *ступінь, міра*
a torch – *факел*
a replica – *копія*
a galley – *галера*
a skit – *пародія*
flamboyant – *яскравий*
satin – *атлас*
dreary – *тоскний*
to obey – *підкорятись*
Lent – *піст*
to esteem – *шанувати*

to claim – *стверджувати*
a predecessor – *попередник*
to venerate – *вшановувати*
a beast – *тварина*
a veil – *вуаль*
utterly – *цілковито*
imbued – *насичений*
a bucket – *відро*
to blow up – *підірвати*
gun powder – *порох*
an effigy – *опудало*

Discussion

- 1. You think the more we know about a foreign country, the more it helps to learn its language. Your colleague doesn't think so.
- 2. You were lucky to see Midsummer's Day, a Celtic fire festival, during your stay in Britain. Your friend is interested in the details and asks you different questions.
- 3. Imagine that you are an English student on your visit at some Ukrainian university. Your Ukrainian friend asks the questions about the celebration of St. Valentine's Day.



TOURISM-A GLOBAL ACTIVITY

Pre-reading Task

1. Do you prefer to book holidays through travel agents or to make your own arrangements? Describe your best and worst holidays.
2. Has your country been spoilt by tourist developments? Prove your answer.



Wealthy people have always travelled to distant parts of the world to see great buildings, works of art, to learn new languages, to experience new cultures, or to taste new **cuisine**.

The history of European tourism can perhaps be originated with the medieval **pilgrimage**. Although undertaken primarily for religious reasons, the pilgrims quite clearly saw the experience as a kind of holiday. Pilgrimages created a variety of tourist aspects that still exist – bringing back souvenirs, obtaining credit with foreign banks, and making use of space available on existing forms of transport. For example, the use of **medieval** English wine ships **bound for** Vigo, a city in north-west Spain, by pilgrims to Santiago de Compostela, where the body of St James, one of Jesus Christ's **disciples** is

supposed to be buried.

During the 17th century, it became fashionable to undertake a Grand Tour. The sons of **the nobility** and **gentry** were sent upon an extended tour of Europe as an educational experience. The 18th century was the golden age of the Grand Tour. A modern equivalent of the Grand Tour is the phenomenon of the **backpacker**, although cultural holidays are also important. Pilgrimages are still important in modern tourism but there are modern equivalents – Graceland, the home of Elvis Presley in Memphis, Tennessee, or Père Lachaise in Paris, one of the most famous **cemeteries** in the world. It is reputed to be the world's most-visited cemetery, attracting hundreds of thousands of visitors **annually** to the graves of those who have enhanced French life over the past 200 years.

Health tourism has always existed, but it was not until the 18th century that it became important. It was associated with **spas**, places with supposedly health-giving mineral waters, treating diseases from **gout** to liver disorders and bronchitis. Bath, a city in England, for many centuries was the most fashionable **resort** because of its natural hot waters, but Buxton and Harrogate, amongst others, also **flourished**. People visited these places for the balls and other entertainments, just as much as “the waters”. The spread of the railway network and the development of sea travel in the 19th century resulted in the growth of mass travelling. The term “tourism” was provided by the Austrian economist Hermann Von Schullard in 1910. But it was first used as an official term in 1937 by the League of Nations. Tourism was defined as people travelling abroad for periods of over 24 hours.

Nowadays tourism has become an extremely popular, global activity. Modern tourists have higher levels of disposable income and greater leisure time. They are also better educated and have more **sophisticated** tastes. That is why for the past few decades special forms of tourism, also known as **niche tourism**, have been becoming more popular. The most popular are:

- *extreme tourism* – tourism associated with high risk: travelling in **rugged** regions, taking extreme sports such as bungee jumping, white-water rafting, or going on safari;
- *educational tourism* – the travel to an education institution or some other destination in order to take personal-interest classes, such as cooking classes with a famous chef or crafts classes;
- *pilgrimage tourism* – the travel to ancient **holy** places: Rome and Santiago de Compostela for Catholics, **temples** of Nepal for the Hindus and Buddhist, Kyivo-Pecherska Lavra for the Orthodox etc;

- *mystical tourism* – tourism for people that believe feel energy and travel to places to meditate, yoga, special events, ceremonies, mystical rituals;
- *wine tourism* – the visiting of **vineyards**, wine cellars, tasting rooms, wine festivals, and similar places or events for the purpose of consuming or purchasing wine;
- *shopping tourism* promoting shopping festivals such as in the Dubai, Singapore, Hong Kong etc;
- *space tourism* that involves travelling in outer space or on spaceships;
- *drug tourism* – the travel to a country to obtain or consume drugs, either legally or illegally;
- *gambling tourism*, for example, to Atlantic City, Las Vegas, Palm Springs, California, or Monte Carlo for the purpose of **gambling** at the casinos there;
- *sex tourism* that is travelling **solely** for the purpose of sexual activity, usually with prostitutes;
- *disaster tourism* – travelling to a disaster scene not for helping, but because it is interesting to see.

As a service industry, tourism is **vital** for many countries. It provides employment. Many local people find jobs in hotels and restaurants, and shopkeepers have more customers. What is more, the extra income means that local councils have more money to spend on expanding and improving their facilities, thus making them better for both visitors and residents. But tourism also has negative effects. Tourism can do a great deal of harm. For example, pollution is caused both by the increase in traffic and the litter that visitors leave behind. In addition, local traditions and lifestyles are replaced by new customs and habits. This creates **confusion** among the local people and causes conflicts between young and old.

The World Tourism Organization forecasts that tourism will continue growing. Technological improvement is likely to make possible air-ship hotels, based either on solar-powered airplanes or large dirigibles. Wonderful underwater hotels will be built. On the ocean tourists will be welcomed by ever larger cruise ships and perhaps floating cities. Some futurists expect that movable hotel “pods” will be created that could be temporarily erected anywhere on the planet, where building a permanent resort would be unacceptable politically, economically or environmentally.

Vocabulary

cuisine – *кухня*

the gentry – *дворянство*

pilgrimage – *паломництво*

medieval – *середньовічний*

to bind for – *прямувати до*

a disciple – *апостол*

the nobility – *дворянство, знать*

a backpacker – *турист*

a cemetery – *цвинтар*

annually – *щорічно*

a spa – *лікувально-оздоровчий курорт*

gout – *подагра*

a resort – *курорт*

to flourish – *процвітати*

sophisticated – *вишуканий*

niche – *оптимальний*

rugged – *скелястий*

holy – *святий*

a temple – *храм*

a vineyard – *виноградник*

gambling – *азартні ігри*

solely – *лише*

vital – *життєво необхідний*

confusion – *непорозуміння*

Discussion

- 1. You have just been on a plane to Egypt with business mission. The airline has lost your black leather suitcase. You are worried as your case contains not only your personal effects but also some important papers.
- 2. A young man is boasting of his travelling experiences. To hear him, he has been roaming through the entire world and seen everything there is to see. Chatting with him, you sound sceptical.
- 3. You have just arrived from the Caribbean islands. The voyage has been your first travelling by ship and you are still feeling very excited about it. Now you are describing the voyage to your parents who have never been on a cruise ship.



TRAVELLING AND HOLIDAY-MAKING

Pre-reading Task

1. How many countries have you visited and which is your favourite country apart from your own? Explain why.
2. Would you like to live permanently in another country? Why or why not?



In fact, there have always been holidays but they used to mean simply days when you didn't work. Nowadays holidaymakers travel to all parts of the world. Simple office workers and shop assistants can travel to Spain, Egypt, Turkey, or the Caribbean. Everyone needs at least one holiday a year, so when you begin spending sleepless nights thinking about the sun and the sea, when you think **longingly** of the green countryside and forget the mosquitoes and the boredom, there's no doubt about it – you're ready for a holiday. Even a week-end is better than nothing. We often get tired of the same surroundings and daily routine and need to get some fresh air and a change of scene. Some relaxation is **essential** to restore our mental and physical resources. That is why the best place of relaxation is the one where you have never been before.



Adventure is necessary for us all. It keeps us from growing **stale** and old, it develops our imagination, it gives us that movement and change which are necessary to our life. That is why millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy **picturesque** places, or just for a change of scene. It is always interesting to discover new things, different ways of life, to try different food, to listen to different musical rhythms, to meet different people. The proverb says *So many countries, so many customs*.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like a quiet holiday by the sea with nothing to do but walk, bathe, and dive to see different types of fish and coral, lie in the sun, or collect shells and interesting **pebbles** on the beach. Most travellers and holiday-makers take a camera with them and take pictures of everything that interests them – the sights of a city, old churches, castles, mountains, lakes, waterfalls, different kinds of flowers, animals, and birds. Later, perhaps years later, the photos will remind them of the happy time they once had.

Those who wish to travel have at their **disposal** various means of transport. Some people prefer travelling by plane because speed and comfort are the main advantages of planes. You sit in a comfortable armchair, read a book or a magazine, or watch DVDs. The air hostess serves you with food and drink.

Some people prefer trains because there are no stressful traffic jams, and trains are fast and comfortable, too. During your way on the train you can use your time in different ways – you can just sit and read, drink the tea, communicate with neighbours, sleep, or watch the world go by. You can work, or have a meal in the **buffet car**. Modern trains can make even the longest journey enjoyable.

Some people travel by ship when possible. A sea voyage is very enjoyable, indeed. A ship looks like a huge white floating city with its many **decks**, **cabins**, restaurants, bars, swimming pools, dancing rooms and the like. You can visit the gym, sing karaoke, and spend lots of time staring out at the sea from various points on the deck, enjoying fresh sea wind, cries of the **gulls**, and **whistle** of dolphins. In the evening you can enjoy the beautiful sunset at the sea. The sun, red as a **glowing** coal, gradually goes down behind the horizon flooding the sky and the clouds with **crimson** light. It is simply marvellous!

Some people like travelling by car because they do not have to buy a ticket, they can stop wherever they wish, where there is something interesting to see. And some people prefer travel on foot. This kind of travelling is for you if you don't care about **damp**, mosquitoes, beetles, and cow **dung**, which is never noticed until the following morning. You are active all the time and are always close to nature. This kind of travelling teaches you to survive, and strangely enough you seem to enjoy it, finding great pleasure in making bonfires and cooking barbecues. For a few precious weeks in the year, you really adopt a completely different way of life. And that's the **essence** of true recreation and real enjoyment.

If you are fond of travelling, you can see and learn a lot of things that you can never see and learn at home. Though you may read about them in books and newspapers, and see them on TV, the best way to understand other people and their culture is to meet them in their own homes.

And then there is for the traveller the great joy of coming home again. When his **curiosity** for new scenes is satisfied he turns all his thoughts towards home where all the things are so **familiar**, and he loves them. So, the traveller, besides the delight of travelling has the warmest feeling of returning home. And he realizes that *East or West – home is best*, as the saying goes.

Vocabulary

longingly – з тугою

essential – необхідний

stale – черствий

picturesque – мальовничий

a pebble – галька

disposal – розпорядження

a buffet car – вагон-ресторан

a deck – палуба

a cabin – каюта

a gull – чайка

whistle – свист

glowing – розжарений

crimson – малиновий

damp – вологість

dung – гній

essence – сутність

curiosity – допитливість

familiar – знайомий

Discussion

- 1. You are on a trip to Transylvania when the coach has an accident. Nobody is hurt but you are stuck on a forest road with no traffic. It is getting dark and it has started to snow.
- 2. You are admiring the landscape out of a railway carriage window. You are immoderately enthusiastic about all you see but your neighbour is bored and intensely dislikes it all.
- 3. A very old lady is discussing different ways of travelling with her grown-up grandson. She prefers travelling as it was in olden times. The young man naturally likes modern methods.



GEORGIY SEDOV – CONQUEROR OF THE NORTH POLE

Pre-reading Task

1. *What famous Ukrainian explorers do you know?*
2. *What are they famous for?*
3. *How did you feel when you read the stories about them?*



He **longed** to conquer the North Pole. He never dreamed of records and popularity but accomplished his feat **for the sake of** science and mankind. His name is Georgiy Sedov, the great scientist and traveller and a native of Ukraine.

Georgiy Sedov was born on March 4, 1877 in Kryva Kosa, a small village situated in the Donetsk region. Later the village was renamed Sedovo in his honour. His parents were peasants and the boy experienced hard labour and great need at an early age. Sedov always **strived for** learning. He was one of the brightest pupils in the local school. Being fond of reading, Georgiy once managed to get an old book on navigation written at the time of the Great Russian Empress Elisabeth the Second. Soon Georgiy learned the book by heart. Later he happened to meet a seaman who told him about long voyages, beautiful undiscovered lands, and meetings with interesting people. The stranger also mentioned that young men could learn navigation in the Rostov Navigation Academy. When Georgiy turned 18 he left home and set off to Rostov. The Academy accepted **entrants** without exams but the whole course of studies was very severe. Georgiy earned money during summer holidays working as a sailor on a small **vessel**. In three years Sedov acquired a certificate qualifying him as a navigator.

At that time however, it was extremely difficult to get a position on a long-voyage ship and Sedov had to take a position of shipping kerosene from Batumi to Rostov. Once it seemed that fortune smiled on him: he was appointed captain of a ship sailing to Constantinople. Unfortunately, when they arrived in the Greek port, the owner decided to sell the ship. Lack of money forced Sedov to enter the Russian navy as a sailor. Nevertheless, Sedov's bright skills helped him obtain a **promotion** and become a warrant officer.

In 1901 thanks to his friends and mainly the famous hydrographer Dryzhenko, Sedov passed exams for entrance into the Naval College. It was very uncommon and an unheard of event when a peasant's son was allowed entry into the institution aimed at educating young men belonging to **the gentry**.

In 1902 Sedov participated in the hydrographic expedition devoted to research of the Arctic Ocean. In his report, the head of the expedition wrote: "Every time I need someone to fulfill a dangerous and responsible **assignment** I leave it up to Sedov. He is brave **to distraction**". Inspired by the research results Sedov wrote his friends: "I am eager to continue exploring the North. I think that research of the North Pole will explain a number of natural phenomenon and help mankind better understand many laws of nature". In 1908 Sedov was appointed head of an expedition aimed at research of the **mouth** of Kolyma River. Sedov managed to observe and explain many undiscovered facts and became an honourable member of the Geographical Society.

Meanwhile Sedov dreamed about the North Pole. In 1912 he was the first who suggested organizing a sledge expedition to the North. When none of the scientists supported the idea, tireless Sedov decided to get money for the voyage with the help of private **donations**. Eventually, on August 28, 1912 a ship with a crew of brave volunteers set off to the North Pole. They made a number of astrological researches, described and examined the land. When the travellers reached the New Land, **impassable** ice fields forced them to stay on one of the islands for wintertime. Sedov realized they needed another supply of foodstuffs and fuel for the ship. However, one of the members of the expedition whom Sedov sent to the mainland to

report about the results and organize help to the crew turned **traitor**. Representatives of the Russian gentry refused to help the volunteers. In particular, Captain Kolchak, a future admiral of the navy, refused to head an expedition to the North Pole to help Sedov. The expedition was **doomed** for failure but Sedov moved forward to the North Pole, a **cherished** aim of his life.

On August 31, 1913 the crew reached the land of Francis-Josef and stayed there for the second winter. Sick with **scurvy** Sedov still insisted on moving forward but could no longer move himself. His devoted companions put him on the sledges. Many of them died without reaching half the way. On February 20, 1914 Sedov died near Rudolf Island. The sailors buried him on Auk **promontory**.

Sedov never fulfilled his dream but his example inspired other researchers to continue his investigation. Many poets and writers have devoted works to the great exploits of Georgiy Sedov. His followers named one of the northern archipelagos and the northern **gulf** in his honour.

