


Л. В. Калініна, І. В. Самойлюкевич

# Англійська мова

підручник для  
загальноосвітніх  
навчальних  
закладів

Your  
English  
Self

11

УДК 80  
ББК 81.2АНГ-922  
К17

*Рекомендовано Міністерством освіти і науки, молоді та спорту України  
(Наказ № 235 від 16.03.2011)*

**Видано за рахунок державних коштів. Продаж заборонено**

Наукову експертизу проводив Центр наукових досліджень та викладання іноземних мов Національної академії наук України.  
Психолого-педагогічну експертизу проводив Інститут педагогіки Національної академії педагогічних наук України.

**Калініна Л. В.**  
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Підручник з англійської мови «Your English Self» розроблений для учнів 11-го класу загальноосвітніх навчальних закладів, які обрали академічний рівень навчання. Він відповідає новим вимогам викладання англійської мови. Підручник є складовою навчально-методичного комплексу з англійської мови, до якого також входять зошит, компакт-диск і книга для вчителя. За допомогою підручника учні розвиватимуть свою мовленнєву компетенцію засобами діалогу культур між англomовними країнами та Україною.

У підручнику представлено матеріали з 5 розділів (Units). Кожен з них — це цікава сфера спілкування, наприклад, «Світ, в якому ми живемо і навчаємося», «Мистецтво для душі». По завершенню кожного розділу учні мають змогу перевірити отримані знання, виконуючи тестові завдання «Test Yourself».

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і художнє оформлення, 2011

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## УМОВНІ ПОЗНАЧЕННЯ

Go Ahead!	мовленнєва зарядка
Rhyme and Reason	фонетична зарядка
Your Helping Hand	граматичний матеріал і тренувальні вправи
Enrich Yourself!	рубрика містить лексичний матеріал і тренувальні вправи для поглибленого вивчення мови з урахуванням міжпредметних зв'язків
Express Yourself!	комунікативні функції і завдання для їх опрацювання
Work Your Wisdom!	усна мовленнєва практика для поглибленого вивчення іншомовного соціокультурного матеріалу
Your Language Portfolio: Listening / Reading / Writing	тексти для прослуховування і завдання для їх опрацювання; тексти для читання і завдання для їх опрацювання; поради щодо роботи з різними видами писемного мовлення
On Your Own	творчі та пошукові вправи для поглибленого вивчення мови
Across Cultures	соціокультурна інформація
Culture Comparison	соціокультурні завдання порівняльного характеру
Test Yourself	тестові завдання для самоконтролю і самокорекції
At Home	завдання та творчі письмові завдання, що рекомендується виконувати вдома
BrE / AmE	лінгвістичний коментар щодо різниці у вжитку виділених у тексті слів у британському та американському варіантах англійської мови

## *Dear English language learner!*

Welcome back to school! This year you are going to study an academic course of English.

We want you to enrich your knowledge in the subjects across the Curriculum as well as to speak and to write their content. We hope you will enjoy practising your English through learning more from history, geography, social studies, literature, computing, music, etc.

You can start with the revision of what you have learnt previously, using the introductory lessons "Getting Started". In each of the six forthcoming units, you will find contemporary academic and conversational English materials which will enable you to develop your communicative competence in listening, reading, speaking and writing. The conversation warm-ups "Go Ahead!" and the pronunciation warm-ups "Rhyme and Reason" can help you to brush up your English on the basis of everyday situations, quotes and poems.

"Your Helping Hand" will truly appear your helping hand in revising your grammar and learning new grammatical items. To upgrade your lexical competence, you are recommended to use the higher-level vocabulary practices in the parts "Enrich Yourself!" and "Work your Wisdom!". Make sure you pay attention to the differences in meaning and form between some British English (BrE) and American English (AmE) words. Your Language Portfolio is meant to assist you in developing your reading, listening and writing skills in different domains (personal, public, educational and occupational). Try your hand at creating projects in various formats ranging from a poster to a brochure, from an SMS exchange to a house model. You can make them from the point of view of your future profession(s) — that of a historian, a geographer, a psychologist, a computer programmer, a philosopher, and the like.

Reading makes a full man, you know. With this coursebook, you will certainly benefit from reading all sorts of authentic materials (popular and scientific articles, manuals, announcements, journals, etc.). To analyse them thoroughly, please, use the tasks "In-depth Language Study" in your workbook.

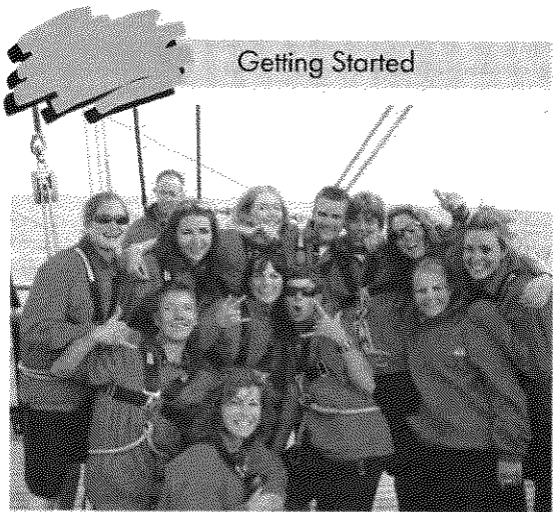
There is ample opportunity for you to learn both language and culture in the sections "Culture Comparison", "Across Cultures" and "A Cross-cultural Reader". Importantly, it may prevent you from behaving like a bull in a china shop abroad.

Do you want to test yourself in order to find out your level of language acquisition? Then go to the "Test Yourself" section at the end of each unit.

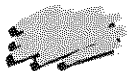
Hopefully, this coursebook will help you to get a good command of Academic and Conversational English.

*Thank you and  
Good luck to you!  
The Authors*

## Getting Started



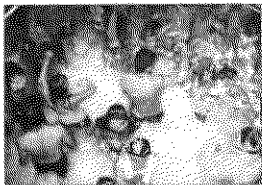




# 1. Summing up Summer

## 1 Go Ahead!

Look at the pictures and speak about those which are true about your summer activities and these of your friends.



disco-parties



cyber cafe



TV talk show



sports



electronic newspaper



British must-sees

## II Rhyme and Reason

Read the quotes about leisure time and practise the intonation of statements. Say what impact leisure activities can make on a person.

'All 'intellectual improvement 'arises from  
leisure.

*Samuel Johnson*

'Everybody is dragged 'on by their 'favourite  
pleasure.

*Virgil*

'Idleness is the 'holiday of fools.

*Philip Chesterfield*

'Travel is 'glamorous 'only in retrospect.

*Paul Theroux*

The 'most 'wasted day is, that in 'which we  
didn't laugh.

*Chamfort*

## III Your Helping Hand

### GRAMMAR REVISION

a) Relative clauses with *who*, *that*, *which*, *when* and *where*.

To identify or give additional information about *someone*, *somebody*, *something* or to refer to a place / time, use relative clauses.

- Read three articles from teenagers' magazine about British must-sees, which children toured in summer, and complete them with relative pronouns. Say which of them you would like to see and why.