Vocabulary

to long – *жадати*
for the sake of – *заради*
to strive for – *прагнути до*
an entrant – *вступник*
a vessel – *судно*
a promotion – *підвищення*
the gentry – *дворянство*
assignment – *завдання*
to distraction – *до безтями*

a mouth – *гирло*
donations – *пожертви*
impassable – *непрохідний*
a traitor – *зрадник*
doomed – *приречений*
cherished – *заповітний*
scurvy – *цинга*
a promontory – *мис*
the gulf – *затока*

Discussion

- 1. You are an explorer and have the opportunity to make a big journey. Discuss with your partner which continent you would visit, where you would go, what you would hope to see.
- 2. Speak about a travel writer you have read or heard about. Mention what journey he has made, his method of travel, what documentaries he has made of his trips.



JAMES COOK – A BRITISH SAILOR AND EXPLORER

Pre-reading Task

1. *What facts from James Cook's biography do you know? Is it true that he was eaten by the Hawaii Aborigines?*
2. *What other great British explorers have you heard about?*
3. *Why can we say they were real heroes?*



During his life full of travelling and adventures James Cook **investigated** a great number of islands in the Pacific Ocean and made lots of discoveries. Born in 1728, he was a son of an agricultural worker, so little James experienced hard physical work since the very childhood. His way to the captain's bridge of a military ship wasn't easy but he proved to be a strong courageous man of good will and an experienced captain, so he finally **gained** authority of the officers-"gentlemen" who first didn't trust him because of his simple origin.

In 1769, an expedition of English scientists was organized to watch Venus passing the sun disk. The expedition sailed on the ship called "Endeavour" with James Cook as a captain. It had been already known about existence of the South Continent but Cook was the one who discovered it. It couldn't have been done by a less **persistent** man.

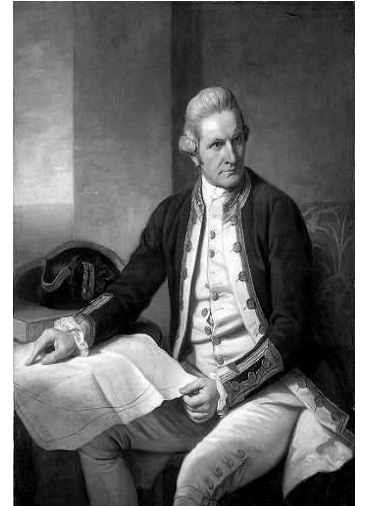
After the astronomic task was fulfilled the ship headed to New Zealand. James Cook honestly doubled the island putting its 3,800 km-long coastline on the world-map. He didn't **venture** to get inside the island because the crew was the **witness** of cannibalism of Aborigines.

Then trying to find New Holland (Australia) he sailed to the west. On April 19, 1770, he reached the continent from the east side and sailed along the coast to the north. Nowadays this place is called New South Wales. On April 28, the ship dropped **anchor** in the **harbour** Botany, named so because of its rich **vegetation**.

There wasn't a single scurvy-sick man on board Cook's ship. During his previous voyages he witnessed how half a crew died from this severe and terrible disease. So having become a captain he set a task to fight it with all possible means. First of all he demanded the ship to be always cleaned and controlled this personally. The **premises**, cabins, and **holds** were carefully washed and even dried with pieces of burning coal. The strictness of Cook's **rounds** made one of his biographers write that "on board Captain Cook's ship every day was always Sunday". But the main mean to protect scurvy was a special and obligatory diet.

The "Endeavour" returned to England in 1771. The first expedition not only won the fight over the most terrible sea disease – scurvy, but also made valuable contributions to geography. Australia was plotted on the world map and it was proved that New Zealand was a separate island.

In 1772, Britain set a new expedition which consisted of two ships: the "Resolution" under the command of James Cook and the "Adventure" under captain Furno. The aim of the expedition was to find the imaginary South Continent. The ships sailed south-east and in 1773, reached New Zealand. Crossing the South Pole the voyagers saw icebergs but no continent. Anti-scurvy herbs were prepared and taken twice a day. The second expedition of James Cook in search of South Continent had the total length of 84,000 km which is twice as long as the equator. Finally James Cook made sure that South Continent didn't exist. So the ship left polar waters and directed to Tahiti. They discovered several smaller islands,



visited Australia while crossing the Pacific, the Indian, and the Atlantic Oceans. After that expedition James Cook was chosen a member of the Royal Geographical Society.

Later James Cook organized the third expedition to find the northern **passage** from the Pacific into the Atlantic Ocean. This time he commanded two ships himself: the “Resolution” and “Discovery”. The voyagers visited Tasmania and New Zealand. Sailing to the north James Cook rediscovered the Hawaii, which had been found and later forgotten by Spaniards. He renamed them into the Sandwich Islands. In search of the north-western passage Cook sailed along the western coast of America to Cape Barrow. The passage wasn’t found so the voyagers sailed back to the Hawaii. They made a stop there. Aborigines began to steal smaller things from the ships. Finally they stole a lunch from the “Discovery”. Cook sent several groups of sailors to find the lunch and later arrived at the chief Torreoboo’s. The incident was almost settled when it occurred that the sailors killed one of the local chiefs. The Aborigines **seized to** weapons. Cook and his sailors had **to retreat** to the shore. The Aborigines successfully protecting themselves with mats from English **muskets** attacked with stones and darts. Standing already in the water Cook happened to turn his back to the Aborigine for a moment and was killed by them. It happened in 1779. James Cook was buried in the sea.

After the death of Captain Cook his men made another attempt at the Northwest Passage, but they were unsuccessful. Captain James Cook is considered to be one of the greatest researchers of the century and known by his contemporaries as a brilliant captain and a man of courage and **nobility**.

Vocabulary

to investigate – досліджувати

to gain – отримати

persistent – наполегливий

to venture – наважитись

a witness – свідок

an anchor – якір

a harbour – гавань

vegetation – рослинність

premises – приміщення

a hold – трюм

a round – обхід

a passage – прохід

to seize to – схопитися за

to retreat – відступати

a musket – мушкет

nobility – шляхетність

Discussion

- 1. You and your partner are famous explorers. One of you has visited the coldest places and another – the hottest places on earth. Tell each other where you were and what you were doing.
- 2. You and your friend speak about two modern explorers. Mention nationality, age, expeditions, greatest journey, method of travel, aims of expedition, and other activities.



ADVANTAGES AND DISADVANTAGES OF TV

Pre-reading Task

1. What are some of the circumstances that lead children and adults to spend long hours in front of TV?
2. What are your favourite programmes? Refer to specific programmes to illustrate your preferences.



Technology has profoundly affected the lives of humans today. Everything from the automobile to the micro-chip **has altered** our behaviour and daily activities. And so does television. Since its introduction in the late nineteen twenties, TV has influenced the clothes we wear, the products we buy, and the foods we eat.

The first silent, black-and-white television picture **was transmitted** on October 2, 1925 by a Scotsman John Logie Baird. Later, in 1927, Warner Brothers in Hollywood made the first film called *Jazz Singer* in which an actor sang and spoke. The film mostly told its story with titles, but it had three songs and a short dialogue. The first one hundred percent sound film, *Lights of New York*, appeared in 1928, and the first colour film was made in the 1930s.

Television has changed much since the time of its invention. Nowadays, cable TV offers about 130 channels, and satellite TV offers up to 250 channels. These channels show different programmes and various kinds of films: **feature**, theatrical, horror, thriller, popular science, **mystery**, animated cartoon films, and documentaries. Besides, the films may be colour or black-and-white, full-length or short, sound or silent, dubbed in mother tongue, **three-dimensional** or wide-screen. The bright colours, quick movements, and sudden flashes capture the public's attention in a way like no other medium. But there have always been numerous debates concerning advantages and disadvantages of television.

Television provides great opportunities for education. There are lots of programmes devoted to specialised subjects. With the help of TV it is possible to learn foreign languages, to find out a lot of wonderful things about flora and fauna, to see and learn about other cultures thousands of miles away. We can become good at gardening, cooking or arranging flowers through practical courses taught on television. In fact, many colleges and universities use local channels to provide distance learners the opportunity **to attend** lectures given on television.

Television has an unlimited potential to keep us informed about the rest of the world. Because of its ability **to disseminate** information almost **instantaneously**, television has brought global events closer to home and informed the public in a way no other medium could achieve. Events through television are more **vivid** than those through newspapers and magazines.

Television is also a great source of **entertainment**. We can improve our mood by watching for e.g. different funny cartoons, comedies, clips, shows, etc. Many concerts, shows, and competitions can be watched "live" and many exclusive movies are presented as well.

Television not only develops our interests, but also forms our personality. It teaches tolerance and promotes good social behaviour. TV programming has helped many viewers confront major social issues, such as domestic violence, homosexuality, and drug abuse. Television also teaches the ideals of democracy and true values of life.

On the other hand, there are also many disadvantages. It is said that only three generations have grown up with television, but they managed to forget how to spend their free time without it. It is called a "living room monster" because a lot of people have become TV addicts. Television occupies all their free time. After work they rush home and **gulp** food to be in time to watch their favourite programmes. The virtual world becomes more important for them than the real world.

Television prevents people thinking. There is no **requirement** to think when we watch television and it can cause avoiding activities which require thinking. It may be disastrous for human beings because mind, if not stimulated, can become **flabby** like a body which is not exercised.

Television also stops people talking and doing more useful things. Pupils and students are so absorbed in television that often food is left uneaten, housework undone, and lessons unprepared. Housewives are so keen on watching television that they **neglect** their duties towards their husbands and children. Instead of watching television, we may use the time for a real family hour.

Spending hours watching TV is harmful for health. It may cause eyes illness or make people overweight. Violence on TV can make children, teenagers, and adults more nervous and cruel. Nowadays, children have access to movies and programmes intended to be viewed only by **mature** audience. As a result, they are more aware of adult themes, such as sex and violence, at an earlier age than ever before. They are often unable to distinguish electronic images from reality and commit different crimes: robbery, theft, **rape**, and murder.

So, as we can see, television continues to be the most popular media of humankind despite increasing influence of the Internet and other high-technology sources of information. Clearly, television has impacted our lives in both positive and negative ways. While it educates and entertains, it also can be physically, emotionally, and intellectually harmful. We need to be careful about the place we give television in our daily life. Even if we watch only educational programmes, we can in time end up as television slaves who spend endless hours in front of the TV set instead of spending time with family and friends or doing useful things.

Vocabulary

to alter – *змінювати*

to transmit – *передавати*

feature – *художній*

mystery – *детективний*

three-dimensional – *стереоскопічний*

to attend – *відвідувати*

to disseminate – *розповсюджувати*

instantaneously – *миттєво*

vivid – *яскравий, виразний*

entertainment – *розвага*

to gulp – *проковтнути*

requirement – *потреба*

flabby – *в'ялий*

to neglect – *нехтувати*

mature – *дорослий*

rape – *гвалтування*

Discussion

- 1. A foreign visitor is very interested in learning more about our country and its people. You recommend him some TV programmes which can help him.
- 2. Suppose you want to start a TV station. What kinds of programmes would you like to include? Give reasons for your choice.
- 3. Imagine you are a TV reporter and you are interviewing a famous film star. Ask her about her education, her work, the film directors in whose films she was shot, the latest film she took part in, about her hobbies.



THEATRE THEN AND NOW

Pre-reading Task

1. *In what ways were you encouraged appreciating the Arts at home and at school? What jobs in the Arts world would be suitable for you?*
2. *Give the names of your favourite dramatists, theatre actors or actresses. Why do you like them?*



Theatre history can be traced to Egyptian religious ritualistic drama as long ago as 3200 BC. The first theatrical performances took place in ancient Greece in about 600 BC. The Greek drama developed from hymn sung to Dionysius, the god of wine and good life. But it did not become true theatre until such performances included stories of the other gods and actors to represent them.

The first actor known was called Thespis. He was the leading singer and traveled from his birthplace to Athens in **a cart** that carried all his belongings and could be turned into a stage for performance. According to a Greek chronicle, Thespis was also the first winner of a theatrical award. He won the prize in the first competition for tragedy, held in Athens in 534 BC. People believe that he was also the first man who separated himself from other singers to make a dialogue with them. He was the first professional performer who was brave enough to play a god. Before him this role had always belonged to **priests** or kings.

The earliest Greek theatres were open spaces. The great theatre of Dionysius at Athens provided for an audience of about 20,000 people sitting in **tiers** on the surrounding **slopes**. Facing this banked auditorium was a scene-building, built originally of wood and then reconstructed in stone in 340 BC. The design served as a model for the theatres that were erected in all the main cities of the Graeco-Roman world. Examples of Roman theatres exist at Orange (South Africa), France, England, and elsewhere.

After the **collapse** of the Roman Empire the theatres fell into disuse. In medieval times, temporary stages of wood and **canvas**, some mounted on pageant wagons, were set up side by side in fairgrounds and market squares for the performance of mimes and miracle plays. Small enclosed theatres were built in the 16th century, for example in Vicenza, Italy (by the architect Palladio).

Nowadays there are hundreds of musical comedy theatres, drama theatres, opera houses, puppet theatres, philharmonics, and conservatories where the audiences are excited at the prospect of seeing a play and the actors are most encouraged by the warm reception. The modern theatre is a building where plays, operas or ballets are performed. Of course, it has a stage for the actors and **an auditorium** where the audience sits. The curtain usually separates the stage from the auditorium. As a rule, the curtain is dropped or lowered between the scenes or acts of a play. The most expensive seats are in the **stalls**, **boxes**, and **dress-circle**. The seats in the balcony, **pit**, and the **upper-circle** are comparatively cheaper. An **intricate** system of lights illuminates the stage. While the curtain is down, the workers on the stage can change the **scenery** and prepare the stage for the next part of the performance.

Theatrical drama, as we understand it today, is based on three things. First, there must be an actor or actors speaking or singing. Second, there must be some dramatic conflict (or different relations) between actors. The two sides may be enemies, they may be friends who can't agree with each other, or they may be divided by misunderstanding. Third, and just as important as the other two, there must be an audience following the progress of the drama.

The actors are not playing to microphones and cameras but to warmly responsive fellow-creatures. And they are never giving exactly the same performance. If the audience tends to be heavy, **unresponsive**



– the company slightly sharpens and heightens its performance to bring the audience to life, and **vice versa**, if the audience is too enthusiastic. One more thing, when we see a play we form part of an audience. This is important, because we behave differently when we are part of audience. If the play is funny, we laugh a great deal more than we should if we were by ourselves. If it is **pathetic** we are more deeply moved just because a lot of other people are being moved too. We have to share the feelings of a great many other people to enjoy a play properly, and this is a good thing, particularly these days when too many people usually living in large cities feel cut off and separate.

During the past hundred years, the radio, the cinema, TV, and Internet have made great changes in the entertainment with which people fill their free time. Surely, the new mediums have certain advantages over the theatre. For example, to see the film costs much less than to see the play. Besides, you can enjoy the film at home with the minimum of efforts turning your room into a playhouse. But the mass entertainment of films, radio, and television is much different from the living theatre. A famous playwright Priestly compares theatre with the restaurant. In a very good restaurant we have a dinner that is specially cooked for us. And in **a canteen** we are merely served with standard portions of a standard meal. And this is the difference. In the theatre the play is specially cooked for us.

Today theatre is at some kind of crisis. The houses are alarmingly empty. There are a great many of people who do not care whether theatre lives or dies. This is causing anxiety. The main reason for that is that our cultural level is painfully low. Now we can see the degradation of people's spiritual and cultural standards as a whole, the **erosion** of values and ideals.

Culture is the health of a nation, a way of improving its genetic fund. It's impossible to survive without culture. It's necessary to instill into people, into their consciousness the love to the theatre. I do believe that the situation will change to the better. Theatre will never die, it is eternal. The atmosphere in theatre is **solemn**. It's the magical place where man meets his image, where people are taught to understand, enjoy, and appreciate the beauty, to hate the evil and ugliness. It's the place where feelings are **stirred**, where our souls and mind are elevated. It's the **enduring** home of dramatic experience, which is surely one of the most searching, rewarding, enchanting of our many different kinds of experience.

Vocabulary

a cart – *віз*
a priest – *жрець*
a tier – *ярус*
a slope – *схил*
collapse – *падіння*
canvas – *полотняна тканина*
an auditorium – *зала*
a stall – *партер*
a box – *ложя*
a dress-circle – *бельетаж*
a pit – *амфітеатр*

an upper-circle – *перший ярус*
intricate – *хитромудрий*
scenery – *декорації*
unresponsive – *нечутливий*
vice versa – *навпаки*
pathetic – *жалісний*
a canteen – *їдальня*
erosion – *падіння*
solemn – *урочистий*
stirred – *загострений*
enduring – *міцний*

Discussion

- 1. Your partner thinks that it's much more convenient to watch a performance on TV at home because you don't have to bother about the tickets, a baby-sitter, transport, etc. But you don't agree with him.
- 2. You and your friend want to go to the theatre very much but can't buy the tickets beforehand. You discuss what you will do to see the performance.
- 3. You and your partner are in London. You have a free evening. Choose what play you would like to see. You also have to telephone the theatre to book tickets.



MUSIC IS MAGIC POWER

Pre-reading Task

1. *What is your favourite musical genre? What is the role of music in your life?*
2. *Describe your favourite operetta or state why you don't like the genres.*



It is impossible to imagine our life without music. It **accompanies** us throughout our lives. Symphonic, **chamber**, instrumental, classical, folk, light, jazz, pop – these are only some kinds of music. Never before in the history of humanity so many different kinds of music have been so easily available to so many people.

Music is a magic power that reflects human life and feelings. It's a whirlpool of emotions and passions. Like all beautiful things it is eternal. Music lives in the smallest part of the universe. The nature itself seems to bring it forth. With the first ray of the sun birds greet a new day, crystal drops of **dew** ring on slim **stalks** of grass, and **brooks babble**. And all this orchestra performs a morning sonata.

Evening has its own music **saturated** with a heavy flavour of flowers, **tender** singing of a nightingale, the **vows** of love, **twilight**, and stars. Music lives even in the silence and only a **refined**, sensitive, and delicate soul can feel and enjoy it. Nature would not be nature without music as a man without his soul. One can hardly imagine birds not singing, **foliage** not **rustling**, bees not **humming**, as well as flowers not smelling or a man not speaking. Take all this away and the earth will be dead and artificial. Music brings life to everything around us.

Music is a global language that expresses our emotions like happiness, sadness, **frustration**, or aggression, instead of words. People use music to manipulate personal moods, arousal, and feelings. Parades, church services, concerts, radio and television musical shows, and recordings are examples of situations and processes through which most of us have experienced our moods, emotions, and feelings being lifted.

In the everyday working world, people also use scientifically planned background music to increase production and cut down on boredom, **fatigue**, and tension while undertaking **tedious** or repetitive tasks. Some college and university study activities, like reading and comprehension, are often improved with soft background music. However, for jobs and study activities requiring deep mental concentration, background music can have an **adverse** effect and end up being extremely **distracting**.

Music therapy and music medicine suggest that specific sounds, pitches, and music may have an effect upon almost every organ and cell of our mind and body. It is a way to help many of the problems associated with both handicapped and nonhandicapped children and adults. Using music therapy often shows considerable successes in handicapped children, adolescents, and adults. Besides the handicapped, music therapy can also be effective in promoting relaxation, reducing stress and pain, alleviating anxiety. It has also been used to enhance the quality of life of those who cannot be helped medically.

While listening to good music can have a positive impact on us, participating in a musical activity (e.g., singing or playing an instrument) has benefits as well. Active participation in music, experts say, can provide an escape from everyday problems, help develop concentration, quicken our senses, and **relieve** stress. It satisfies the creative urge and gives us a sense of pride and accomplishment. Playing the piano or organ not only has mental benefits but is good for arthritic hands. Singing is beneficial for breathing organs. According to musical experts, singers seldom have pulmonary or chest complaints. In

the mental health field singing is sometimes used for children who have trouble expressing their feelings in speech.

Music can influence our behaviour in ways which are beyond our conscious awareness. In particular, it has effects on workers and consumers. It can influence our purchasing behaviour assisting our ability to remember product names and enhance the product through association with liked music. Particular types of music can also reduce the incidence of disorder in particular settings, increase tolerance when people have to queue for relatively long periods of time or **engender** feelings of well being and safety in public places.

Music can make people more aware of current events around the world. It turns people's attention to such serious conflicts of the modern world as war, poverty, environmental issues, global diseases, and injustice. Music is an important element in leading some people **to rid** themselves **of** passivity and become more active. This indicates the extent to which music **pervades** our everyday lives and influences our behaviour.

Music has become an integral part of our everyday lives in a way which would have been unthinkable 100 years ago. In many ways it helps us stay in tune mentally, physically, and spiritually. It is an integral part of our souls; it is our comfort and delight, as well as the best **remedy**. Music washes away from our souls the dust of everyday life. In short, music is being used by people all over the world to enhance the quality of their lives.

Vocabulary

to accompany – супроводжувати

chamber – камерний

dew – роса

a stalk – стебло

a brook – струмок

to babble – гомоніти

saturated – насичений

tender – ніжний

a vow – обітниця

twilight – сутінки

refined – витончений

foliage – листя

to rustle – шелестіти

to hum – дзижчати

frustration – роздратування

fatigue – втома

tedious – нудний

adverse – несприятливий

distracting – відволікаючий

to relieve – полегшити, зменшити

engender – породжувати

to rid of – позбавитись від

to pervade – наповнювати

remedy – ліки

Discussion

- 1. Your mother cannot stand rock music and she never listens to it. You try to convince her that rock music is important in your life.
- 2. You are talking on the telephone with your friend who wants you to accompany her to a piano recital. You are reluctant to join it.
- 3. Your friend is an accomplished jazz musician but he never participated in jazz sessions. You urge him to be more daring and try his hand in it.



SOLOMIA KRUSHELNYTSKA – THE OPERA DIVA

Pre-reading Task

1. Do you like opera? Give your reasons why you like or dislike it.
2. How would you compare and contrast opera house with cinema?



Solomia Krushelnytska triumphantly performed on the best opera stages in many European countries. Critics called her “Unforgettable Aida”, “The Most Charming Cio-Cio-San”, and “Ideal Brunnhilde”. Famous Italian **conductor** Arturo Toscanini used to say that the female characters created by Solomia Krushelnytska in the operas by Wagner, Strauss, Pizzetti, and Puccini remain **unsurpassed**. Famous composers, conductors, singers, musicians including Giacomo Puccini, Richard Strauss, Enrico Caruso, Fedor Shaliapin were the **ardent** admirers and true friends of Krushelnytska’s.

The opera diva-to-be was born in 1873 in the Ternopil region of Ukraine to a family of a village **clergyman**. Krushelnytska’s early attempts at singing amazed all those who listened to her. First, she sang in a choir; later, her father managed to gather money to send her to the Lviv Conservatory. Despite the severe financial difficulties, Krushelnytska graduated from the Conservatory with honours. The examination commission made a note in her diploma “Recommended to perform on the best stages of the world”.

Being extremely gifted, Krushelnytska could not fully realize her talent in her motherland. In those times, Ukraine was a **remote** province of the Austrian-Hungarian Empire and did not even have an own opera school. And Krushelnytska decided to go to Italy with a hope **to grasp** the latest trends in opera singing. With time, the ordinary village girl, who was fond of singing, turned into a professional singer. After a year of studies in Milan, Krushelnytska began to sing the leading parts on the best Italian opera stages. It is interesting to note that Krushelnytska practically saved Giacomo Puccini’s “Madame Butterfly” from failure. Opera fans had been looking forward to the opera’s **first night** for a long time. On February 28, 1904 “Madame Butterfly” was staged for the first time in La Scala with a different singer performing the leading female part but the long-awaited premiere failed. When later Puccini showed the **score** of “Madame Butterfly” to Krushelnytska, she advised the composer to make certain changes in it and said she would sing the part of “Cio-Cio-San” and his tender and colourful butterfly would live a long life. Indeed, the next production of “Madame Butterfly” turned out an **unparalleled** success, the audience was captured and Krushelnytska received a storm of applause and a standing ovation. After that memorable night, the world recognized Puccini’s masterpiece.

Her great Italian triumph opened doors to the national opera houses of Poland, France, Russia, Spain, Germany, Portugal, South and North America. Krushelnytska received lots of invitations and contract proposals. She took part in the national musical performances of the Warsaw Great Theater. In Vienna she **mastered** the techniques of German opera singing. Krushelnytska succeeded even in Paris, the city that traditionally dictated fashions in clothes, manners, music, etc. Nevertheless, Italy remained Krushelnytska’s favourite country, where her talent was realized most fully. On the 31st of January, 1907 in La Scala there was the first night of Richard Wagner’s “Tristan und Isolde” with Krushelnytska singing the leading female part. The premiere was a great success. For Krushelnytska, the image of Isolde was one of her favourites. In fact, she used to say that this role became her other nature.

Overall, Krushelnytska’s repertoire included about 60 parts. Being a polyglot, she sang in the Italian, French, German, Russian, Polish, and Spanish languages, amazing the listeners with her perfect diction. By the mid 1920s she sang at practically all major world opera stages. After her performance in



Chile, the audience let go dozens of white doves which signifies **praise** and great honour to a singer in that country. During her tour to Russia, the most **fastidious** opera lovers of St. Petersburg presented her a bouquet of flowers with the ribbon that read “To Solomia Krushelnytska, the world’s only true Gioconda”.

There are several recordings of Krushelnytska’s singing. Unfortunately, the imperfect recording equipment of those times failed to reproduce the heavenly beauty of Krushelnytska’s voice as well as her passionate temperament. In addition to her rare voice, Krushelnytska had a perfect music memory. She could learn an opera part within two or three days. However, working on a new role, she **thoroughly** studied the history of the respective epoch and the personality of her heroine. As a result, her every role was really original and unique.

It should be noted that wherever Krushelnytska sang, she always included Ukrainian folk songs and the works of Ukrainian composers in her concerts. Moreover, she often toured her native Galychyna and performed in small towns and villages, mostly for free. She also **donated** money for the construction of schools and the development of education and literature in Ukraine.

Despite numerous **rehearsals** and concerts, Krushelnytska read a lot, liked taking pictures, conducted an extensive correspondence, played tennis, rode a bicycle, and even drove a car. Solomia Krushelnytska was not only a great singer but also a beautiful and kind woman, an energetic, optimistic, and **industrious** person. She married for love in 1910, at the age of 37. Her husband, an Italian César Riccioni, **abandoned** his legal career to become Solomia’s impresario. Perhaps the best compliment ever paid to Krushelnytska belongs to Italian poet Giosue Carducci, whose poem to her featured the following line: “Roses grow and nightingales sing where she passed by”.

At the zenith of **fame** and popularity, Krushelnytska left the opera stage and devoted herself to chamber singing. She brightly performed the works of the greatest classic composers including Tchaikovsky, Mussorgsky, Rachmaninov, Brahms, Schubert, Schumann, as well as the folk songs of various nations of the world. She left the stage **for good** in her fifties, while her voice was still great. In 1939, Solomia Krushelnytska returned to Ukraine. She lectured at the Lviv Conservatory until her death in 1952. They say that on one of her last days Krushelnytska exclaimed: “How wonderful would it be to be able to sing after death too!”

Vocabulary

a conductor – диригент
unsurpassed – неперевершений
ardent – палкий
a clergyman – священик
remote – далекий
to grasp – оволодіти
the first night – прем’єра
a score – партитура
unparalleled – незрівнянний
to master – оволодівати

overall – загалом
praise – визнання
fastidious – пристрасний
thoroughly – ретельно
to donate – жертвувати
a rehearsal – репетиція
industrious – працелюбний
to abandon – відмовитись
fame – слава
for good – назавжди

Discussion

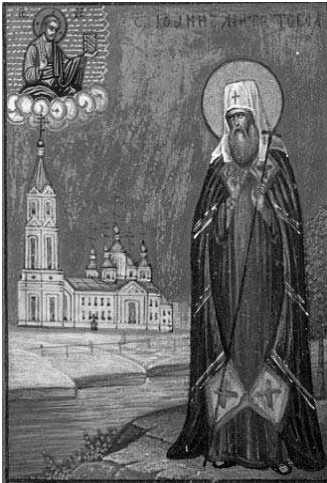
- 1. Imagine that you take a foreign friend to an opera or ballet. Show and tell him the brief contents of the libretto.
- 2. Your sister has just come back from the Opera and Ballet Theatre where she heard ... She tries to describe you how much she enjoyed the opera, but you, being no great lover of opera music, turn a deaf ear.
- 3. Imagine that you are fond of Johann Sebastian Bach’s music and always ready to talk about it. Your friend asks you to tell him more.



DEVELOPMENT OF EDUCATION IN UKRAINE

Pre-reading Task

1. *In the old days young boys were brought up by men and couldn't live with their mothers. Does it make any sense to you?*
2. *"University education provides all-round development of a personality..." Do you agree?*



In the old days when the Ukrainian nation was at the **dawn** of its development, religion played a key role in educating the population. Religious ideas and concepts made a strong impact on the **aesthetic**, moral, and **ethic** views of society. During the period of **feudal division** cities of the Halytskiy and Volynskiy regions began to play an important role in the cultural development of the Ukrainian nation. Nevertheless, Kyiv remained the **treasury** of the ancient spiritual traditions of the Slavonic nations.

Representatives of the Ukrainian **clergy** as the most educated and richest **stratum** of Ukrainian society were **in charge of** the schools. Many **literate** people were among the craftsmen and Polish **gentry**. People with the knowledge of foreign languages worked in the Prince and Episcopalian offices and were responsible for preparing texts of the **charters** and diplomatic correspondence.

Seizure of Ukrainian lands by the Polish and Lithuanian feudal lords in the second half of the 14th century considerably **hampered** the development of Ukrainian culture. As a rule, the schools that existed were run by monasteries and churches. Pupils mastered the **rudiments** of writing skills and arithmetic. After leaving such schools, many of the students continued their education at the schools located at the large monasteries. Still, monastery education was one-sided and was taught in the Latin language. Apart from Orthodox schools, there were schools organized by the Polish Catholic churches in some cities belonging to the Galychyna and Zakarpattia regions.

In the 15th – the first half of the 16th centuries many natives of Ukraine received their education in the universities of Krakow, Prague, and other European countries. There was a special "Lithuanian college" in Prague where Lithuanians, Ukrainians, and Byelorussians studied. In the second half of the 16th – the first half of the 17th century, primary schools by churches and monasteries still existed but they no longer met the **requirements** of the time. Society needed educated people to develop the country's economy, culture, and education. The Polish gentry, magnates, and **petty bourgeois** undertook **to tackle** that task by uniting into so-called *Brotherhoods*. They initiated Greek-Slavonic-Latin schools where ancient cultural and educational traditions were followed along with the best of European school and science of that time. This type of schools played a decisive role in the development of education in the Eastern Slavonic lands for many years.

The first educational institution of the Greek-Slavonic-Latin type was *the Ostrozhska Higher School* founded in 1576 by Prince Kostiantyn Ostrozhskiy, a prominent public figure and **patron** of Ukrainian culture. The school was named so in accordance with Ostrog, the city where it was located. Students learned Greek, the Church Slavonic language, and Latin. The school united famous cultural figures. Herasym Smotrytsky, a writer, became rector of the school. But with the increase in national and religious oppression and the death of Kostiantyn Ostrozhsky, its patron, at the end of the 16th century, the school began **to decay**. In 1624 Jesuits settled in Ostrog and opened their college. From that time, the Ostrozhska School **ceased** to exist.

At the end of the 16th – the beginning of the 17th century, Brotherhood schools played one of the key roles in the development of Ukrainian education. The most prominent of them was *the Lviv Brotherhood* organized in 1586. The school aimed to educate future teachers and clergymen. Students of the school learned to speak in public, studied Slavonic grammar, reading, and writing skills. They also studied Latin and Greek to be able to learn the best European achievements in science and literature. Additionally, the educational program included theory of literature, **rhetoric**, and music. Later such schools **emerged** in many Ukrainian cities. They were built in accordance with the project of the Lviv School which sent them rules to go by and helped provide books and teachers. In 1615 *the Kyiv Brotherhood* was founded.