Bridgend

*Last June my parents brought me to a place, ... I left my heart for ever. Now I recommend tourists, ... wish to become acquainted with beautiful spots and places of historical or antiquarian interest of the pleasant town of Bridgend. This is the most desirable holiday resort ... is situated in the southern part of Wales.*

*Bridget offers to a tourist ... is a student, the people and localities which he visits with a lot of attractions. This is the town ... is surrounded by a countryside of great natural beauty.*

*It was the first time ... I saw the river Ogmore, which runs through the centre of the town, dividing it into two parts, known respectively as Oldcastle and Newcastle. Oldcastle ... is on the east of the river is said to take its name from a Norman castle. But I liked Newcastle ... covers slopping ground on the west of the river. I still remember that place of indescribable beauty ... was at an elevation of nearly 200 feet. Behind the conspicuous Church of St. Illtyd on the edge of a cliff, stand the remains of the Norman castles. I was not much of a historian ... I came here, but now a historical research is one of my favourite pastimes.*

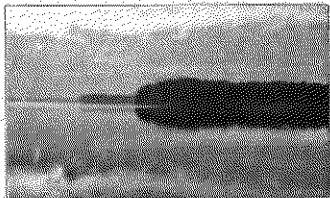


### Peak District

*At the end of the summer I joined the group ... decided to tour some of the most extraordinary places of Britain. Those were good times ... I socialized with like-minded people and learned a lot of things! The first place we visited was Britain's largest cave. It was discovered in the Peak District by a group of people ... followed the clues in a 200-year old book.*

*The cave, called Titan is about 140 metres from floor to ceiling. It also has a huge waterfall ... falls far below the level of the ground. Surprisingly, one man from the group read about the cave in a paper ... was written in 1793. It was the time ... people knew little about caves. But one academic described a cave system, ... went far beyond what anyone had explored in the area.*

*A group of British scientists spent three more years removing the rocks ... concealed the entrance to the cave, I believe. It was research and hard work ... helped them find the cave. Thanks to their efforts, the cave is now an important tourist attraction in the area ... it was discovered.*



Loch Ness

*Mysterious sights are the sights ... I like the best. They attract me like magnet, because I want to see them with my own eyes and solve their mysteries.*

*When my school was over, my friend Paul, ... lives in Scotland invited me to see one of the Scottish wonders. I remembered my last visit to Scotland ... we admired ancient castles.*

*This time it was Scottish lakes ... are called lochs. Loch Lomond, ... is 24 miles in length and 5 miles at its widest point is considered to be the largest and the most beautiful of all the lochs in Scotland.*

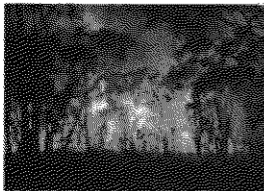
*However, the most famous of the Scottish lochs is Loch Ness because of the mystery of the Loch Ness Monster ... lives in it. It is difficult to say ... the story arose, but many people swear they saw the monster ... swam in the loch. Their stories have changed since 1933 ... the creature was first seen. Paul showed me some photos of the monster, ... he made, but unfortunately they are not very clear. I hope I'll have a chance to make my own pictures as the mystery of the Loch Ness Monster has not been solved so far.*

## b) Modal verbs

To express necessity, use *must* or *to have to*; to talk about future possibility, use *may*, *might* or *could*; to express regret or blame, use *ought to have done*; to express obligation, use *should* or *must*.

If you want to ask about things that someone can require or allows another person to do, use *make* or *let* followed by object + base form of the verb.

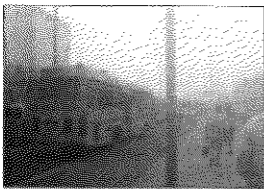
- During their summer holidays, some teenagers participated in ecological activities. Look at the pictures below and say:
  - what made them do it;
  - why we must join the ecological movement;
  - what we should do to save our environment.



deforestation



water pollution



air pollution



land pollution

Example: *We should stop polluting our environment and take care of nature unless it's too late.*



- Summarise your ideas and present them in the form of a speech you are supposed to make at the World Ecological Forum.

**c) Questions for more information**

If you want to ask for more information, use:

*Do you know ...?; Could you tell me ...?; I wonder ...; Please, explain ...; I don't know ...; Have you any idea ...?*

- Interview your classmates asking them about the things they couldn't do without last summer. Report your findings to the class.

Example: — *Could you please tell me, Ann, if you had a great time in summer?*

— *Sure. I enjoyed every minute of it.*

- In pairs, ask each other questions for more information about you getting together during the summer holidays. Follow the pattern below.

Pattern:

A: I say, ..., do you know ...?

B: The world we live in! I wonder ...

A: Sure. But please tell me ...

B: Ok. I'd like to know ...

A: I see. Well, ...

B: And one more thing. Do you happen to know ...?

A: Oh, I don't know ...

B: Never mind. It is interesting ...

A: Without doubt. If you feel like ...

B: I'd love to. And then ...



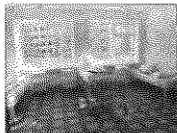
**At Home:** Write an e-mail to your e-pal about your summer holidays.



## 2. School: Now for It

### Go Ahead!

Look at the pictures and say in what sphere of life you'd like to make your future career. Say why. If there's no suitable picture, add your own.



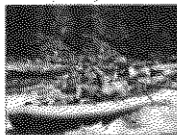
medicine



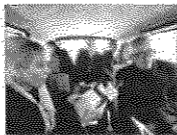
teaching



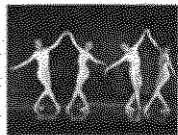
computing



sports



journalism



culture



### Rhyme and Reason

Read the rhyme and practise the sounds /ʌ/ and /i/. Say how much you agree with the message of the rhyme.

#### A Professional Rhyme

For 'every pro'fession under the sun  
There is a 'calling, or 'there's none.  
If 'there is one, 'try to find it;



If there is 'none, 'never mind it.  
'Try again and 'soon the 'effort will be rewarded.

## III Your Helping Hand

### GRAMMAR REVISION

#### a) Will, be going to

If you want to speak about an unplanned future action, use *will*.

To talk about a future situation that is planned or already developing, use *be going to*.

- Say how you plan to get ready for your future career. Consider the following items:
  - what goals you are going to achieve in the 11<sup>th</sup> form;
  - what optional classes you are going to attend for it;
  - about what profession you are going to know everything there is to know;
  - between what professions you will have to choose if you are in doubt;
  - what university / college you will try to enter if you have a chance.

#### b) The Past Simple, the Past Continuous, the Past Perfect Active.

To express an action, event or state completed at a general or specific time in the past, use the **Past Simple**;

To express an action that was in progress at a time in the past, use the **Past Continuous**;

To show an action, event or state that happened before a certain time in the past, use the **Past Perfect**.

- Say what you did / were doing or had done last summer before the 11<sup>th</sup> form as the first steps to your future goals.

**Example:** *I decided to become a computer programmer. So I was practising my computer skills all summer long. I had learned much new about different computer systems and designed my own website before the new schooling year began.*



### c) Gerunds

Use the gerund (base form verb + ing) if you want to state a fact focusing on its subject, object or complementing function. You may express your ideas using the gerund after prepositions.

- Read what these teachers think about some of their school-learners' interests and abilities and say what future career they may choose. Fill in the sentences with prepositions if necessary.



*Anna Pavlenko,  
geography teacher.*

...I'm proud to say that many pupils of my class are interested ... making geographical researches. Every year we plan ... visiting some distant places so that to make a full description of their fauna and flora, to draw a geographical map and to make rare pictures about some nature peculiarities. It's not an easy job, you know, but none of my pupils has ever complained ... being tired or becoming disinterested. I never prevent them ... making independent analysis or object ... voicing their personal opinions. Vice versa. I look forward ... their commenting on our observations and I find many of them extremely interesting. Without doubt, my pupils have talent for geographical discoveries.



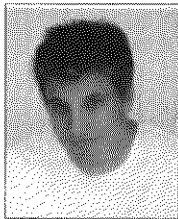
*Oksana Goncharuk,  
a teacher of drawing*

...There is one pupil in my class who is very good ... painting. Wherever we go, Alex takes his sketch book with him as he enjoys ... drawing everything he finds interesting. But most of all he is excited — painting landscapes. Alex paints from nature and succeeds ... finding an unusual composition or a colour scheme. I can't help admiring ... many of his works and suggest ... exhibiting some of



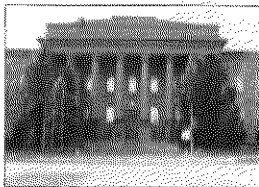
them at our local picture gallery. If Alex practises ... painting further, he may develop his own style.