In 1632 the Kyiv Brotherhood and Lavra schools **merged** into the *Kyiv-Mohyla Collegium*. The Collegium was named Mohyla after Petro Mohyla, the **proponent** of Western educational standards at the institution. In 1658 the Collegium obtained the status of an Academy. The Academy had seven levels: primary level, three junior and three senior levels. Students of the primary and junior levels studied the Church Slavonic language, book language, Polish, Latin, and Greek languages. Later, European languages were included in the educational program. Senior students studied theory of literature, rhetoric, philosophy, and other subjects.

The Academy was on a level with European universities. It educated the Ukrainian political and intellectual **elite** in the 17th and 18th centuries, and it was highly **acclaimed** throughout Eastern Europe with students coming from Poland, Russia, Moldavia, Serbia, Bulgaria, and Greece. The admissions were open to all social classes. Due to the exceptional quality of the language program, its students often continued their education abroad.

The Academy also became a scientific center in Ukraine. Teachers at the Academy made enormous contributions to the development of Ukrainian national philosophy and historical science.

Vocabulary

dawn – *світанок*
aesthetic – *естетичний*
ethic – *етичний*
feudal division – *феодальний лад*
a treasury – *скарбниця*
the clergy – *духовенство*
stratum – *верства*
to be in charge of – *керувати*
literate – *грамотний*
the gentry – *дворянство*
a charter – *хартія, устав*
seizure – *загарбання*
to hamper – *перешкоджати*

the rudiments – *основи*
requirements – *вимоги*
the petty bourgeois – *дрібні буржуа*
to tackle – *справлятися*
a patron – *меценат*
to decay – *занепадати*
to cease – *припиняти*
rhetoric – *риторика*
to emerge – *виникати*
to merge – *об'єднувати*
a proponent – *прихильник*
elite – *еліта*
to acclaim – *визнавати*

Discussion

- 1. Your friend studies electronic engineering. He believes that studying the humanities is very easy, useless, has no future. Argue the opposite viewpoint.
- 2. Your friend is going to be a literary critic. He thinks that all students of sciences are narrow-minded; the subjects they study are boring, their future work won't be really creative. You don't agree with him.
- 3. Your parents are furious because they don't want you to study the humanities. Persuade them that it is your real calling.



HIGHER EDUCATION IN UKRAINE

Pre-reading Task

1. *What do you think are the weaknesses of Ukrainian education and what are its strong points?*
2. *If you were the minister of education what innovations would you introduce?*



In Ukraine, as in other developed countries, higher education is considered to be one of the main human values. Higher school in Ukraine has got developed training, scientific, and social infrastructure and is ready to give an opportunity to every citizen of Ukraine or any other country **to obtain** education of different levels, to study at **proficiency** improvement or **advanced courses**, to study at **post-graduate courses** or to write doctorate dissertation, to take part in fundamental and applied researches.

The basis of the system of higher education in Ukraine consists of universities and academies, polytechnic, pedagogical, agricultural, law, economic, and medical institutes. The majority of institutions of higher education report to the Ministry of Education, with the exception of religious and military institutions. The Ukraine's State Higher Education System includes more than 940 higher educational institutions. There are four levels of accreditation of higher educational institutions:

- first level – technical schools, vocational schools and other higher educational institutions **equated** to them which teach junior specialists, by using educational and professional programs (EPPs);
- second level – colleges and other higher educational institutions equated to them which teach **bachelors**, and if need be junior specialists, by using EPPs;
- third level – institutes, conservatories, academies, universities which teach bachelors and specialists, as well as junior specialists if need be, by using EPPs;
- fourth level – institutes, conservatories, academies, universities which teach bachelors, **masters** and specialists if need be, by using EPPs.

Higher educational establishments in Ukraine are headed by Rectors. Prorectors **are in charge of** academic and scientific work. An institute or a university has a number of different faculties. Higher educational establishments in Ukraine offer a 5-year programme of academic subjects for **undergraduates** in a variety of fields. They ensure the fundamental scientific, professional, and practical training by the following educational and qualification degrees: “Junior Specialist”, “Bachelor”, “Master”.

Training of specialists in higher educational institutions may be carried out with the interruption of work (daytime education), without interruption of work (evening, **correspondence education**), by the combination of these two forms, and for certain professions – without attending classes.

Admission of citizens to higher educational institutions is made on the competitive basis according to skills and regardless of the form of ownership of an educational institution and sources of payment for education. Every fifth first year student in state higher education institutions pays for his education on his own which makes approximately from \$400 to \$1000 for academic year of studies.

Teaching of any subject at higher educational establishments in Ukraine may combine lectures, practical classes, seminars, and individual classes. There is also a great deal of **independent study**. Students write different essays, reports, projects, and make presentations on various topics. Students are



also involved in extracurricular activities. They go on excursions, visit museums or exhibitions, take part in sport competitions, or are members of an amateur drama group, a musical group or **a choir**.

Graduates of higher educational institutions, who have outstanding **inclinations** for scientific-research work, have an opportunity to continue their studies at the post-graduate and doctorate course. Then he or she receives a Candidates Degree or a Doctoral Degree. The vast net of post-graduate courses on different specialties satisfies the needs in highly qualified specialists for different branches of industry, economics, science, culture, and education.

National Taras Shevchenko University of Kyiv is the largest and most important university of Ukraine. It is considered the best university in Ukraine and a major centre of advanced learning and progressive thinking. It consists of more faculties and departments and trains specialists in a greater number of academic fields than any other Ukrainian educational institution. It has its own Botanical garden, Zoological museum, Astronomic observatory, Scientific library, Computing centre, Publishing house, etc. Among its prominent graduates are Mykola Lysenko, Maxym Rylskiy, Mykhailo Starytskyi, and others. University **maintains** contacts with many universities and research centres throughout the world.

Nowadays the system of higher education in Ukraine has flexible structure, corresponds to modern trends to those in advanced countries recognized by UNESCO, United Nations Organization, and many other international organizations. Ukraine has entered into the world educational system, and its higher education system fulfils important social functions creating the intellectual potential of Ukraine, which is inseparable part of the world civilization. Higher education **supplies** all spheres of national economy with highly qualified professionals.

Vocabulary

to obtain – *отримати*

proficiency – *кваліфікація*

advanced courses – *вищі курси*

post-graduate courses – *аспірантура*

equated – *прирівняні до*

a bachelor – *бакалавр*

a master – *магістр*

to be in charge of – *керувати*

an undergraduate – *студент*

correspondence – *заочний*

admission – *прийом*

independent – *самостійний*

a choir – *хор*

inclinations – *здібності*

to maintain – *підтримувати*

to supply – *забезпечувати*

Discussion

- 1. You have just been elected president of your university's student government. You tell this news to your father and share your ideas how you will make your university a better place.
- 2. You and your former classmate are both baby-sitters. Your classmate thinks it's unnecessary to obtain higher education to be successful in this occupation. You don't agree with her.
- 3. You have worked as an English teacher for 15 years. Now you are going to change your career cardinally. Speak with the colleague about the reasons of your decision.



HIGHER EDUCATION IN THE UK

Pre-reading Task

1. *Where would you prefer your children to receive higher education? Why?*
2. *What are the first things to come to mind when you think of the UK universities?*



According to the latest statistics, the British system of Education is considered to be one of the leading ones in the world. A lot of people dream of getting the higher education there. The British **appreciate** old traditions for the centuries which add to the value of the education.

Higher education in Great Britain is provided by three main types of institutions: universities, colleges, and institutes of higher education, some of which train teachers.

There are over 90 universities in Great Britain. They are divided into three types: the old universities, such as Oxford, Cambridge and Edinburgh Universities, the 19th century universities, such as London and Manchester Universities, and the new universities. British universities are comparatively small, the approximate number is about 7–8 thousand students. Most universities have fewer than 3000 students, some even less than 1500 ones. Universities differ from each other in traditions, general organization, internal government, etc. But all of them are autonomous institutions, particularly in matters relating to courses.

Some universities accept students mainly on the basis of their “A” level results, although they may interview them as well, if they want. Most universities are divided into faculties which may be subdivided into departments: art, law, music, economy, education, medicine, engineering, etc. Most degree courses at universities last three years, language courses – 4 years, including a year spent abroad. After three years of study a student may **proceed to** a Bachelor’s of Art or Science degree, and later to the degrees of Master of Philosophy and Doctor of Philosophy. The last two are awarded for research in Arts or Sciences. Medicine and **dentistry** courses are longer, they last 5–7 years.

The typical academic programme for university students in Great Britain is composed of a variety of courses or subjects within a field of specialization. Teaching of each subject combines lectures, practical classes in scientific subjects, and small group-teaching in either seminars or **tutorials**. Lectures, at which attendance is not always **compulsory**, often outline the general scope of the subject matter and stress the particular specialization of the lecturer. Tutorials, through individual or group discussion, **extensively** reading, and writing essays under the tutor’s direction, **ensure** focused and **in-depth** understanding of the subject.

Examinations on each subject require the student **to consolidate** his knowledge of the subject, which he has gained through lectures, discussions, and a great deal of independent study. These three categories of academic activity – lectures, tutorials, and examinations – provide the means by which students prepare themselves in specialized fields of knowledge in British universities.

Students may receive **a grant** (scholarship) from the Local Education Authority to help pay for books, accommodation, transport, and food. But the number of these students is comparatively small. This grant depends on the **income** of their parents.

Most students live away from home, in flats or **halls of residence**. Students don’t usually have a job during term time because the lessons called lectures, seminars, classes of tutorials (small groups), are full time. However, many students now go to work in the evenings. University life is considered “an

experience". The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, and bars.

It should be mentioned that not many children from the working-class families are able to receive the higher education as the **fees** are very high (more than £1000 a year). Besides that special fees are taken for books, for laboratory works, exams and so on.

The leading British universities are *Cambridge*, *Oxford*, and *London*. London and Oxford Universities are international, because people from many parts of the world come to study there. The organization system of Oxford and Cambridge differs from that of all other universities. The teachers are usually called Dons. Part of the teaching is lectures organized by the university. Teaching is also carried out by tutorial system – each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.

There are many societies and clubs at Cambridge and Oxford. The most **celebrating** at Cambridge is the Debating Society at which students discuss political and other questions with famous politicians and writers. Sporting activities are also numerous. The work and games, the traditions and customs, the jokes and debates – all are parts of students' life there.

Vocabulary

to appreciate – *шанувати*

to proceed – *продовжувати*

dentistry – *стоматологія*

a tutorial – *індивідуальне заняття*

compulsory – *обов'язковий*

extensively – *широкий, великий*

to ensure – *забезпечувати*

in-depth – *глибокий, детальний*

to consolidate – *зміцнювати*

a grant – *стипендія, грант*

an income – *заробіток, дохід*

a hall of residence – *гуртожиток*

a fee – *плата*

celebrating – *відомий*

Discussion

- 1. You have just graduated from Oxford, Cambridge or Edinburgh University and are going to start your own small business. Discuss with your friend the advantages and disadvantages of maintaining a private school.
- 2. You are on an exchange visit to Great Britain. You have a conversation over dinner with one of the parents of your exchange partner.
- 3. Your son, who lives with you, left university six months ago and is still looking for a job. You think his hair is too long, that he should buy a proper business suit, and that he hasn't tried hard enough to find a job. You have an argument about all these things.



TEACHING IS ART

Pre-reading Task

1. Do you agree that going into teaching is not the best idea for a real man? Why? Why not?
2. They say that teaching will soon be done by computers. Challenge the statement that a teacher can't be replaced by machines.



Teaching is the kindest, the most necessary, charitable, and noble profession. It has always been one of the most respectful ones, but it is a very specific and difficult job as well, and it should not be taken easy. A teacher has to wear many hats: he is to be a communicator, a disciplinarian, **a conveyor** of information, **an evaluator**, a classroom manager, **a counsellor**, a member of many teams and groups, a decision-maker, and a surrogate parent. Each of these roles requires practice and skills, which are often not taught in teacher preparation programmes.

Most jobs can be done within the usual office hours but teacher's work is never done. His day doesn't necessarily end when the school bell rings. He is involved in after school meetings, committees, assisting pupils, grading homework, projects, and calling parents. All these demand some **sacrifice** of his personal time. He works 80-100 hour weeks, including both Saturdays and Sundays. A good teacher is eternally busy. So a teacher has to be a good manager of time and use this precious resource wisely.

For sure, not everyone who wants to be a teacher can make a good teacher. There is a vast gulf between the ideal of teaching and the reality of the classroom. A teacher need to be able to sacrifice a lot, to have a passionate heart and **concern** for the children entrusted to him. Socrates compares the art of teaching to the ancient craft of the **midwife**. Just as the midwife assists the body to give birth to new life, so the teacher assists the mind to deliver itself of ideas, knowledge, and understanding.

It is one of the most responsible professions because a teacher deals not with machines or objects, but with children, the most precious and **vulnerable** "material". Not accidentally the ancient said: "May the best among people be teachers!" It is common knowledge that children are big parrots, they like to imitate adults, especially those in authority. Children watch them **intently**, study their character and soul, and copy everything they like: teacher's clothes, gestures, expression and so on. It's great if there is something worthy to be copied and acquired by others. But it is a great pity if there is nothing of the kind and children are just being damaged and harmed. That is why a teacher should be a model, **a sample** to follow. It does not mean that only an ideal person should be a teacher – none would be then. Nobody learns to teach by getting a degree and becoming certified. A teacher learns to teach by teaching, by making mistakes, learning from them, and improving.

A teacher is a person who is learning as well as teaching all his life. He should know perfectly the subject he teaches, he must be well-educated and well-informed because an **ignorant** teacher can teach only ignorance, and a bored teacher can teach only boredom. A good teacher is obviously excited about teaching. When a teacher enjoys teaching, it is usually obvious, and that enjoyment is passed on to his pupils. A teacher who isn't enthusiastic can ruin even the most fascinating of subjects. A good teacher does not only teach his subject, but develops in his pupils the burning desire to knowledge, he moulds their personalities, forms their attitudes to life and to other people, prepares them for the **challenges** of life, as well as determines their priorities and values in life.

Teaching as a career is an exciting journey filled with challenges and rewards. A good teacher is never silent, cold, and **indifferent**. He has a good sense of humour, which he uses as part of his teaching



methods. Humour, used properly, can be a powerful addition to any lesson. Without a doubt, a teacher is a whole world for his pupils. He is the Master to whom all the secrets are known and mysteries are revealed. He is a comforter, a counselor, and a good friend in need. He is the one to be treated with respect and love, because he is a **generous** giver of all that.

A teacher is like a sculptor: he forms from raw material given to him whatever he wants and is capable to create. Again, there are different kinds of artists: one can carve a masterpiece out of a piece of stone; another can spoil the work and progress done by the previous one. Art doesn't accept **fraudulence**. Art is genuine and mistakes are costly. The responsibility is big but the reward is great. It is better to be a good artist, a master in your field – or to be none at all.

A good teacher is first friend and then educator. He gives time, effort, and attention to his pupils and is actually interested in them. The friend encourages, supports, and understands; the educator teaches, challenges, and **spurs pupils on**. A good teacher penetrates into his pupils' hearts, noticing both good and bad. A teacher multiplies good and destroys evil. He never puts to shame, but encourages the willingness to change for the better. He encourages his pupils' success and does not focus on their weakness and failures only. He expresses praise and appreciation as often as correction. He evaluates his pupils for what they are, not just for what they do and thus he develops their **self-esteem**.

A teacher is a gardener and pupils are his small flowers who demand care, attention, and love. It is like watering a plant and watching it grow and flourish. A teacher helps his pupils grow and become **mature**, but the process is difficult and demands a lot of patience. He should never forget that he **reaps** what he sows. If he sows only good into his pupils' souls and waters them with love, friendliness, and deep concern, he would sooner or later enjoy a great harvest a hundred times bigger than the efforts taken. Only a good teacher makes the garden blossom and be fruitful.