...I think all teenagers should take sports to be healthy and only few of them are capable ... making progress in this or that sports. Some years ago, I recommended ... playing basketball to some boys and, thus, a new champion team appeared in school. I approve ... the boys' taking high places in the competitions. It's the result of their hard work. I insist ... their coming to the gym every evening. Those who feel tired ... training every day, give up sport. I regret ... saying this, but it's a fact. Strong-willed and straight-forward guys, like Vic and Steve, in the team may become real professionals.



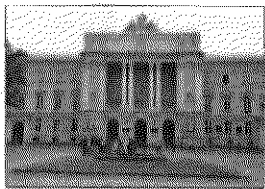
*Petro Vetrenko,  
a teacher of  
Physical Education*

\* Read the notices offered by universities and colleges to the eleven formers and discuss with your friend your future career plans. Follow the pattern below.



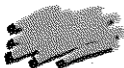
The Taras Shevchenko National University invites the applicants to the following faculties and institutes:

- Biology;
- Chemistry;
- Cybernetics;



L'viv State University invites the applicants to the following faculties:

- Applied Mathematics and Information Science;
- Biology;
- Chemistry;



- Geography;
  - Geology;
  - Economics;
  - History;
  - Law;
  - Mechanics and Mathematics;
  - Philosophy;
  - Physics;
  - Radiophysics;
  - Psychology;
  - Sociology;
  - Philology;
  - Journalism;
  - International Relations;
  - High Technologies.
- Culture and Arts;
  - Economics;
  - Electronics;
  - Foreign Languages;
  - Geography;
  - Geology;
  - History;
  - International Relations;
  - Journalism;
  - Law;
  - Mechanics and Mathematics;
  - Philology;
  - Philosophy;
  - Physics.



Zhytomyr Medical College invites the applicants to the following faculties:

- Anesthesiology;
  - Anatomy;
  - Biochemistry;
  - Community Medicine;
  - Dentistry;
  - Dermatology and Venereology;
- Microbiology;
  - General Surgery;
  - General Medicine;
  - Forensic Medicine.



**Pattern:**

**A:** Are you planning on ... ?

**B:** Of course, I ... because I'm interested ... and what are your plans?

**A:** Well, I don't think ... . I believe ...

**B:** I think it's best ... . I really like and try ...

**A:** Maybe you are right about ... . My parents insist ... , but I ...

**B:** It's up to you to decide, but ... and ...

**A:** Really? Do you mean ... ?

**B:** Sure. If you ... and, besides, ...

**A:** Are you saying you would rather ... ?

**B:** Exactly. At least I ... and ...

**A:** Thank you for ... I'm going ...

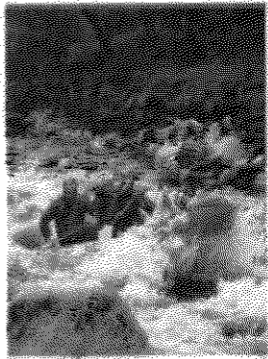
**B:** That's a good idea. Try and ...



**At Home:** Write a letter of application as if you are going to enter a college / university after finishing school.

# Unit 1

Free!





## Pre-test and Engage Yourself:

1. Can you prove the benefits of spending time in the peace and quiet of nature?

Yes  No

2. Have you ever participated in any youth organisation or subculture?

Yes  No

3. Can you describe the leisure-time activities popular with teenagers in Ukraine and abroad?

Yes  No

4. Can you express the aims of some hobbies?

Yes  No

Welcome to more of it!

# 1.1 In the Peace and Quiet of Nature: Social Studies

### Academic English

- to get a discount
- special offer
- to strike up acquaintance with sb
- to get a cultural improvement
- to be associated with
- to be in favour of sth
- to present a constant diet of sth

### Conversational English

- abseiling
- to come up with sth
- to show enthusiasm about sth
- to feel like doing sth
- luxurious
- to overlook sth
- to tempt sb out
- to be keen on sth
- to be dead against sth
- That's for sure.
- No way!
- Sort of OK.
- There's no room to swing a cat.

## Go Ahead!

Read Ann Petrenko's web page about how she and her friends spend their free time. Say how much it is typical of you and your companions.

Address: [www.petrenko.net](http://www.petrenko.net)



Hi, my name is Ann Petrenko. I'm an 11<sup>th</sup> former of the Zhytomyr humanitarian school. Zhytomyr is a small but very beautiful town in the north of Ukraine. My school is a modern five-storied building in the center of the town. There are 32 pupils in my class and we like spending our free time together. Here are our free-time activities.

- playing computer games;
- going places;
- joining some clubs like drama, dancing or model making;
- going cycling;
- doing sports like **abseiling** or swimming;
- hanging out with friends;
- watching videos;
- having outings somewhere in the open.



BrE abseiling  
AmE rappelling

## Rhyme and Reason

Read the lyrics of the song and practise the intonation of general questions. Answer the questions and say about your preferences in spending free time.



### A Song

'Have you 'got any 'plans 'about 'what to do with your 'time?  
 'Let's go to the beach if the 'weather is fine.  
 'Are you 'going away to France or Spain?  
 Or 'are you 'going to 'stay at home and play?  
 If you 'feel bored,  
 'Just 'give me a call.  
 We can 'meet up at the 'shopping mall.  
 Or 'see a 'film on DVD  
 Or we 'can 'also watch TV.  
 We can 'do everything, we can  
 'Go anywhere 'when we are free...

## III Your Helping Hand!

### GRAMMAR REVISION

#### The First Conditional

To talk about something that is likely to happen in the future as a result of an action or situation, use the 1<sup>st</sup> conditional:

**If + Present Simple + will**

**Example:** *If the weather is fine, we'll go to the beach.*

**Don't Forget!**

✓ You can also use *be going to*, the **Future Continuous**, **Future Perfect**, **Imperative**, *can*, *could*, *may*, *might*, *ought to* and *must* in the main clause.

**Example:** *If you decide to go on a hike, buy a sleeping bag.*

### NEW GRAMMAR

#### The Second Conditional

1. To talk about unlikely future events or imaginary or improbable situations in the present, use the Second Conditional:

**If + Past Simple + would + infinitive without to**

**Example:** *If Ann joined us, she would have a happier holiday.*

You can use *was* or *were* in the *if* clause after *I/he/she/it*.

Example: *If I were rich, I'd go travelling all over the world.*

You can use *if I were you* to give advice.

Example: *If I were you, I would put up a tent closer to the river.*

You can also use *could/might + infinitive without to* and *would / could / might + be + ing form* in the main clause.

Example: *If I had more free time, I could go swimming more often.*

### Basic level

a) Answer the questions.

1. Where will you go if it is warm and sunny / cold and raining?
2. What would you do if you had more free time?
3. What would you buy if you had much money to spend?
4. What will you talk about if you meet your old friends?
5. What country would you visit if you had a chance?
6. What will you do first and foremost if you have an outing?
7. What will you take with you if you decide to spend a day in the peace and quiet of nature?

b) Complete each second sentence so that it has a similar meaning to the first sentence.

Example: *Taras won't light a fire because he doesn't have matches.*

*If Taras had matches, he could light a fire.*

1. I don't live in the village, so there is not much fresh air.  
If I ... in a village, there would be ...
2. It started to rain, so we went to the tent.  
If it ... , we wouldn't ...
3. We don't go hiking often, because we are very busy.  
If we ... so busy, we would ...
4. Peter doesn't have a bike, so he can't go cycling with us.  
If Peter ... a bike, he'd ...

5. Your sister won't be able to go with us, she has caught a cold.  
If your sister ... , she'd ...
6. Let's buy this tour so that we could lie in the sun in two days.  
If we ... , we'll ...
7. Boris has just caught big fish, so we can make fish soup on fire.  
If Boris ... we can ...

### Higher level

a) Read Taras's letter and Paul's answer to it. Fill in the correct conditionals of suitable verbs.



Dear Paul,

I'm not sure what to do with my free time. I'm thinking of a long walking tour, but some of my friends say it's a bad idea. They say that if I walk I will be dog-tired and get no pleasure. But if I ... at home, I ... be even less happy. Who is right?

Thanks,  
Taras.

Dear Taras,

A lot of young people prefer walking tours to other activities because they find them exciting. If you ... to have a walking tour, you ... have the most pleasureable time. It ... be more fascinating if you ... with your friends.

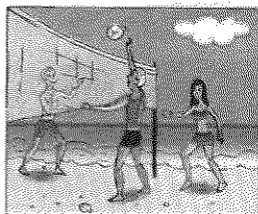
Walking tours have much to offer. If you ... sight-seeing you ... stop at any interesting place and take pictures or get some interesting information about it.

You ... also make a film if you ... a camera with you. Besides, you have a chance to meet new people. If you ... like-minded people, you ... strike up acquaintance with them and continue your tours together. But if you ... at home you ... regret it because only outdoor activities can make you healthy and happy. If I ... you, I ... take a walking tour. But it's up to you to decide.

Yours,  
Paul

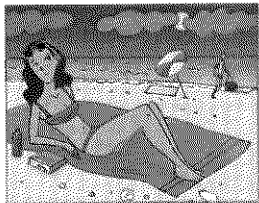
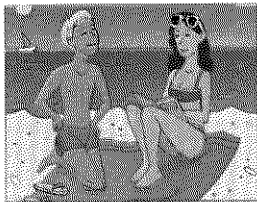


**At Home:** Look at the pictures and speak about advantages and disadvantages of Ann's ideas of spending free time. Use the words and word-combinations given below and the proper conditionals.



- to go to the beach;
- to get sunburnt;
- to relax;
- to be overcrowded;
- There's no room to swing a cat.
- to share the company of friends;
- to socialize with sb;
- to have much fun;
- to play volley-ball;
- to have the time of one's life.

**Example:** *If I go to the beach, I'll get sunburnt.*



- to strike up acquaintance with sb;
- to share interests;
- to be keen on drama;
- to join a drama club;
- to get an invitation to a concert.
- to be unpredictable;
- to change for worse;
- to get wet;
- to be disappointed;
- to spoil leisure time.

b) **On Your Own:** Find more information about possible outdoor free-time activities and present them to your class.

#### IV Your Language Portfolio: Reading

a) Read the dialogue of four English friends planning their free-time outdoor activities and fill in the chart with their preferences.

Ann	Alec	Helen	Phil
<ul style="list-style-type: none"> <li>• drama</li> <li>•</li> <li>•</li> </ul>			

#### Choosing a Free Time Activity

**Alec:** Hey everyone! Are you ready to come up with your ideas for our free time? We are all in *favour* of active rest, not a lazy one, right?

BrE *favour*  
AmE *favor*

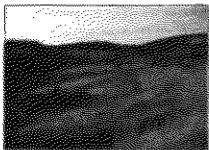
- Phil:** Hi, Alec. I'm OK. Sort of OK. I've found good information about our possible leisure time in the Lake District. Its beautiful scenery is very popular with tourists and we could take a camping vacation and stay two or more nights in one of the campgrounds near the lakes. It says here if we book early, we'll get a discount. I like this special offer. But Helen doesn't show any enthusiasm about it.
- Helen:** Exactly. I don't feel like going there at all. There's too much rain, especially at this time of year. If it rains all the time, the holiday will be spoilt. Besides we should backpack through the mountains and carry those heavy backpacks everywhere and make a fire to cook on. That doesn't sound relaxing to me. I'd rather go to Stratford-upon-Avon with my family.
- Phil:** Going with friends may be not so luxurious as with parents, but it's natural to stop going on holidays with your parents as you grown up, I believe, as it is not so much fun.
- Ann:** Well, if Helen doesn't go, I won't go either.
- Alec:** No way! We used to spend our free time together and this time will do the same. What about abseiling in Cumbria? You, girls, are so poetic and romantic and this district is associated with Lakists — the poets who lived there and wrote about it. I believe it is worth getting away from it all and enjoying nature with nobody else around.
- Ann:** Not again. I had enough of it last year in Scotland. My hair stands on end when I even start thinking about it. Why don't we go somewhere different like...
- Helen:** Stratford-upon-Avon? We are both drama club members, Ann, and if we stay in Stratford for a few days, we'll see four or five different plays at the Royal Shakespeare Theatre. It presents a constant diet of Shakespeare's works.

- Ann:** And you, guys, will be able to take lots of unforgettable pictures for your future photo show. The theatre overlooks a beautiful scene of lush meadows and willow trees on the bank of the Avon and we may have a nice outing there. Pleasure and business combined, you know.
- Helen:** Since you are keen on history, Phil, there is a replica "in-the-round" Elizabethan stage — named the Swan. They say it's used for works by Shakespeare's contemporaries' classics from all eras. I guess it's enough to tempt a real historian out.
- Alec:** And besides, an opportunity of being with friends is more important than the place you go to.
- Ann:** That's it! Each of us will get a cultural improvement and the best possible free time with friends.
- Phil:** All right, all right. We've been disputing over this problem for the better half of an hour and I see no end to it. If we can't agree on something right now we'll just have to stay at home, I'm afraid.
- Alec:** You are a big fan of nature and a great one for outdoors, Phil. I hope you'll enjoy yourself.
- Helen:** Then Stratford with its picturesque views is an ideal place for it, isn't it?
- Phil:** OK. So much pressure!
- Helen:** Agreed then.

## Across Cultures: Great Britain

The Lake District (also the Lakes) — a region of lakes and mountains in Cumbria.





**Cumbria** — a county in North-West England, on the border with Scotland.



**Stratford-upon-Avon** (also Stratford) — the town in Warwickshire where William Shakespeare was born.



**The Royal Shakespeare Theatre** — the theatre in Stratford-upon-Avon, England, where the Royal Shakespeare Company regularly performs.



**Scotland** is a country that is part of the United Kingdom. Occupying the northern third of the island of Great Britain, it shares a border with England to the south and is bounded by the North Sea to the east, the Atlantic Ocean to the north and west, and the North Channel and the Irish Sea to the southwest. In addition to the mainland, Scotland includes over 790 islands.

b) Look at the photos and read the cross-cultural commentary on the previous page. Say in what connection the teenagers mentioned them. Find more information about the places and say why they attract people.



c) Read what American teenagers think about their free-time activities and compare the information with that of the dialogue above.

Many Americans believe that free time is the time to have fun and only partly to relax. Nowadays people are seeking a quieter, less stressful and less expensive vacation and often go camping and hiking. There are many national parks throughout the country which offer low priced camping spots. Many Americans like this idea because it offers the opportunity "to lose others" for a bit and to enjoy the meditative silence of nature alone.



Others like summer parties which are usually picnics in the park or at the oceanside, river or lake. They pack a basket and a grill and head to the community park, lake or river bank to enjoy themselves. As a rule they spend the entire day in the park waiting for the night to fall.

d) Read the paragraphs from Ukrainian teenagers' compositions about their free-time activities and say who you agree with. Add more ideas to a paragraph of your choice.

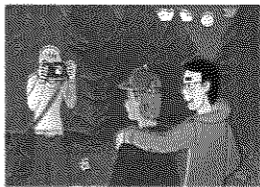
...When some people speak about free-time activities somewhere outside their place, they mean picnics, which are extremely popular with them. I don't like picnics because they are always just about the same: heavy meals, noisy games and too much talking. But the most horrible thing about them is the end, when everything has been eaten and the containers are thrown about to identify the picnic ground. When I see it, I feel sorry for nature, that's why it's not my idea of heaven. I prefer to sit alone on the bank of the river with a fishing rod, face to face with nature...