Vocabulary

a conveyor – *передавач*
an evaluator – *оцінювач*
a counsellor – *радник*
a sacrifice – *жертва*
concern – *турбота*
a midwife – *акушерка*
vulnerable – *вразливий*
intently – *прискіпливо*
a sample – *зразок*

ignorant – *неосвічений*
a challenge – *випробування*
indifferent – *байдужий*
generous – *щедрий*
fraudulence – *шахрайство*
to spur on – *заохочувати*
self-esteem – *власна гідність*
mature – *дорослий*
to reap – *жати*

Discussion

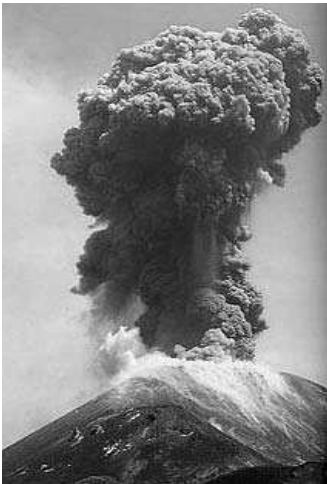
- 1. You are talking with your friend who had yesterday an interview in the occupation that interests him. Ask questions about the duties, the training, the rewards, and the difficulties of the work.
- 2. Imagine that you are a young mother. You think that it's important to continue a career for a woman who has a baby. Your partner doesn't agree with you.
- 3. During the job interview you are being asked for some personal information not only about your profession skills but hobbies as well. Tell about your likes and dislikes.



KINDS OF NATURAL DISASTERS

Pre-reading Task

1. *Why are there now more hurricanes, floods, droughts and why are volcanoes and earthquakes more dangerous now?*
2. *What do you think governments can do to prevent natural disasters?*



A natural disaster is the consequence of a natural hazard which affects human activities. The term *natural* has consequently been disputed because the events simply are not hazards or disasters without human involvement.

An earthquake is the result of a sudden release of energy in the Earth's **crust** that creates seismic waves. Earthquakes are caused mostly by **rupture** of geological faults, but also by volcanic activity, **landslides**, mine blasts, and nuclear experiments. Earthquakes also often occur in volcanic regions and are caused there, both by tectonic faults and by the movement of magma in volcanoes. Such earthquakes can serve as an early warning of volcanic eruptions. When a large earthquake epicentre is located offshore, **the seabed** sometimes suffers sufficient displacement to cause a tsunami.

A flood is an overflow of an expanse of water that submerges land. Flooding may result from the volume of water within a body of water, which overflows, with the result that some of the water escapes its normal boundaries. While the size of a lake or other body of water will vary with seasonal changes in **precipitation** and snow melt, it is not a significant flood unless such escapes of water endangers land areas used by man like a village, city or other inhabited area. While flood damage can be virtually eliminated by moving away from rivers and other bodies of water, since time out of mind, man has lived and worked by the water to seek **sustenance** and capitalize on the gains of cheap and easy travel and commerce by being near water.

An avalanche is an abrupt and rapid flow of snow, often mixed with air and water, down a mountainside. Avalanches may also comprise of rocks and **boulders**. Avalanches are among the biggest dangers in the mountains for both life and property. As avalanches move down the slope they grow in size. The snow may also mix with the air and form a powder cloud. An avalanche with a powder cloud is known as a powder snow avalanche. The powder cloud is a turbulent suspension of snow particles that flows as a gravity current. Powder snow avalanches are the largest avalanches and can exceed 300 km/h and 10,000,000 tonnes of snow. They can flow for long distance along flat valley bottoms and even up hill for short distances.

Volcano is an opening, or rupture, in a planet's surface or crust, which allows hot, molten rock, ash, and gases to escape from below the surface. Volcanic activity involving the **extrusion** of rock tends to form mountains or features like mountains over a period of time. Volcanoes are generally found where tectonic plates are diverging or converging. By contrast, volcanoes are usually not created where two tectonic plates slide past one another. Volcanoes can also form where there is stretching and thinning of the Earth's crust. Volcanoes can be caused by "mantle plumes". These so-called "hotspots" can occur far from plate boundaries. Hotspot volcanoes are also found elsewhere in the solar system, especially on rocky planets and moons.

A tsunami is a series of waves created when a body of water, such as an ocean, is rapidly displaced. Earthquakes, mass movements above or below water, some volcanic eruptions and other underwater explosions, landslides, underwater earthquakes, large asteroid impacts and detonation of nuclear weapons at sea all have the potential to generate a tsunami. Due to the **immense** volumes of water and energy involved, the effects of tsunami can be **devastating**. But most tsunami generally pass unnoticed at sea, forming only a slight swell usually about 300 mm above the normal sea surface. It is so because a tsunami

has a much smaller wave height offshore, and hundreds of kilometres long wavelength. It may **dissipate** quickly and rarely affects coastlines distant from the source due to the small area of sea affected.

A blizzard is a severe winter storm condition characterized by low temperatures, strong winds, and heavy blowing snow. Blizzards are formed when a high pressure system, also known as a ridge, interacts with a low pressure system; this results in the **advection** of air from the high pressure zone into the low pressure area. Some areas are more likely to experience blizzards than others, but blizzards may occur anywhere there are snow and high winds. Blizzards are particularly common in North America. Worldwide, blizzards often occur across Russia, and into the northern reaches of Europe. They have also been known to occur across the United Kingdom, although severe winter storms there are less common due to the maritime influences of the Northern Atlantic Ocean.

A drought is an extended period of months or years when a region notes a **deficiency** in its water supply. It was estimated that an area of **fertile** soil the size of Ukraine is lost every year because of drought, deforestation, and climate instability. Even a short, intense drought can have significant environmental, agricultural, health, economic, and social consequences. Common consequences of drought include: diminished crop growth or **yield** productions and carrying capacity for **livestock**; dust storms, themselves a sign of erosion; **famine** due to lack of water for irrigation; **habitat** damage, affecting both **terrestrial** and aquatic wildlife; **malnutrition**, dehydration and related diseases; mass migration, resulting in internal displacement and international **refugees**; snakes migration and increases in snakebites; war over natural resources, including water and food; wildfires, etc.

A tornado is a violent, **rotating** column of air which is in contact with both the surface of the earth and a cumulonimbus cloud. Tornadoes are typically in the form of a visible condensation **funnel**, whose narrow end touches the earth and is often encircled by a cloud of **debris**. Most tornadoes have wind speeds between 64km/h and more than 480km/h, can stretch more than 1.6km across, and travel more than 100km before **dissipating**. Although tornadoes have been observed on every continent except Antarctica, most occur in the United States. They also commonly occur in southern Canada, south-central and eastern Asia, east-central South America, Southern Africa, northwestern and southeast Europe, western and southeastern Australia, and New Zealand.

Vocabulary

an earthquake – землетрус

crust – кора

rupture – розрив

a landslide – зсув

the seabed – морське дно

a flood – повінь

precipitation – опади

sustenance – їжа

an avalanche – лавина

a boulder – валун

extrusion – викид

immense – величезний

devastating – руйнівний

to dissipate – розвіяти

a blizzard – хуртовина

advection – переміщення

a drought – засуха

a deficiency – нестача

fertile – родючий

yield – отримання

livestock – худоба

famine – голод

habitat – природна зона

terrestrial – наземний

malnutrition – недоїдання

a refugee – біженець

to rotate – обертатися

a funnel – воронка

debris – уламки

dissipating – розсіювання

Discussion

- 1. You have recently experienced the eruption of a volcano nearby. You and your neighbour speak about things you saw and how you felt about it.
- 2. You and your friend discuss what we can do as individuals to improve the environment and help victims of natural disasters.
- 3. You think that overpopulation could be the biggest threat to the planet in the future. Your friend doesn't think so.



KINDS OF ENVIRONMENTAL POLLUTION

Pre-reading Task

1. How can human activities make the environment unhealthy?
2. Do your consumption habits destroy the habitats of other species? Give some examples.



Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. Nearly everyone causes environmental pollution in some way. All parts of the environment are closely related to one another. Because of the close relationships a kind of pollution that chiefly harms one part of the environment may also affect others. For example, air pollution harms the air. But rain washes pollutants out of the air and **deposits** them on the land and in bodies of water. Wind, on the other hand, blows pollutants off the land and into the air. There are several kinds of environmental pollution: air pollution, water pollution, soil pollution, and pollution caused by **solid wastes**, noise, and radiation.



Air pollution turns clear, **odourless** air into hazy and smelly air. People cause air pollution both outdoors and indoors. Most air pollution results from burning processes. Each time a fuel is burned, some type of pollutant **is released** into the air. In crowded cities, for example, thousands of automobiles, factories, plants, and **furnaces** add tons of pollutants to the atmosphere each day.

One serious result of air pollution is its harmful effect on human health. Both gases and particulates, tiny particles of liquid or solid matter, burn people's eyes and **irritate** their lungs. Particulates can settle in the lungs and worsen such respiratory diseases as asthma, bronchitis, and pneumonia. They also help cause such diseases as cancer and emphysema.

Air pollution also harms plants. Poisonous gases in the air can **restrict** the growth of, and eventually kill, nearly all kinds of plants. Most materials get dirty and wear out more quickly in polluted air than in clean air. Polluted air even harms such hard and strong materials as **concrete** and steel. In some cities, statues and other art objects that stood outdoors for centuries have been moved indoors because air pollution threatened to destroy them.

Air pollutants may also affect climate. Both gases and particulates can cause changes in the average temperatures of an area. Some gases, including **carbon dioxide**, allow sunlight to reach the ground, but prevent the sunlight's heat from rising out of the atmosphere and flowing back into space. The warming of the earth's surface is called the **greenhouse effect**. In addition, air pollutants damage the layer of ozone that protects people, animals, and plants from much of the sun's harmful ultraviolet light.

Water pollution reduces the amount of pure, fresh water that is necessary for drinking and cleaning, and for such activities as swimming and fishing. The pollutants that affect water come mainly from industries, farms, and **sewerage systems**. Industries dump huge amounts of wastes into bodies of water each year. These wastes include chemicals, wastes from animal and plant matter, and hundreds of other **substances**. Some of the wastes may be harmful to human health.

Wastes from farms include animal wastes, **fertilizers**, and pesticides. Most of these materials drain off farm fields and into nearby bodies of water. Sewerage systems carry wastes from homes, offices, and industries into water. Nearly all cities have waste treatment plants that remove some of the most harmful wastes from **sewage**. But even most of the treated sewage contains material that harms water.

Nutrients, such as nitrates from agricultural fertilizers and phosphates from **detergents** in sewage, greatly increase the growth of **algae** in water. As larger amounts of algae grow, larger amounts also die.

The dead algae become wastes, and, as they **decay**, they use up the water's oxygen supply. As a result, less oxygen is available for the animals and plants that live in the water. Animals and plants then die, adding even more wastes to the water.

Another major pollutant is fuel oil, which enters oceans mainly from oil tankers and offshore **oil wells**. Such spills ruin beaches and kill birds and marine life.

Soil pollution damages the thin layer of **fertile** soil that covers much of the earth's land and is essential for growing food. Natural processes took thousands of years to form the soil that supports crops. But, through poor treatment, people can destroy soil in a few years. People use fertilizers and pesticides to grow more and better crops. But the use of large amounts of fertilizer may **decrease** the ability of bacteria to decay wastes and produce nutrients naturally. Pesticides destroy weeds and insects that harm crops. But pesticides may also harm bacteria and other helpful organisms in the soil.

Solid wastes are probably the most visible forms of pollution. People throw away billions of tons of solid material each year. Much of this waste ends up littering roadsides, floating in lakes and streams, and collecting in ugly **dumps**. Examples of solid wastes include **junked** automobiles, tires, refrigerators, and stoves, cans and other packaging materials, scraps of metal, paper, and plastic.

Solid wastes present a serious problem. When the wastes are put into open dumps, they ruin the attractiveness of the surrounding areas. Dumps also provide homes for disease-carrying animals, such as **cockroaches** and rats. Some solid wastes can be destroyed by burning them. But burning produces smoke that causes air pollution. When wastes are dumped in water, they contribute to various forms of water pollution.

Solid wastes include mining, industrial, and agricultural wastes, in addition to household wastes. Most solid wastes are buried in large, open areas called **landfills**. But in many places, especially near large cities, the land available for dumping is running out. **In the meantime**, the production of solid wastes is increasing rapidly. In addition, more and more wastes that are difficult to dispose of are being produced. Tin and steel cans that **rust** and can be absorbed by the soil have been replaced by aluminium cans that stay in their original state for many years. Paper and **cardboard** packaging that can decay and burn easily is being replaced by plastics that will not decay and that give off harmful gases when burned.

Vocabulary

to deposit – *помищати*

solid wastes – *тверді відходи*

odourless – *без запаху*

to release – *викидати*

a furnace – *піч*

to irritate – *роз'ятрювати, ятрити*

to restrict – *обмежувати*

concrete – *бетон*

carbon dioxide – *двоокис вуглецю*

greenhouse effect – *парниковий ефект*

a sewerage system – *каналізаційна система*

a substance – *речовина*

a fertilizer – *добриво*

sewage – *стічні води*

a nutrient – *поживна речовина*

a detergent – *миючий засіб*

algae – *водорості*

to decay – *розкладатись*

an oil well – *нафтова свердловина*

fertile – *родючий*

to decrease – *зменшувати*

a dump – *звалище*

junked – *відпрацьований*

a cockroach – *тарган*

a landfill – *місце захоронення відходів*

in the meantime – *тим часом*

to rust – *іржавіти*

cardboard – *картон*

Discussion

- 1. You and your partner discuss the problems in the environment where you live. You also discuss things ordinary people can do to improve environment.
- 2. You are at the Climate Conference. Your colleague believes that only the industrially developed countries are responsible for global warming. You don't agree with him.



ENVIRONMENTAL PROTECTION

Pre-reading Task

1. *What can be done in order to prevent the environment from further polluting?*
2. *What government and private campaigns are there in your country to protect and improve the environment?*



The Earth is the only planet in the solar system where there is life. If you look down at the Earth from a plane, you will see how wonderful our planet is. You will see blue seas and oceans, rivers and lakes, high snow-capped mountains, green forests and fields.

Since ancient times Nature has served Man giving everything he needs: air to breathe, food to eat, water to drink, wood for building, and fuel for **heating** his home. For thousands of years people lived in harmony with the environment and it seemed to them that the resources of nature had no end or limit.

As the society is getting more technologically advanced there are more negative effects on the environment made by human activities.

Nowadays air and water pollution is something that we take for granted. However, living in the world with no pure water and air is neither pleasant nor safe. More people are becoming concerned about terrible consequences of human **ignorance**, **negligence**, and **greed**. The ecology is a social science which deals with numerous problems of environment such as pollution, global warming caused by a greenhouse effect, the **depletion** of the ozone layer, the **extinction** of rare species, deforestation etc.

In recent years the pollution problems have received great publicity. The media began to campaign against the ugliness of **billboards**, tin cans, and trash. The protection of natural resources and wildlife is becoming a political programme in every country. The 5th of June is proclaimed the World Environmental Day by the UNO and is celebrated every year.

Nowadays there are many different public organizations which try **to draw** the public attention to environment problems, to influence the government decisions. One of the most known organizations is "Greenpeace", whose purpose is prevention of environment degradation. This organization was founded in 1971 by the activists from the USA and Canada. Its **headquarters** are at Amsterdam, and it has representations in 25 countries worldwide. "Greenpeace" acts against nuclear tests, radiating threat, pollution of the environment by waste industrial products, and for protection of the animal world, etc.

"Friends of the Earth" (FoE) is another famous **pressure group** with an international reputation. Its general aim is to conserve the planet's resources and reduce pollution. FoE was established in 1971 and now it operates in 44 countries worldwide. It campaigns, among other things, for recycling and renewable energy, and against the destruction of wildlife and habitat.