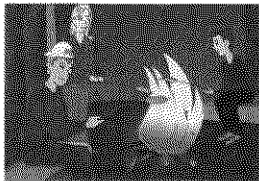
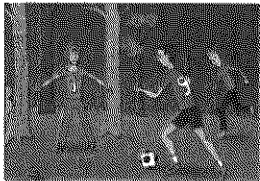
...I had a cool trip into the jungle last year. My dad took me with his expedition. In the daytime, I watched the birds and examined the plants I had never seen before. I tried to put down everything I saw into my travelling diary, but sometimes it was simply impossible because the incomparable beauty of rare plants in the jungle made me stop and stare. Then in the evening, we climbed the top of the mountain and watched the sunset. It seemed to me we could hear all the animals in the jungle! They made a lot of noise, but I wasn't scared. Vice versa, I felt a part of nature and was proud of it...

...There is nothing like spending time out in the open for me. Nature like magnet attracts me, fills with new energy and inspires for creativity. I try to communicate with nature as often as I can. Not for nothing friends call me "Mowgli-girl" and really I feel much better in the peace and quiet of nature than at home...

e) Look at the picture of a typical youth outing and say:

- why teenagers like outings;
- what weather is most suitable for the occasion;
- what young people usually take with them for a short-term outing;
- how young people dress for it;
- what outdoor activities they usually have.





f) If you were an artist, what picture of an outing would you paint? Would it differ much from the one above?

g) In pairs, discuss possible outdoor free-time activities for the coming weekend. Use the pattern below.

Pattern:

A: Hey, ... , are you ready ... ? Are all in favour ... ?

B: Hi, ... . I'm OK. Sort of OK. I've found ... . It says here ... , but ... .

A: Well, I don't feel like ... . There's ... and ... . If ... the leisure time will ... . Besides ... . I'd rather ... .

B: We used to ... . What about ... ? I believe ... .

A: Not again! I had enough ... . Why don't we ... ? It ... and ... .

B: Since I'm keen on ... . I guess ... .

A: And besides, ... .

B: That's it! Each of us ... .

A: All right, all right. If we can't ... .

B: You are a big fan of nature and ... . I hope ... .

A: Agreed then. I'm sure ... .

## **V** Your Language Portfolio: Listening

a) Listen to the humorous story "Let's Have a Picnic" and say what advantages of a picnic it introduces.

b) Now, listen to the story again and mark the true statements.

1. Picnics are popular with those people who know how to put up a tent.
2. Children are fond of picnics because they can eat what they want.

3. Women like picnics because they don't have to trouble about meals.
4. The best place for a picnic is a river side.
5. Picnickers usually catch a lot of fish.
6. Nobody leaves empty containers on the picnic site.
7. All picnickers like to collect wood.
8. Picnic is mostly anticlimax late at night.
9. Good picnickers know how to open a bottle on a rock.
10. Picnics are also meant for singing.

c) **On Your Own:** Find any amusing story connected with relaxation out in the open and present it to the class. Ask your friends if they have ever been in a similar situation and how they find the way out of it.

## **VI** Your Language Portfolio: Writing

### Advertisement

✓ Advertisement is a picture, a set of words, or a short film which is intended to persuade people to buy a product or to use a service, or that gives information of an event that is going to happen.

#### How to write an advertisement for free-time outdoor activities

Content Tips	Language Tips
* Think of a striking title of the advertisement.	— Are you interested in ...? — Do you feel like ...?
* Make notes of the main points you want to include in your advertisement.	— There's nothing more interesting than ... — Come and ...
* Highlight the most attractive sides of the advertised thing.	— Join us ... — Don't hesitate to come ...
* Try to accompany it with some photos or other illustrations.	— You'll be impressed by ... — You'll enjoy ...
* Be precise in time and place descriptions.	

Read the sample advertisement for a free-time outdoor activity and say if the author managed to reflect the tips.

**Sample Advertisement of a Free-time Outdoor Activity:**

### Learn Scuba Diving in California



Are you interested in  
under-the-water world?

Do you feel like examining sea wild life?  
Then come alone or with friends and explore  
the fascination of the world!

*Don't hesitate to join us!*  
*Contact us now for free information pack.*

## VII Culture Comparison



1. Say how much you know about the free-time activities of British and American teenagers.
2. What free-time activities do Ukrainian teenagers have in common with their foreign friends?
3. What is typical of all teenagers as to their relaxation in the peace and quiet of nature?



**At Home:** *In your workbook, write an advertisement of a free-time outdoor activity.*

## 1.2. Leisure Cultures: Psychology

### Academic English

- leisure-time activity
- to dampen the enthusiasm
- to experience delight
- heartbreaking moment
- to strive for sth
- feeling of togetherness
- to get off to a good (bad) start
- to feel stressed out
- fantastic release of sth
- to stimulate senses
- to be sceptical about sth
- intoxicating
- to delight in sth
- to let oneself go
- to enjoy reputation for sth
- clubbing

### Conversational English

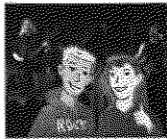
- at one's leisure
- to be *enthralled* by / with sth
- to jump at the opportunity
- to broaden one's musical horizons
- to break down (language) barriers
- to be in (first / second) position
- to turn to sth
- to drag oneself away from sth
- to build sth into life
- to rave about sth
- to do sth for the joy of it
- a walk of life
- throughout history
- to open up a mystery
- to be a treat
- to swap sth with sb
- every now and then

BrE to enthrall

AmE to enthrall

### 1 Go Ahead!

Look at the pictures and say how much teenagers enjoy these activities. Which of them is your leisure-time activity?





## II Rhyme and Reason

Read these quotes about leisure and entertainment with the correct sentence stress. Comment on the one you like most.

I would 'not 'exchange my 'leisure hours for all  
'the' wealth in the world.

*Comte de Mirabeau*

'Variety is the 'spice of life.

*Author unknown*

'What is this life if, 'full of care, we have 'no  
time to stand and stare.

*W. H. Davies*

'We 'seldom 'enjoy leisure we haven't earned.

*H. Jackson Brown, Jr.*

## III Enrich Yourself!

### Basic Level

a) Read the words and word-combinations on page 38. Match the word-combinations with their definitions and make up sentences with them.

- |                                    |  |
|------------------------------------|--|
| 1. to rave about sth               | a) to make someone very interested and excited             |
| 2. to be enthralled<br>by/with sth | b) to make sth a permanent part of your life               |
| 3. to dampen the enthusiasm        | c) to talk about sth you enjoy or admire in an excited way |

- |                           |  |
|---------------------------|--|
| 4. to strive for sth      | d) to make a great effort to achieve sth     |
| 5. to delight in sth      | e) an event that gives you a lot of pleasure |
| 6. a treat                | f) to make a feeling or activity less strong |
| 7. a walk of life         | g) to enjoy sth very much                    |
| 8. to build sth into life | h) a position in society                     |

b) Answer the what-questions about your leisure time.

1. What do you like to do at your leisure?
2. What can you rave about?
3. What do you do when you feel stressed out?
4. What leisure-time activity can stimulate your senses?
5. What activity is a real treat for you?
6. What leisure-time activity are you sceptical about?
7. What can give you a fantastic relief?

### Higher Level

a) Read what a girl says about the leisure-time activity and fill in the missing words from the box.



I love clubbing and I'm a member of some clubs. Last term I joined a cookery club. I like to cook ... especially to bake. Our teacher is great and shows us how to make lots of things. Actually, I ... with her recipes and ... when I can do something myself. My friends ... it and wonder how I can ... cakes and pies, but they never say "no" when I treat them to something delicious.

Our school cookery club ... for cuisines of different countries. Students of different nationalities present their dishes to the club members and it ... international understanding, I believe. We eat dishes together, share the impressions, laugh, joke and ... the recipes with each other.

The ... is especially reflected in the final class of the club which is a display of our "cooking talents". We've become



friends and it helps us to understand cultures of each other through the ... . Who knows, maybe this leisure time activities will ... when it comes to choosing a future profession?

clubbing    experience    am enthralled    enjoys reputation  
 rave about    get off to a good start  
 at my leisure    are skeptical about    improves  
 enjoyment of cooking    feeling of togetherness  
 delight

b) Look at the pictures and describe teenagers' leisure activities, using the words and word-combinations suggested below.



technology club

- at one's leisure;
- to jump at the opportunity;
- heartbreaking moments;
- a walk of life;
- to enjoy reputation for something.



school orchestra

- to be enthralled with sth;
- to broaden one's musical horizons;
- to rave about sth;
- to do sth for the joy of it;
- to stimulate senses.



English speaking club

- to experience delight in sth;
- multitude of languages;
- to break down language barriers;
- throughout history;
- to swap sth with sb.



**At Home:** Describe your favourite leisure-time activity and present it to the class.

## IV Your Language Portfolio: Reading

a) A youth magazine asked teenagers of different countries to complete the questionnaire as to their leisure-time activities. Read the questions and the answers and say if all teenagers have similar preferences.

## Questionnaire

## Teenagers' Leisure-time Activities

What is your favourite computer activity – playing games, watching recorded programmes, searching the Internet?

How often do you watch TV?

Do you often read books and use a library?

Are you a sportsperson or a sport fan? What sports do you enjoy?

What fills you with new life and energy – music or dancing? Which style?

Have you got any pets? How much time do you spend with them?

Where do you like to socialize with your friends and how much time does it take?

Are you a cinema goer or a theatre lover? What films or plays do you like to see?

How often do you go to museums or picture galleries?

What is your favourite style of painting?



Sally Harrison,  
USA

When I'm feeling a bit stressed out, I turn to my leisure time activity, which is a fantastic release, making me free and happy. It's dancing. I drag myself away from my sofa and TV to discover the pleasure of moving my body to the rhythms of music. It's a great way not only to build my physical activity into life, but also to stimulate my senses.

I was at first *sceptical* about dancing, but my friend, who came from Cuba, was raving about it and it was he who persuaded me to go to Rumba club. When I came there,

BrE *sceptical*) AmE *skeptical*)

I couldn't believe the energy and vitality of the place — it was magic! And the dance itself was so intoxicating! There was no "right" way of doing it; you just dance for the joy of it. I'm not a confident dancer, but it has become my favourite leisure time activity. I delight in music and let myself go. Besides, it's a great way to meet people. I believe people of all ages and walks of life should try dancing. Throughout history, people have expressed themselves through dance in rituals and ceremonies, on social occasions with friends and family...

It's great fun and good for my body and mind.

I think there isn't much spare time in my life for leisure activities. As all school leavers I'm getting ready for my exams and it takes much time, you know. But there is something I can't do without — it's music. My friend Bob and I are like-minded people and we jump at every opportunity when it comes to a music concert or festival.

I love modern music and musicians because they try to broaden our musical horizons to get us away from what we hear on the radio or TV every day and experience the latest styles in world music. The concerts are often given in a multitude of languages and we sometimes don't understand every word, but it doesn't dampen our enthusiasm. I look around at the high spiritual crowd and realise that our feelings are unmistakably universal. They prove that music truly has the ability to break down all barriers. I'm having the time of my life, dancing and singing along to the music with lots of other teenagers.

Bob and I believe that music concerts are unique leisure time activities which bring teenagers together and let them become themselves and express their feelings.

Nowadays clubbing is one of the most popular forms of socializing and leisure-time activities for young people in my country. Hundreds of clubs sprang up in all parts of Australia, which unites teenagers with the same interests and performers.

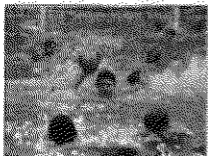


*Ruth Drake,  
Great Britain*



*Sarah Briggs,  
Australia*

Photography clubs, driving clubs, technology clubs, even pottery clubs become extremely popular with teenagers. I find pleasure in riding because I live on a farm in the desert part of Australia. So I have a perfect possibility to master riding skills. Whenever I have a spare minute, I go to my club to meet "the Star" (my favourite horse) and friend at the same time. The Star can unmistakably sense my mood and react to it. I love to talk to him and, at times, I think he understands what I say. Horses are very clever animals and they learn quickly, far better than some of us. With my horse, we can cover quite long distances already! Every ride brings me lots of excitement. Not for the world would I change this leisure time activity!



*Eric Fletcher,  
Canada*

My mum keeps saying: "Business before pleasure", reminding me of my coming graduation. But I never forget about things which I can do at leisure, like computing, reading, watching videos, things like that. There is a leisure centre not far from my place and I guess there are other delights to experience, that's why I go to the theme park every weekend. The park is based on one subject — water travel and water sports are my favourite. There I find the sport activities designed for teenagers like boating or swimming, racing, sailing and playing water polo. I always have heartbreaking moments in my swimming pool. Last weekend I was in third position in the swimming race. If I stay in third this time, I'll win the title! But it's not the title I'm striving for. The feeling of togetherness is much stronger. A team like a family unites its members and we become as one whole. I'm always enthralled with the water sport activities because they give off to a good start when another working week begins.

Of all leisure-time activities I like cinema and theatre the best. They create a new world for me in which I forget about every day routine, my problems and all that worries me. A good film or a play carries me away, opens up its mysteries and lets me live quite a different life. Of course, I watch DVD or video more often than I go to the theatre, but at least once a fortnight I try to see a new play.



*Taras Voitenko,  
Ukraine*

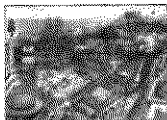
Luckily, I live in Kyiv, which has enjoyed a reputation for quality theatre since ancient times. I'm proud to say that the city still provides a platform for innovation and I can find a performance to my taste — a traditional drama, a brand new musical or an eccentric comedy. My elder brother is a great theatre-lover and it's a real treat to go to the theatre with him. Our visits to the theatres have become the best ways of relaxation and delight. No wonder, I always look forward to going there.

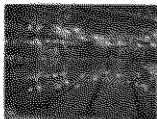
## Across Cultures: The World

**Rumba** — a popular dance originally from Cuba.



**Theme park** — a type of park where you can have fun riding big machines such as roller coaster, and where the whole park is based on one subject.





**Leisure centre** — a place providing a range of leisure activities, e. g. various sports, swimming, cinema, etc.

b) Read what these teenagers said about their leisure-time activities and fill the information in the following chart.

	Leisure activity	Reason for it	Time for it	Result of it
Eric Fletcher	<i>water sports</i>	...	...	...
Ruth Drake				
Sally Harrison				
Taras Voitenko				
Sarah Briggs				

c) Summarise the information and say how much these activities are typical of you and your friends.

d) Read these fragments from the song "Charlie and the Chocolate Factory" by Roald Dahl. Do you agree with the poet? Express your own views about the leisure-time activities mentioned by the author.

...  
 But did you ever stop to think,  
 To wonder just exactly what  
 TV does to your beloved tot?  
 It rots the sentences in the head!  
 It kills imagination dead!  
 It clogs and clutters up the mind!  
 It makes a child so dull and blind.  
 He can no longer understand.  
 A fantasy, a fairyland!

...  
 What used the darling ones to do?  
 How used they keep themselves contented?  
 Before this monster was invented?  
 Have you forgotten?  
 Didn't you know?  
 We'll say it very loud and slow:  
 They used to read!

His brains become as soft as  
cheese!

His powers of thinking rust  
and freeze!

He cannot think — he only  
sees!

...

They'd Read and Read, and  
Read and Read, and then pro-  
ceeded to read some more.  
Great Scott!

Gadzooks!

One half their lives was read-  
ing books!

The nursery shelves held  
books galore!

Books cluttered up the nurs-  
ery floor!

And in the bedroom by the  
bed,

More books were waiting to be  
read!

...  
So please, oh please, we beg, we pray,  
Go throw your TV set away,  
And in its place you can install  
A lovely bookshelf on the wall.

e) Come back to the questionnaire "Teenager's Leisure-time Activities" and answer all the questions in relation to yourself. Compare your answers with your friends' and find a like-minded person in your class.