Everyone wants to reduce pollution. But the pollution problem is extremely complicated because much pollution is caused by things that benefit people. For example, **exhaust** from automobiles causes a large percentage of all air pollution. But automobiles provide transportation for billions of people. Factories and plants **discharge** much of the material that pollutes air and water, but they provide jobs for people and produce goods that people want and need. Too much fertilizer or pesticide can ruin soil, but fertilizers and pesticides are important aids to the growing of crops.

Thus, to end or greatly reduce pollution immediately people would have to stop using many things that **benefit** them. Most people do not want to do that, of course. But common people would stop pollution if they wanted to. We must review our wasteful and careless ways. We must **consume** less and

recycle more. There is a good formula of RRR. It is “Reduce, Reuse and Recycle”. Many kinds of wastes can be recycled. Some, including cans and newspapers, can be used over and over again for the same purposes. Cans can be melted down and used to make new cans. Old newspapers can be turned into **pulp** and then made into clean newsprint. Other materials, such as glass bottles and automobile tires, can be reused for other purposes. Ground-up glass can serve as an ingredient in road-building materials. Many communities have introduced programmes that encourage households to sort their **trash** for recycling. Recycling programmes can reduce the amount of solid wastes that must be dumped or burned.

We are obliged to remove factories and plants from cities, redesign and modify purifying systems for cleaning and **trapping** harmful substances, protect and increase the greenery in cities. Science and technology must incorporate into sewage water purification projects. Their projects are to provide for regenerating not only drinkable water and water for industrial needs, but also water for such extra-pure industries as health and medicine. We must conserve wildlife and nature. Rare and dying out birds, animals, and plants should be protected. Natural resources should be used more rationally.

The world must also switch to renewable energy sources like sunlight, wind, and biomass because they produce no air or water pollution, involves no toxic or hazardous substances, and **poses** no threat to public safety. Many scientists believe that nuclear power is a reliable and efficient source of energy which shouldn't be neglected. The arguments **in favour of** nuclear energy are many: it consumes fewer raw materials and is cheaper to produce. For the countries experiencing **shortages** with mineral resources this kind of energy is a good option. On the other hand, the use of nuclear power should be considered with great care. Nuclear power plants must be built with a lot of safety precautions that would prevent major catastrophes.

To protect nature people should change their attitude to it. They should stop taking from it everything they need and give it their love instead. Otherwise the **payoff** will be too high. We have to realize that we are all responsible for what's happening around us. As far as the environment is concerned, no one can remain **indifferent** as the question is about the very survival of a human species. In fact, today we have a simple choice – either to turn to nature or to destroy ourselves.

Vocabulary

heating – *опалення*

ignorance – *невігластво*

negligence – *халатність*

greed – *жадібність*

depletion – *виснаження, вичерпування*

extinction – *вимирання*

a billboard – *дошка оголошень*

to draw – *привернути*

headquarters – *штаб-квартира*

a pressure group – *ініціативна група*

exhaust – *вихлопні гази*

to discharge – *викидати*

to benefit – *приносити користь*

to consume – *споживати*

pulp – *паперова маса*

trash – *сміття*

to trap – *затримувати*

to pose – *створювати*

in favour of – *на користь*

shortages – *нестача*

payoff – *відплата*

indifferent – *байдужий*

Discussion

- 1. You and your friend tell each other about your favourite landscape sceneries where you can feel yourself perfectly well.
- 2. Your partner considers that it is good to keep animals in zoos. You believe that animals should be conserved in the wild.



WONDERS OF THE MODERN WORLD

Pre-reading Task

1. Which areas of science do you think are the most interesting? Why?
2. How has science affected our lives in the last two hundred years? Which of the changes in our lives have not been beneficial? Why?



There are many wonders in the world but all of them are different in their nature. In the Ancient times there were Seven Wonders of the World: the Pyramids of Egypt, the Hanging Gardens of Babylon, the Statue of Zeus, the Temple of Artemis, the Mausoleum of Halicarnassus, the Pharos of Alexandria, and the Colossus of Rhodes. They were created by people to glorify beauty and **entreat** gods or emperors.

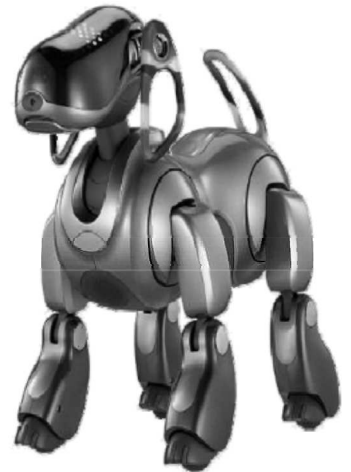
Wonders of the modern world are different from the ancient ones which were all buildings and statues. In the last centuries we have seen **unprecedented** technical and scientific achievements which made our life easier, more efficient, and convenient. These are of course the modern conveniences and appliances. We can't imagine our life today without television, mobile phones, fax machines, microwave ovens, cars, **jets**, computers, space rockets etc.

Nowadays modern industry is fulfilled with the help of robots. Commercial and industrial robots are in widespread use performing jobs more cheaply or with greater **accuracy** and reliability than humans. They are also employed for jobs which are too dirty, dangerous or dull to be suitable for humans. Robots are widely used in manufacturing, **assembly** and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, and mass production of consumer and industrial goods. Domestic robots are increasingly common in and around homes. They are taking on simple but unwanted jobs, such as floor cleaning and lawn **mowing**. Robot toys entertain children worldwide. The first microprocessor-controlled toys could speak or move in response to sounds or light. Now you can buy a doglike robot that can learn to recognize its owners and to explore and adapt.

In many developed countries, such as Japan, the average age of the population is increasing, meaning that there are more elderly people to care for and fewer people available to care for them. That's why researchers are working to create robots to help care for seniors.

Modern agriculture is based on scientific weather and harvest predictions. It depends heavily on engineering and technology and on the biological and physical sciences. **Irrigation, drainage**, conservation, and sanitation are some of the fields requiring the specialised knowledge of agricultural engineers today. Mechanisation has eased much of the **backbreaking toil** of the farmer. More significantly, mechanisation has enormously increased farm efficiency and productivity. Planes and helicopters are employed in agriculture for such purposes as seeding, transporting **perishable** products, fighting forest fires, and in spraying operations involved in insect and disease control. Radio and television **disseminate** vital weather reports and other information that is of concern to farmers. Agriculture supplied with **greenhouses** and chemical fertilizers produces a huge amount of food which can be stored for a long time and transported to different places.

Surely nothing has done more for the comfort and happiness of mankind than the **advance** of medicine. Many infectious diseases have been conquered through vaccines and antibiotics. Cancer has become a more common illness, but treatments have been developed that effectively combat some forms of the disease. The advance of medical knowledge enables people to perform the most complicated operations with the help of modern equipment and to keep people alive with the help of implanted parts.



And the best way to show the advance of medical service is to say that average life expectancy in Europe has risen **dramatically** over the last hundred years, from 50 years to about 75 years.

Computers are another wonder of the modern world of high technology. Different types and sizes of computers find uses throughout society from secret governmental files to banking transactions of private household accounts. They are essential tools in almost every field of research and applied technology, from constructing models of the universe to producing tomorrow's weather reports. **Database** services and computer networks make available a great variety of information sources.

The achievements of space exploration **have surpassed** the wildest expectations of men and have overturned so many notions made by reputable scientists who could hardly **foresee** satellites and long-term stations and international crews working in space for months and astronauts walking in outer space. It is a real wonder.

People have invented a lot of wonderful things but they should remember that not all of them are peaceful, because there are such inventions as lasers, nuclear weapons etc. The ecology is also harmed by most of inventions: many species are dying out, forests are being destroyed by acid rains and are being cut out for farming, and natural resources are being exhausted. So before inventing something people should think about the consequences first, **otherwise** all of us may disappear one day.

Vocabulary

to entreat – *улещувати*
unprecedented – *безпрецедентний*
a jet – *реактивний літак*
accuracy – *точність*
assembly – *збірка*
mowing – *підстригання*
irrigation – *зрошення*
drainage – *осушення*
backbreaking toil – *важка праця*

to perish – *швидко псуватися*
to disseminate – *передавати*
a greenhouse – *теплиця*
an advance – *досягнення*
dramatically – *різко*
database – *база даних*
to surpass – *перевершити*
to foresee – *передбачувати*
otherwise – *інакше*

Discussion

- 1. Your partner believes that science has affected our lives only positively but you think that many changes in our lives are not beneficial.
- 2. Your friend often eats genetically engineered food and considers it isn't harmful for health. You don't agree with him.
- 3. Your partner thinks that women over fifty should be allowed to take fertility drugs to help them have a baby. You disagree with him.



BORYS PATON – AN OUTSTANDING SCIENTIST

Pre-reading Task

1. Which of the Ukrainian scientists do you admire most? Why?
2. Which of the discoveries made by the Ukrainian scientists has been the most important so far? Why?



Borys Paton is an outstanding scientist in the field of **welding**, metallurgy, and technology of metals and materials science, prominent public figure, academician of the National Academy of Sciences of Ukraine, professor, laureate of different Prizes, and Hero of Ukraine.

Borys Paton was born on the 27th of November 1918 in the family of Yevhen Oskarovych Paton, professor of the Kyiv Politechnic Institute, a well-known expert in the area of bridge construction. The **intensive** working activity of the father was witnessed by Borys Paton and, **undoubtedly**, affected formation of his character and attitude to work and people.

In 1941, Borys Paton graduated from the Kyiv Politechnic Institute and was appointed to the Electric Welding Institute, which was evacuated at that time to Nyzhniy Tagil. There he started his manufacturing and scientific activity. During the war years, Paton and his colleagues focused all their efforts on helping the plants that mastered the mass production of tanks.

In 1945, Borys Paton defended his **thesis** for a candidate of technical sciences degree, and later he successfully defended his thesis for a doctor of technical sciences degree, and was elected a Corresponding Member of the Academy of Sciences of the Ukrainian SSR.

In 1953, Borys Paton, after the death of his father, became the Director of the Yevhen Paton Electric Welding Institute of the Academy of Sciences of Ukraine. Scientific departments of the Institute, design department, **experimental shops**, experimental design technological bureau, engineering centres, experimental productions and **pilot plants** have been established during the entire history of the Institute. This system allowed the development of unique structures, equipment, materials and technologies, which had a great influence on progress of many industries, **namely** mechanical engineering, shipbuilding, rocket space complex, aircraft engineering, power generation, mining industry, metallurgy and chemical production, development of oil and gas pipeline transportation systems, construction industry, etc.

Under the leadership of Paton the unique all welded bridge across the Dnieper River, which was named after Yevhen Paton, was built. That bridge obtained the recognition of the American Welding Society as an outstanding welded structure of the 20th century. Americans called Kyiv the world capital of welders. Later other bridges in Kyiv (Pivdenny, Moskovsky, Podilsky, and Voznesensky) were built, as well as bridges in Dnipropetrovs'k, Zaporizhia, and Kamianets Podilsk.

Borys Paton pays great attention to **implementation** of the achievements of modern science and technology in medical practice. In the 1900s, he suggested using the welding processes for joining **live tissues** of different organs of a human body. More than 30,000 surgical operations have been successfully conducted on humans.

Borys Paton pays much attention to the international activity of the Institute and its scientists. The Electric Welding Institute is a **permanent** member of the International Institute of Welding and European Welding Federation. Collaborative scientific projects, exchanges of delegations and specialists, presentation of research results in prestigious foreign publications, holding of international conferences, training of highly qualified personnel, selling of licenses for materials, equipment, and technologies, organising of international exhibitions and participation of the Institute scientists in them – this is a by far incomplete list of international activities of the Institute.

Borys Paton takes **drastic** measures to ensure that all the academic institutes are provided with up-to-date materials and technical facilities. He organises extensive housing construction for the Academy staff, and a whole new region of Kyiv, called Akademmistechko, was thus founded. He is continuously **concerned** about young scientists, attracting talented young people into science, supporting them financially and trying to improve their living standards. Youth scientific projects are being funded, and **dormitories** for postgraduates are being built and reconstructed.

Outstanding capabilities of Borys Paton as a leader, scientist, and organiser were fully revealed during the memorable days of the Chernobyl tragedy. Teams of many institutes of the Academy of Sciences of Ukraine and its Presidium became involved in the activities on liquidation of consequences of the accident from its very first days.

Since 1962 Borys Paton has been a permanent President of the National Academy of Sciences of Ukraine. He also performed and continues performing **extensive** public work. He is successfully working in all positions owing to the deep sense of personal responsibility to the state, people and his own **conscience**. In addition, he has such traits as outstanding organisation, efficiency, rare ability of **precisely** grasping the point, and immediately making the right decision. This heavy load is made easier **to bear** by his good physical shape, which he has preserved up to now owing to his active life style, regular and dedicated sports activities, including tennis, water skiing, and swimming.

For his great services to the science and the state, Borys Paton was awarded the high titles of the Twice Hero of Socialist Labour and Hero of Ukraine, he is **the knight** of four Orders of Lenin, Orders of October Revolution, Labour Red Banner, Friendship of Nations, orders of the State, Prince Yaroslav the Wise of the 4th and 5th Degrees, Orders of the Russian Federation “For the Services to Motherland” of the 2nd Degree and “Order of Honour”, Order of Frantsisk Skorina of the Republic of Belarus, Order of Honour of Georgia, and many other awards of **the CIS countries**. Paton is a laureate of the Lenin and State Prizes of the USSR and Ukraine in the field of science and technology. He was awarded the M.V. Lomonosov, S.I. Vavilov and S.P. Koroliov Gold Medals, A. Einstein Silver Medal of UNESCO, and many other prizes and **decorations**.

Vocabulary

welding – *зварювання*

intensive – *напружений*

undoubtedly – *безсумнівно*

a thesis – *дисертація*

an experimental shop – *лабораторія*

a pilot plant – *експериментальний завод*

namely – *а саме*

implementation – *втілення*

a live tissue – *жива тканина*

permanent – *постійний*

drastic – *рішучий*

to concern – *піклуватися*

a dormitory – *гуртожиток*

extensive – *різноманітний*

conscience – *совість, сумління*

precisely – *правильно, точно*

to bear – *нести, зносити*

the knight – *кавалер*

the CIS countries – *країни СНД*

a decoration – *нагорода*

Discussion

- 1. Who affected formation of Borys Paton's character and attitude to work and people?
- 2. How did Borys Paton start his manufacturing and scientific activity?
- 3. On progress of what industries did the Yevhen Paton Electric Welding Institute have a great influence?
- 4. What construction obtained the recognition of the American Welding Society as an outstanding welded structure of the 20th century?
- 5. What are the international activities of the Yevhen Paton Electric Welding Institute?
- 6. How does Borys Paton concern about young scientists?
- 7. What personal traits help Borys Paton to work successfully in all his positions?
- 8. What high titles was Borys Paton awarded for his great services to the science and the state?



SIR ALEXANDER FLEMING – A SCOTTISH SCIENTIST

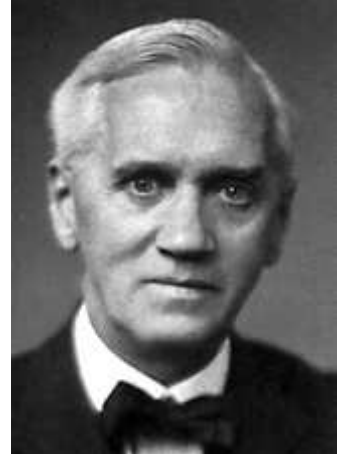
Pre-reading Task

1. *What great British scientists of the 20th century can you name and what do you know about their discoveries?*
2. *Which of the discoveries made by the British scientists is the most difficult to understand? Which of them will have the most important consequences in the future? Why?*



Sir Alexander Fleming, a Scottish biologist and pharmacologist, was born at Lochfield farm near Darvel in East Ayrshire, Scotland, on August 6th, 1881. He was the third of the four children of Hugh Fleming from his second marriage to Grace Stirling Morton, the daughter of a neighbouring farmer. Hugh Fleming was 59 at the time of his second marriage, and died when Alexander was seven.