## V Your Language Portfolio: Writing

### How to write an advertisement about a leisure-time activity

#### Content Tips

- Think of an unusual beginning of your advertisement so that to encourage readers to participate in your activity.
- Focus on the most outstanding features of the activity.

#### Language Tips

- No one else can ...
- There's nothing like ...
- It's a unique possibility ...
- ... gives you a fantastic re-lease.
- It's incredible ...

- Add colour to your description. — Without doubt ...
- Leave your contacts. — We are available ...
- Join us and ...

Read the sample advertisement about a leisure-time activity and say how the author managed to reflect the tips.

### Sample Advertisement about a Leisure-time Activity:



You are tired and exhausted, disappointed and worried, right? It does happen to everyone sometimes. We can help you out and teach how to use that kind of aggressive energy and at the same time to feel proud and free.

Join our Flamenco club and you'll see that flamenco is the ultimate means of self-expression.

*You'll dance off all your troubles.*

We are available every Wednesday and Saturday  
6.00–8.00 pm.

16, Bloomfield Ave, Bath

## VI Culture Comparison



1. What leisure-time activities are typical of teenagers from English-speaking countries?
2. Which of these activities are similar to Ukrainian leisure culture?



**At Home:** In your workbook, write an advertisement of your favourite leisure-time activity.



## 1.3. The Fun You Have: Sociology

### Academic English

- free-will membership
- conformity
- ethnicity
- antithesis to sth
- to promote sth
- to perform on a voluntary basis
- peer group
- to be immortalized by sb / sth
- to be distinguishable
- mismatched patterns

### Conversational English

- to swear an oath
- to set up sth
- chief cleanliness in thoughts and deeds
- to develop intelligence and practical skills
- in relation to sth
- to be attached to sth
- to be neatly groomed
- to show off
- to rebel against sth
- to dress up
- to be far beyond one's means



### Go Ahead!

Read the definition of a youth subculture and complete it with one of the features suggested in the list. Prove your point of view.

“A youth subculture is a youth-based subculture with distinct ...”

fashions  
behaviours  
interests  
beliefs  
music genres  
dialects  
styles  
vehicles



### Rhyme and Reason

Young people like expressing themselves. Read some of their slogans and practise the intonation of exclamatory sentences. Choose the most appropriate slogan and comment on it.

We 'want to know 'who we are!

We are striving for 'changing the 'world  
for the best!

"No" to the 'contemporary 'society standards!

We rebel against the 'older generation!

We want to 'get some skills and help  
'people around!

We want to be different!

### III Your Helping Hand

#### GRAMMAR REVISION

##### Zero Conditional

To talk about things that are always or generally true as a result of an action or situation, use the zero conditional: **if / when + Present Simple.**

Example: *If it rains, I put up my umbrella.*

#### NEW GRAMMAR

##### First Conditional

(phrases, linking words and expressions)

To talk about something that is likely to happen in the future as a result of an action, use the first conditional:

1) With these words and phrases:

unless

in the meaning "if not"

Example: *Unless he becomes a scout, he won't be able to participate in the outing.*

provided / providing that

and

so / as long as

in the meaning "on condition that"

Example: *You can join our group as long as you are environmentally friendly.*

in case

in the meaning of "avoiding something in the future"

Example: *I'll join the group in case you don't mind.*

2) With these linking words and expressions:

even if

Example: *Even if I am not a Scout, I'll do my best to help other people.*

or else

Example: *Put up a tent quickly, or else we'll lose the competition.*

otherwise

Example: *The group is delayed at the airport, otherwise it'll be here.*

suppose / supposing /  
imagine that

Example: *Suppose you become a Girl Guide. What will you do for this organisation?*

**Basic Level**

a) Complete the sentences.

Example: *Please phone me if you have problems.*

1. Unless the rain stops ...
2. Even if you decide on ...
3. Supposing you have the idea ...
4. I'll do it in case ...
5. If you hate hot weather ...
6. Imagine you are a captain ...
7. We'll approve of the plan in case ...

b) Paraphrase the sentences using the words in bold.

Example: *Don't argue if you don't know the problem.*

**unless** *Don't argue unless you know the problem.*

1. Relax after running, or else you'll be unable to continue the competition.  
**otherwise** ...
2. Provided that you know mapping, you can avoid misunderstanding.  
**as long as** ...
3. If you are clever, you won't join this organisation.  
**supposing** ...
4. We'll be late under any circumstances, don't hurry then.  
**even if** ...
5. I'll put up a tent because it might rain.  
**in case** ...
6. If it doesn't stop raining, we'll have no running race.  
**unless** ...
7. What will you do if you become a plast?  
**imagine** ...

**Higher Level**

a) Read the mini-dialogues about different youth cultures and summarise the advice with the zero conditional.

Example: *A. I love to ride bikes.*

*B. Then the best group for you is Bikers.*

*If you love to ride bikes, the best group for you is "Bikers".*

1. A. As a Scout, I'm learning mapping and signalling.  
B. Take this instructions manual.  
-----
2. A. We need a special uniform for the group.  
B. I suggest a green tie and a white T-shirt.  
-----
3. A. I like fishing.  
B. There is a wonderful lake near the camp.  
-----
4. A. I'm fascinated by plasts' anthem.  
B. You might like their concert in Kyiv on Tuesday.  
-----
5. A. I'd like to get a good idea of the punks' activities.  
B. You should go to one of their meetings on Friday.  
-----
6. A. I'm concerned about nature protection.  
B. There is a new eco-club in our city.  
-----
7. A. I'd like to get a good view of the city.  
B. You should get to the top of the tower then.  
-----
8. A. We are travelling with heavy backpacks.  
B. Take a van at the nearest station.  
-----
9. A. I want to know more about these flowers.  
B. Visit our exhibition of rare plants in Kyiv then.  
-----

b) Read the letter and fill it in correctly with the words given below:

Dear Helen,

I was glad to hear from you and I want to know more about your new cultural group. ... (1) I can visit you, will it be OK? ... (2) I can have enough time before my new term begins, I ... (3) at the end of August. ... (4) I don't come in August, you'll write me more about your Emo youth group. When I ... (5) your photo I was amazed. ... (6) I know you well I ... (7) recognise you. Why do you wear your hair in extreme side-partings and have black eyeliners? ... (8) you've changed your looks, ... (9) you be an Emo? I think you ... (10) be prettier if you become your former self. It's just my first observation. When I come, we may discuss it.

Look forward to seeing you. Say hello to your mum and dad for me.

Love,  
Irene

- |                |              |               |               |
|----------------|--------------|---------------|---------------|
| 1. a) If only  | b) In case   | c) Supposing  | d) Proving    |
| 2. a) In case  | b) Unless    | c) If only    | d) Otherwise  |
| 3. a) come     | b) will come | c) would come | d) came       |
| 4. a) Provided | b) In case   | c) Even if    | d) Or else    |
| 5. a) will see | b) saw       | c) in case    | d) even if    |
| 6. a) Even if  | b) Unless    | c) Imagine    | d) As long as |
| 7. a) won't    | b) wouldn't  | c) didn't     | d) don't      |
| 8. a) Imagine  | b) Even if   | c) In case of | d) Unless     |
| 9. a) were     | b) will you  | c) was        | d) as long as |
| 10. a) will be | b) were      | c) would      | d) are        |

#### IV Enrich Yourself!

##### Basic Level

a) Form the phrasal verbs in the table, match them to their meaning and illustrate in your own situations.

	against	up	off	
to show			✓	to wear your best clothes
to rebel				to try to make people admire your abilities, achievements or possessions — used to show disapproval
to dress				to start an organisation, a company or a committee
to set				to oppose or fight against someone in authority or against an idea or a situation which you do not agree with

b) Read the following opinions about youth organisations and subcultures and say whom they may belong to:

- a politician;
- a teacher;
- a psychologist.

Explain your point of view and say which arguments you agree or disagree with.