Alexander Fleming attended Loudoun Moor School, Darvel School, and Kilmarnock Academy before moving to London where he attended the Polytechnic. Then he spent four years in a shipping office. On the advice of his older brother, Tom, a physician, Alexander entered St. Mary's Medical School, London University, in 1901. He **qualified** with distinction in 1906 and joined the research department at St Mary's, where he became assistant bacteriologist Sir Almroth Wright, a pioneer in vaccine therapy and immunology. He gained *Bachelor of Medicine* and then *Bachelor of Science* with Gold Medal in 1908, and became a lecturer at St. Mary's until 1914. In 1915, Fleming married Sarah Marion McElroy of Killala, Ireland. Their only child, Robert, became a general practical **practitioner**. Sarah Marion died in 1949. Later Fleming married Dr. Amalia Koutsouri-Vourekas, a Greek colleague at St. Mary's.



Fleming served throughout World War I as a captain in the Army Medical Corps. He and many of his colleagues worked in **battlefield** hospitals at the Western Front in France. In 1918 he returned to St. Mary's Hospital. After the war, Fleming actively studied antiseptics which killed the patients' immunological defences more effectively than they killed the invading bacteria. He found that antiseptics worked well on the surface, but deep wounds couldn't be cured in that way. Despite this, most army physicians continued to use antiseptics even in cases where this worsened the condition of the patients.

By 1928, Fleming was investigating the properties of staphylococci. He was already a well-known person, and had developed a reputation as a brilliant researcher, but quite a **careless** lab technician, and his lab in general was usually in chaos. Once, after returning from a long holiday, Fleming noticed that many of his staphylococcus **culture plates** were contaminated with **mould**. He observed that the mould had created a bacteria-free circle around itself. He was inspired to further experiment, and he found that a mould culture prevented growth of staphylococci, even when **diluted** 800 times. He named the active substance penicillin. "When I woke up just after dawn on September 28, 1928, I certainly didn't plan to revolutionize all medicine by discovering the world's first antibiotic, or bacteria killer," Fleming would later say, "But I guess that was exactly what I did."

Fleming investigated positive anti-bacterial effect of penicillin on many organisms, and noticed that it affected bacteria such as staphylococci, and such diseases as **scarlet fever**, **pneumonia**, meningitis, diphtheria, gonorrhea but unfortunately not **typhoid** or paratyphoid, for which he was seeking a cure at that time.

Fleming's accidental discovery and isolation of penicillin in September 1928 marks the start of modern antibiotics. Fleming, in his many speeches around the world, **cautioned** not to use penicillin

unless there was a properly diagnosed reason for it to be used, and that if it were used, never to use too little, or for too short a period, since these are the **circumstances** under which bacterial resistance to antibiotics develops. Florey and Chain with funds from the U.S and British governments started mass production of penicillin only after the bombing of Pearl Harbor, in 1945. Fleming, Florey, and Chain jointly received the Nobel Prize in Medicine in 1945. According to the rules of the Nobel committee a maximum of three people may share the prize.

Alexander Fleming wrote numerous papers on bacteriology, immunology, and **chemotherapy**, including original descriptions of lysozyme and penicillin. They have been published in medical and scientific journals. His discovery of penicillin had changed the world of modern medicine by introducing the age of useful antibiotics. Penicillin has saved, and is still saving, millions of people.

Fleming **gained** many awards. They include Hunterian Professorship by the Royal College of Surgeons of England, Honorary Gold Medal of the Royal College of Surgeons; John Scott Medal of City Guild of Philadelphia, Cameron Prize of Edinburgh University, Moxon Medal of Royal College of Physicians, Albert Gold Medal of Royal Society of Arts, Gold Medal of Royal Society of Medicine, and many others. Alexander Fleming was **knighted** in 1944.

Sir Alexander Fleming served as President of the Society for General Microbiology; he was a Member of the Pontifical Academy of Science and Honorary Member of almost all the medical and scientific societies of the world. He was Rector of Edinburgh University during 1951-1954, Freeman of many **boroughs** and cities and Honorary Chief Doy-gei-tau of the Kiowa **tribe**. He was also awarded doctorate degrees of almost thirty European and American Universities.

Sir Alexander Fleming died suddenly at his home in London of a heart attack on March 11th, 1955. He was cremated and his ashes **were interred** in St. Paul's Cathedral a week later. Alexander Fleming was Catholic.

The laboratory at St. Mary's Hospital, London, where Fleming discovered penicillin is home to the Fleming Museum. Fleming's Nobel Prize medal was acquired by the national Museum of Scotland in 1989. There is also a school in the Lomita area named Alexander Fleming Middle School. Imperial College also has a building named after him, the Sir Alexander Fleming Building.

Vocabulary

to qualify – *отримати кваліфікацію*

practitioner – *терапевт*

battlefield – *польовий*

careless – *неохайний*

culture plate – *дослідне скельце*

mould – *пліснява, цвіль*

to dilute – *розбавлений*

scarlet fever – *скарлатина*

pneumonia – *запалення легень*

typhoid – *черевний тиф*

to caution – *попереджати*

circumstances – *обставини*

chemotherapy – *кемотерапія*

to gain – *отримувати*

a knight – *лицар*

a borough – *адміністративний округ*

a tribe – *плем'я*

to inter – *поховати*

Discussion

- 1. When and where was Alexander Fleming born? What did you know about his private life?
- 2. What educational establishments did Alexander Fleming attend?
- 3. Who affected Alexander Fleming's decision to become a bacteriologist?
- 4. What did Alexander Fleming do throughout World War I?
- 5. How did Alexander Fleming discover penicillin?
- 6. How did the discovery of penicillin change the world of modern medicine?
- 7. What awards did Fleming gain and what positions did he hold?
- 8. How did the Englishmen immortalise their famous biologist and pharmacologist?



GLOBALIZATION

Pre-reading Task

1. How do you understand the word “globalization”? Give your examples.
2. Globalization gives people all over the world only the profits, doesn't it? Prove your answer.



Globalization is the growing integration of economies and societies around the world. Globalization influences all spheres of our life: culture, business, trade, politics, environment, and even our mentality. It connects different countries and nations, makes their cooperation easier. It makes everything and everyone similar or even identical.

There is no agreed point when globalization began. The first great expansion of European capitalism took place in the 16th century, following the first **circumnavigation** of the earth in 1519 to 1521. Then there was a big expansion in world trade and investment in the late 19th century. The end of the Second World War brought another great expansion of capitalism with the development of multinational companies interested in producing and selling in the domestic markets of nations around the world. In the 20th century the development of international communication and international travel made possible the organization of business on a global scale with greater facility than ever before.

The spread of globalization **undoubtedly** brings changes to the countries it reaches, but change is an essential part of life. As the work of the United Nations has demonstrated, globalization is more effective when there are strong governments, with strong domestic institutions. Globalization benefits both big and small business, together with the citizens of those countries that **embrace** international trade.

Supporters of globalization are sometimes called pro-globalists. There are some pro-globalization International organizations:

- *the World Trade Organization*, a permanent organization with the judicial powers to rule on international trade disputes;
- *the International Monetary Fund*, which was established **to promote** international cooperation on finance, to encourage stability in exchange rates and orderly systems for exchanging money between countries, to provide **temporary** assistance for countries suffering balance of payments problems;
- *the World Bank*, which provides **loans** for investment projects, such as water and sanitation, natural resource management education and health; it also lends for what it calls adjustment projects, which are to support governments undertaking policy reforms, such as improved public sector management;
- *the Organization for Economic Cooperation and Development*, which develops economic and social policy for its members;
- *United Nations Conference on Trade and Development*, a permanent intergovernmental body of the UN that aims to maximize the trade investment and development opportunities of developing economies and **to assist** their efforts to integrate into the world economy;
- *the World Economic Forum*, a private not-for-profit foundation that operates conferences for business, political, intellectual and other society leaders; it holds an annual conference in the Swiss town of Davos, where it is based, and also holds regional conferences around the world. It has no decision-making power, but many of the world's business and political leaders discuss issues of importance at its meetings.

Globalization has both advantages and disadvantages. It increases free trade between nations, creates jobs, as the large global needs more workers to produce more goods, allows investors in developed nations to invest in developing nations, **enables** corporations with greater flexibility to operate across borders, allows vital information to be shared between individuals and corporations around the world, makes ease and speed of transportation for goods and people greater, gives greater interdependence to nation-states, promotes reduction of **likelihood** of war between developed nations.

While globalization has many positive aspects, there are also negative features to consider. One of its major negative effects is the spread of global infectious diseases, which are now more easily transmitted **due to** international travel and trade. There are three major diseases commonly classified as global diseases: AIDS, tuberculosis, and malaria. Since global diseases are difficult **to detect**, people are able to travel at faster rates than most global diseases' incubation periods. As a result, travellers are able to spread infection without even **being aware** they are sick. International trade also aids in the transfer of global diseases. Many traded goods are either food products or **livestock**. Developing nations often lack food safety and sanitary regulations. As a result, diseases may be imported through food or infected animals.

Opponents of globalization consider it is responsible for creating poor working conditions and poverty in developing countries. Wealthy corporations open factories in poorer nations, where labour is cheaper, and often exploit these workers. The workers may face **horrendously** long hours and **brutal** conditions, for wages that are typically less than \$1 per day. It has also been claimed that globalization encourages environmental damage. Developing nations often **recklessly** exploit their environment, in an effort to export to the global market.

Globalization also increases the chances of civil war within developing countries and open war between developing countries as they **vie** for resources.

Lastly, there is the worry that globalization leads to cultural degradation. Rather than producing a greater choice of products in each nation, global trade may lead to the world becoming similar. **Multinational** corporations promote the same products the world over. Small local companies cannot compete with the high advertising budgets and low prices of these corporations, so they drop out of the market.

The globalized world is a world with a strong market, but weak democracy.

Vocabulary

circumnavigation – *навколосвітнє плавання*
undoubtedly – *безсумнівно*
to embrace – *охоплювати*
to promote – *сприяти*
temporary – *тимчасовий*
loans – *позики*
to assist – *підтримати*
to enable – *надавати можливість*
likelihood – *ймовірність*

due to – *завдяки*
to detect – *виявляти*
to be aware – *усвідомлювати*
livestock – *худоба*
horrendously – *жахливо*
brutal – *жорсткий*
recklessly – *нерозважливо*
to vie – *суперничати*
multinational – *міжнародний*

Discussion

- 1. You think that technology and the media have made cultures around the world more similar and that different cultures and languages will disappear in the future. Your colleague doesn't agree with you.
- 2. You and your friend have won five million pounds and want to give five thousand pounds to charity. Discuss what charity you would give the money to and why.
- 3. Kyiv is a very cosmopolitan city. Discuss with your partner why so many nationalities choose to live in Kyiv. Find out what groups of foreigners live in the capital, where they come from, if they mix with other groups or keep themselves apart.



CONFLICTS OF THE MODERN WORLD

Pre-reading Task

1. Which of the global issues is the most important for the 21st century? Why?
2. Do you have a vision of a better society? What changes would you make?



Almost everyone, at least once, has asked himself the question “Why have we created the world full of troubles and problems **whereas** we ourselves live in it?” On the other hand, if there is no competitive society there is no development. Nothing but a competitive society made a man make a flight to space. Besides, there were a lot of other discoveries, which improved the life and social conditions, which happened only due to competitive society.

The idea of social equality is thought to be silly because there will always be one who will think that he is better than the others. Private property is in force these days out to the remotest corners of the world. Every piece of natural and produced wealth belongs to somebody. Some people are granted the right to dispose over material wealth, while others are prohibited to gain access to it. Capital decides on the life and death of the billions without property. It **determines** which people have a right to live, because they are used for its profit, and which people are in every valid measure useless, **superfluous**, and nothing but **a burden**.

Nowadays, a half of the human population suffers from poverty. It is the sharpest of all the problems the world is facing these days. Poverty is the **deprivation** of common necessities of daily living, such as food, clothing, shelter, or safe drinking water. The social aspects of poverty may include lack of access to information, education, health care, or political power.

Many different factors have been **cited** to explain why poverty occurs. Some of them are economic instability, high price of goods and accommodation, high taxes, high levels of corruption in the government, overpopulation, discrimination of various kinds, and others. There are also such environmental factors as erosion, deforestation, climate change, droughts, water crisis etc. No single explanation has gained universal acceptance.

People living in poverty and lacking access to essential health services experience mental and physical health problems which make it harder for them to improve their situation. Inadequate **nutrition** in childhood **undermines** the ability of individuals to develop their full human capabilities. Lack of essential minerals such as iodine and iron can **impair** brain development. It is estimated that 2 billion people (one-third of the total global population) are affected by iodine deficiency, including 285 million 6- to 12-year-old children. In developing countries, it is estimated that 40% of children aged 4 and under suffer from anemia because of **insufficient** iron in their diets.

Huge wave of infectious diseases of poverty, such as AIDS and tuberculosis, **grab** bedstreets of India, Nigeria, Nepal, Somali, and many European countries. By killing millions of people, they threaten the economies, social structures, and political stability of entire societies. Many tropical nations are affected by infectious diseases like malaria. The Tsetse fly makes it very difficult to use many animals in agriculture in afflicted regions.

Those living in poverty suffer lower **life expectancy**. One third of deaths – some 18 million people a year or 50,000 per day – are due to poverty-related causes. Every year nearly 11 million children living in poverty die before their fifth birthday. Those living in poverty often suffer from hunger or even starvation. 800 million people go to bed hungry every night.

Unfortunately diseases and viruses are not the only problem caused by poverty. It also increases the risk of homelessness. Homelessness is a huge problem in the whole world. In poor countries, so called



Third World Countries, you can meet homeless people on every corner. Homeless people eat from dirty waste, drink from not clean creeks or even **puddles**. They sleep in condemned houses, basements, attics, sewers, and at railway stations. There are over 100 million street children worldwide.

Poverty makes lots of people go the wrong way to get some money for living. Statistic shows that level of crime, prostitution, and drug abuse is much higher in those countries and cities where the major issue is homelessness. As usual, homeless people are unemployed because employers do not hire them without a permanent home address. In order to get a job, one must have an address to put down on the application. In order to get a home, one must have a huge amount of money. In order to get money, one must have a job. The **vicious cycle** just keeps repeating itself. Men, women, and children continue to slide into still deeper **misery**.

People living in poverty in the developed world may suffer social isolation. Rates of suicide may increase in conditions of poverty. Death of a breadwinner may decrease a household's **resilience** to poverty conditions and cause a dramatic worsening in their situation. Low income levels and poor employment opportunities for adults in turn create the conditions where households can depend on the income of child members. An estimated 218 million children aged 5 to 17 are in child labour worldwide, excluding child domestic labour.

Those living in poverty may be more **vulnerable** to extremist political persuasion, and may feel less loyalty to a state unable to deliver basic services. No one can worship God or love his neighbour on an empty stomach. For these reasons poverty may increase the risk of political violence, terrorism, war, and genocide, and may make those living in poverty vulnerable to internal displacement and exile as refugees. Countries suffering widespread poverty may experience loss of population, particularly in high-skilled professions, through emigration, which may further undermine their ability to improve their situation.

In 1992 the UN General Assembly **designated** October 17th as The International Day for the Eradication of Poverty. This day presents an opportunity to acknowledge the effort and struggle of people living in poverty, a chance for them to make their concerns heard, and a moment to recognize that poor people are the first ones to fight against poverty.

Vocabulary

whereas – *в той час як*
to determine – *визначати*
superfluous – *непотрібний*
a burden – *тягар*
deprivation – *потреба*
to cite – *цитувати*
nutrition – *харчування*
to undermine – *підривати*
to impair – *перешкоджати*

insufficient – *недостатній*
to grab – *захопити*
life expectancy – *тривалість життя*
a puddle – *калюжа*
a vicious cycle – *жорстокий цикл*
misery – *убогість*
resilience – *стійкість*
vulnerable – *вразливий*
to designate – *призначати*

Discussion

- 1. Your friend thinks that poverty exists only in developing countries. You have different opinion on this subject.
- 2. You are a representative of the UNO for women. A journalist interviews you on the women's status in the world.
- 3. You and your partner are going to apply for work on a volunteer programme in Bangladesh. Speak about your reasons for wanting the job, your personal qualities, your qualifications and your practical skills.



CAPITAL PUNISHMENT: PROS AND CONS

Pre-reading Task

1. What is a better deterrent to crime, the efficient system of law enforcement or high morality standards?
2. Do you find yourself among the advocates or opponents of the abolishment of capital punishment? Why?



Capital punishment or the death penalty is the killing of a person by judicial process for **retribution** and general **deterrence**. Crimes that can result in a death penalty are known as capital crimes. The term capital originates from Latin *capitalis*, literally “*regarding the head*”. Hence, a capital crime was originally one punished by the severing of the head.

Capital punishment has been used since history began. It was a part of primitive tribes’ justice system. The Bible prescribes death for murder and many other crimes including kidnapping and witchcraft. In Ancient Greece and Rome the death penalty was widely applied for murder, **treason**, **arson**, rape, and other crimes. Similarly, in medieval and early modern society, the death penalty was also used as a form of punishment. For example, in 1700s there were 222 crimes in Britain, which were punishable by death, including crimes such as cutting down a tree or stealing an animal.

There was also a wide range of severe methods for handing out capital punishment. They were breaking wheel, boiling to death, slow slicing, **disembowelment**, **crucifixion**, **impalement**, crushing, stoning, execution by burning, **dismemberment**, **sawing**, decapitation, necklacing and others. They have changed over the centuries and modern methods are less cruel. They are electrocution, firing squad, gas chamber, and lethal injection. Nevertheless, some countries still employ slow hanging methods, beheading by sword, and even stoning in Islamic countries.

Capital punishment has been practiced in every society, excluding those with state religious proscriptions against it. Nowadays, most countries are abolitionists, but more than 60% of the worldwide population lives in countries where executions take place. China, Japan, Saudi Arabia, India, Pakistan, Iraq, Singapore, United States, Iran, and Indonesia regularly apply capital punishment. In these countries, the death penalty enjoys strong public support, and the matter receives little attention from the government or the media.

In most places which practice capital punishment it is reserved for murder, **espionage**, treason, or as part of military justice. In some countries sexual crimes, such as rape, **adultery**, incest and sodomy, carry capital punishment, as do religious crimes such as **apostasy** in Islamic nations. Several countries around the world execute offenders for drug-related crimes, human trafficking, and serious cases of corruption. In militaries around the world courts-martial have imposed death sentences for offences such as **cowardice**, desertion, insubordination, and **mutiny**.

Capital punishment is one of the hottest issues of nowadays. Supporters believe that it deters crime and prevents recidivism. They state that the potential murderer would think twice before committing the act if he knew that he might also die when caught. Supporters also believe that capital punishment **affirms** the right to life by punishing those who violate it in the strictest form. Dead criminals cannot commit any further crimes, either within prison or after escaping or being released from it.

Supporters think that capital punishment is less expensive than life imprisonment. Money is not an inexhaustible **commodity** and the government may better spend our limited resources on the old, the young, and the sick, rather than on the long term imprisonment of murderers, rapists, etc. Supporters also

claim that life imprisonment is not an effective deterrent to criminal behaviour. This business of saying “Life” and getting out after a twenty-five year sentence is nonsense. This gives the murderer a perfect chance to commit the same murder again.

Moreover, however good the security of a prison, someone will always try **to escape** and occasionally will be successful. If you have endless time to plan an escape and everything to gain from doing so, it is a very strong **incentive**. We also have no guarantee that future governments will not release offenders, who were imprisoned years previously, on the recommendations of various professional “do-gooders” who are against any punishment in the first place. Twenty or thirty years on it is very difficult to remember the awfulness of an individual’s crime and easy to claim that they have reformed.

Opponents of capital punishment consider that it is not an effective deterrent, particularly for the people whom society would most like to be deterred, e.g. serial killers, **multiple** rapists, and drugs barons. Opponents also claim that capital punishment may lead to the execution of innocent people. While you can let someone out of prison, there is no possible way of bringing someone back from hanging if he is later found to have been innocent. One more reason against capital punishment is the hell the innocent family and friends of criminals must also go through in the time leading up to and during the execution and which will often cause them serious trauma for years afterwards. It is often very difficult for people to come to terms with the fact that their loved one could be guilty of a serious crime and no doubt even more difficult to come to terms with their death in this form.

Opponents think that capital punishment discriminates against racial minorities and the poor. A prisoner can be on death row for many years, on average 11 years, awaiting the outcome of numerous appeals and their chances of escaping execution are better if they are wealthy and white rather than poor and black irrespective of the actual crimes they have committed which may have been largely forgotten by the time the final decision is taken.

Opponents believe that capital punishment encourages a “culture of violence” and violates human right to life. The state has no more right to take a life than the individual. The state should set an example to individuals by not taking lives of others, and use it as a measure of **civility** that it acts more humanely than its citizens.

Everyone fears punishment, everyone fears death, and everyone loves life. Therefore “human beings must not harm one another, nor should they do to others what they would not have other do to them”.

Vocabulary

retribution – *відплата*

deterrence – *утримання*

treason – *зрада*

arson – *підпал*

disembowelment – *випотрошення*

crucifixion – *розп’яття на хресті*

impalement – *садіння на кілок*

dismemberment – *розчленування*

sawing – *розпилювання*

espionage – *шпionaж*

adultery – *подружня зрада*

apostasy – *зрада вірі*

cowardice – *боягузтво*

a mutiny – *заколот, бунт*

to affirm – *стверджувати*

commodity – *товар, джерело*

to escape – *здійснити втечу*

an incentive – *стимул*

multiple – *неодноразовий*

civility – *людяність*

Discussion

- 1. Your partner believes that the number of crime has gone down over the last twenty years. You don’t agree with him.
- 2. Your friend considers the death penalty as savage and an affront to human dignity. You believe that it should be restored in Ukraine.
- 3. You think that life imprisonment is better deterrent to crime than capital punishment. Your partner doesn’t agree.



THE EUROPEAN UNION

Pre-reading Task

1. What facts from the history of the European Union foundation do you know? What countries were the founding members of the EU?
2. Would you like your country to be a member of the European Union? Why? Why not?



Europe was an arena of frequent and **devastating** wars for centuries. The European integration project was launched after the World War II as a way to prevent further conflicts between European countries and especially between the two chief **belligerent** nations – France and Germany. Several western European leaders came to the conclusion that the only way to establish a lasting peace was by bringing their nations together under a common, supranational institutional structure.

On September 19, 1946 the former British Prime Minister Winston Churchill gave a speech at Zurich University (Switzerland) calling for a “kind of United States of Europe”. It was considered by many people as the first step towards European integration in the postwar period.

The real process of foundation of the European Community, however, began on May 9, 1950 when French Minister of Foreign Affairs Robert Schuman made a declaration in the name of the French government. This declaration, inspired by the **visionary** ideas of Jean Monnet, proposed to integrate French and German coal and steel production under an organization that would be open to other European countries. The brilliant idea was that if Germany and France could control each others access and use of coal and steel, neither of the two countries would ever be able to produce weapons and get ready for a new war.

Schuman’s initiative, actually expressed much deeper **aspirations** such as “the foundation of a European federation, **indispensable** to the preservation of peace”. German Chancellor Konrad Adenauer supported this proposal and in 1951 six founding countries – Belgium, France, Germany, Italy, Luxembourg, and the Netherlands – responded to Schuman’s declaration and signed the Treaty of Paris establishing *the European Coal and Steel Community* (ECSC). The power to take decisions about the coal and steel industry in these countries was placed in the hands of an independent, supranational body called *the High Authority*. In 1952, Jean Monnet became the first president of the High Authority.

On March 25, 1957 the six ECSC members signed the Treaties of Rome, creating *the European Economic Community* (EEC) and *the European Atomic Energy Community* (EURATOM). The purpose of the EEC was to form a common market among the six founding members, based on the “four freedoms”: freedom of movement of goods, services, capital, and people. EURATOM was **to pool** the non-military nuclear resources of the states. In 1962 the countries of the EEC introduced a common policy on agriculture because they hoped to be self-sufficient with agricultural **commodities**.

The success of the European integration project during a period of steady economic growth in the 1960s set the stage for the first enlargement – the accession of the UK, Ireland, and Denmark – in 1973. The benefits of economic **convergence** became more evident in the context of the 1970s energy crisis and financial **turmoil**, which led to the launch of the European Monetary System in 1979.

The Community further expanded southward with the accession of Greece in 1981 (the second enlargement), followed by Spain and Portugal in 1986 (the third enlargement). These accessions led the EEC to adopt structural programs in order to reduce economic and social **disparities** among its regions. During the 1990s it became increasingly easy for people to move around in Europe, as passport and



customs checks were abolished at most of the EU's internal borders. Since 1987, for example, more than a million young Europeans have taken study courses abroad, with support from the EU.

In 1991 the governments of the 12 member states signed the Treaty on European Union. It transformed the EC into the EU. The **amendments** to the treaties have further deepened the strong ties between the EU's Member States, brought numerous changes in the institutional set-up of the Union, and **extended** its competences to new areas. The Treaty also introduced a single currency – the euro. It became a reality on January 1, 2002 when euro notes and coins replaced national currencies in Belgium, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Austria, Portugal and Finland.

On May 1, 2004 the fifth, and biggest ever, wave of enlargement took place, with the accession of ten new countries: Cyprus (Greek part), the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovenia, and Slovakia. The sixth enlargement **occurred** on January 1, 2007 when Bulgaria and Romania officially joined the European Union and it has grown to 27 member states. The newest members raise the EU's population by 30 million to 490 million.

Economic and political integration between the member states of the European Union means that these countries have to take **joint** decisions on many matters. In the early days the focus was on a common commercial policy for coal and steel and a common agricultural policy. Other policies were added as time went by, and as the need arose.

Today the EU also deals with many other subjects of direct importance for citizens' everyday lives, such as citizens' fundamental rights; ensuring freedom, security and justice; job creation; regional development; making globalisation work for everyone, etc. Also, some key policy aims have changed in the light of changing **circumstances**. For example, the aim of the agricultural policy is no longer to produce as much food as cheaply as possible but to support farming methods that produce healthy, high-quality food and protect the environment. The need for environmental protection is now taken into account across the whole range of EU policies.

European integration has delivered more than half a century of peace, stability, and economic **prosperity**. It has helped to build a common market, raise standards of living, and strengthened the EU's voice in the world.

Vocabulary

devastating – *руйнівний*
belligerent – *войовничий*
visionary – *провидницький*
an aspiration – *прагнення*
indispensable – *необхідний*
to pool – *об'єднувати*
commodities – *продукти*
convergence – *співдружність*

turmoil – *смута*
a disparity – *нерівність*
an amendment – *поправка*
to extend – *розширити*
to occur – *відбуватись*
joint – *спільний*
circumstances – *обставини*
prosperity – *процвітання*

Discussion

- 1. You think that Ukraine should enter European Union. Your friend does not think so. Discuss all pros and cons.
- 2. Your partner considers that Muslims and their religion should be banned from/in the EU. Express your opinion.



APPENDIX

EXPRESSING OPINIONS

Opinions are like brains, everybody has got one! Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

Asking for an opinion

Could you give me your opinion about ...?
In your opinion, ...
Do you have an opinion about ...?
How do you view ...?
I'd like to know your reaction to ...
How do you feel about ...?
Could you give me your reaction to ...?
What do you think about ...?

Could you tell me what you think about ...?
What's your position on ...?
I'd like to know what you think about ...
What is your opinion about ...?
I'd like (to know) your opinion on/about ...
What is your attitude toward/to ...?
I was wondering where you stood on the question of ...?

Offering an opinion

In my opinion, ...
At least, that's my opinion.
In my view, ...
That's my view of ...
My point of view is that ...
As for me, ...
As far as I'm concerned, ...
As I see it, ...
From my point of view, ...
It's certain that ...
It's clear that ...
It would seem to me that ...
It's obvious that ...
In my experience ...
It's impossible ...
It's possible ...
It's probable ...
Speaking for myself ...
It's surely ...
It seems to me that ...
It's true ...
I have the impression that ...

I feel that ...
I have a feeling that ...
I fear that it is ...
I believe that ...
I'd say that ...
I'd like to point out that ...
I must say ...
I consider it ...
What I mean is ...
I imagine ...
I'd suggest that ...
I think that ...
I suppose that ...
I'm certain that ...
I'm convinced that ...
I figure that ...
I'm of the opinion that ...
I'm sure that ...
I find that ...
Personally, I think ...
For my part, ...
If you want my opinion, ...

Supporting an opinion

It is thought that ...
I heard that ...
I heard about ...
We know that ...
One says ...

Some people say that ...
They say ...
For example ...
It is considered ...
It is generally accepted that ...

Agreeing with an opinion

My view about this is positive.
Of course.
That's a good point.
I agree with this idea.
I agree completely with this idea.
Yes, I agree.
I agree with you entirely.
I agree partially with this idea.
I think so, too.
I don't think so either.
Neither do I.
I see what you mean.
So do I.

Disagreeing with an opinion

That's one way of looking at it, but ...
The project is feasible, but ...
Yes, that's quite true, but ...
I think it is a bad idea.
I guess this idea is impractical.
I see that this idea is bad.
I think this idea is impossible/impractical/bad.
I think this idea is possible, but ...
I'm not sure you're right there.
That's different.
That's not the same thing at all.
That's not the point.
Your point about ... is questionable. First off, ...
I don't agree with you.
I'm not sure that I agree with this idea.
I'm not sure I quite agree.
I'm not sure I agree with the statement about ...
I agree with you, but ...
I don't agree with this idea.
I'm afraid I can't agree with this idea.
On the contrary ...

Avoiding expressing an opinion

It all depends on your point of view.
That depends on ...
I'd rather not commit myself ...
It's hard to ...
I can't express a (definite) opinion on ...
It all depends on ...
I have never really thought about ...

This idea is absolutely right.
You're absolutely right.
You could be right.
This idea is partially right.
I can't agree more.
I couldn't agree more on this.
Exactly.
I think this idea is good.
That's true.
I think this idea is perfect.
That's just what I was thinking.
I'd go along with that.
You know, that's exactly what I think.

I'm afraid I entirely disagree with you.
I'm afraid I have to disagree.
I tend to disagree with you there. First off, ...
Yes, but don't you think ...
Perhaps, but don't you think that ...
It's unjustifiable to say that ...
No, I think you're wrong.
I must take issue with you on that.
I'm not so sure about that.
You mentioned that ... However, ...
You have a point about ... However, ...
Up to a point, but ...
Well, you have a point there, but ...
I see your point, but ...
I'm sorry to disagree with you, but ...
That's not entirely true.
I suppose this idea cannot be implemented.
I see what you mean, but ...
While you may be right about ..., what about ...?

I know nothing about ...
I don't have strong feelings on, about ...
I've never wondered about it.
I've never asked myself that question.
I'd rather not comment ...
I'm not in a position to say whether ...

ASKING FOR CLARIFICATION

In order to avoid misunderstanding one has to ask for clarification to make sure one understands the message in the right way. If one is asked for clarification one has to give it and check for understanding. Here are some useful expressions you can use in both situations:

Requesting Clarification

Pardon me. Would you mind repeating that?

Excuse me. What was that again?

Pardon me. Could you repeat that please?

I beg your pardon. Would you mind repeating that?

I'm sorry. I didn't get the last part.

May I interrupt? Could you say that again, please?

Asking for clarification for better understanding

If I understand the terms correctly ... Is that right?

Could you elaborate on that?

Do you mean ...?

I was under the impression that ...

Would you clarify that a little, please?

I am not sure I got your point.

I can't understand ...

Let me see if I have that right. ... Is that so?

Giving Clarification and checking for understanding

Does that make sense to you?

I mean that ...

What I mean is that....

Have I made myself clear?

Am I making sense?

Am I clear enough?

Do you see what I mean?

Do you get that?

Do you understand so far?

Are you following me?



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