I think many youth groups and organisations are not that bad as they are thought to be. Teens want to show off. But at the same time a lot of them think about changing the world for better. Some of them perform on a voluntary basis and try to help people around them, to protect nature, they believe in peace as the way to resolve differences between people. I'm sure teenagers will become good citizens. Some who were punks and hippies became good lawyers, doctors and newspaper men. I believe a subculture is a way of life, a real life for teenagers.

A lot of teens' subcultures and organisations were set up as a result of problems in the society. School, home, neighbourhoods are part of their environment which influences them a lot. A society cannot suggest anything really worthwhile for teens. There are not enough clubs or camps, which can develop their intelligence and practical skills. And those which exist are often far beyond teens' parents' means who can't afford them. In view of all that, they rebel and become violent. Their violence is the symptom of problems in the society.

Some people think that all youth organisations and subcultures are awful because some of them rebel against society and its laws; others reject everything or protest against parents and school. Don't forget that teenagers live among us and grouping and rebellion is an expression of their inability to join society at different levels: social, economic or cultural. Teens don't think much of their future life because they want to live now. Being in a group is like living a real life for them. They have fun being together and sharing their interests.

### Higher Level

a) Interview your friends about their attitude to youth organisations and subcultures and see if you are similar or different in such points:

- the aims and beliefs of the groups;
- the activities of the groups;
- the influence of the groups on other teens.

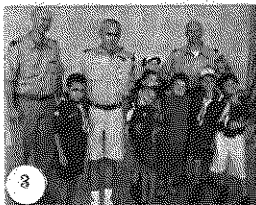


**At Home:** Summarise the information you obtained through the interviews and write a commentary in support or against a youth organisation or a subculture.



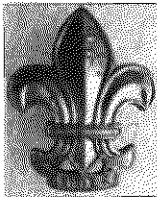
## V Your Language Portfolio: Reading

a) Read the extracts from four articles about youth organisations and subcultures and match them to the photos.



### Popular British Youth Movement

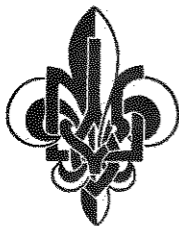
Youth and youth movement have become important factors in the life of the country. In Britain, numerous youth organisations have been formed since the Second World War, uniting young people from all classes and sections of the population. There are about 60 youth organisations in Great Britain. The Youth Council represents the youth of the country both nationally and internationally. All youth organisations can be divided into three large groups:



1. non-political organisations;
2. youth organisations associated with political parties;

### 3. youth organisations controlled by religious bodies.

The two largest non-political youth organisations are the associations of the Boy Scouts and the Girl Guides. There are about 1,300,000 boys and girls in them. The membership is voluntary. The Scout Association was formed in 1907 by General Baden-Powell. His idea was to train boys in mapping, signalling, knotting, first aid and all the skills that would arise from camping and outdoor activities. Most important of all for a Scout was to make a promise that he would do his best to do his duty to God and the Queen, to help other people and to obey the Scout Laws. The Boy Scouts have a left-handed handshake, a special badge and the motto "Be Prepared". The Scout Laws embrace "honour, obedience, cheerfulness, thrift and cleanliness in thought and deed". The Scout movement was intended for boys from 11 to 14 (15), but in 1916 Baden-Powell introduced a programme for younger people. He called them Wolf Cubs. They had special uniforms, badges, a special training system and the motto "Do your best". The Wolf Cub pack is based on Kipling's "Jungle Book" about learning to survive. The Girl Guides Association was founded by Baden-Powell in 1910. It's divided into three sections age-wise: Brownies (from 7.5 to 11), Guides (from 11 to 16), Rangers (from 16 to 21). The programme of training is planned to develop intelligence and practical skills including cookery, needlework, and childcare. Like a Scout, a Girl Guide must be a friend to animals.



### Plast, Ukrainian Scouts

The goal of Plast is to promote an all-round, patriotic education and self-education of Ukrainian youth on Christian principles. Being non-political and non-confession organisation, Plast educates youth as conscious, responsible and valuable citizens of local, national and world community, the leaders of the society.

Plast was established in 1911, shortly after scout movement was founded by Robert Baden-Powell in 1907, and already in 1912 in Lviv, Ukraine, its members swore the First Plast Oath. Among the founders of Plast there were Dr. Oleksandr Tysovskyy, Petro Franko (son of Ivan Franko), and Ivan Chmola. The word "Plast" comes from Ukrainian word "plastun" which was the name of Scouts of Ukrainian Cossacks.

To reach its educational goals, Plast uses own unique education methods. Its basic principles include free-will membership, education and learning through game and work, a gradual system of studies and trials, self-governing, encouragement of initiative and self-management, perception of nature and living in nature, support of special interests and talents of children and youth.

Unlike most scouting organisations in the world where membership is limited by the age of 25, membership in Plast is lifelong. Conventionally, membership falls into four age groups: Cub Scouts (age 6-12), Rover Scouts (12-18), Older Plast members (18-35) and Senior Plast members (those who turned 35). All educational and administrative work in Plast is performed by Older and Senior Plast members solely on a voluntary basis.

Plast in Ukraine unites about 10,000 members of different ages and by that is the biggest scouting organisation in Ukraine.

Plast in Ukraine conducts more than 100 educational outdoor camps with different specializations: sporting, marine, aeronautical, arts, skiing, alpinist, archaeological, horse-riding, ecological, etc. At these camps, Plast members master their knowledge and practical skills obtained during the year at weekly studies. Among the biggest events carried out by Plast on all-Ukrainian level are: the intellectual-art competition "Orlykiada", the creative festival "Den Plastuna", the sporting event "Spartakiada", the distribution of Light of Peace from Bethlehem among local communities, and a number of tourist contests.

## Meet the Boy Scouts in the USA



There are 4 million members of the Boy Scouts in the USA.

The Boy Scouts of America makes Scouting available to the nation's youth by chartering community organisations to operate Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Sea Scout ships.

Scouting's adult volunteers provide leadership at the unit, district, council, and national levels. Many are parents of Scouts; many entered Scouting as youth members. Each chartered organisation establishes a unit committee, which operates its Scouting unit, selects leadership, and provides support for a quality programme. Unit committees depend on parents for membership and assistance.

Scouting uses a fun programme to promote character development, citizenship training, and personal fitness for every member. They can help by encouraging perfect attendance, assisting with your child's advancement, attending meetings for parents.

Youth membership in the Boy Scouts of America is open to all boys and young adults who meet the joining requirements. Membership in Scouting, advancement, and achievement of leadership in Scouting units are open to all youth without regard to race or ethnic background and are based entirely upon individual merit.

### Some Top Youth Subcultures



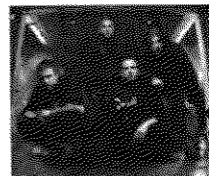
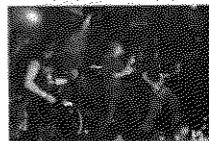
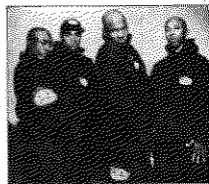
According to the subculture theorist Dick Hebdige, youth subcultures offer participants an identity outside of that ascribed by social institutions such as family, work, home and school. Socio-economic class, gender, intelligence, conformity and ethnicity can be important in relation to youth subcultures.

The study of subcultures often consists of the study of the symbolism attached to clothing, music, other visible affections by members of the subculture and also the ways in which these same symbols are interpreted by members of the dominant culture. To illustrate this, let us have a closer look at some of the subcultures.

One of the most iconic looks of all time would have to be that of the hippy. Immortalized by the Beatles, Twiggy, and anyone that went to Woodstock, this look was all about colour, flower power, and corduroys.

In an extreme reaction to the other popular, neatly groomed and tidy style of the time — mods — the punk look aimed to shock by combining mismatched patterns, 'work' boots, ripped denim and lots and lots of safety pins. Combine with a brightly coloured, starched mo-hawk and a bad attitude, and there you have one of the most infamous subcultures of all time.

The emergence of rap music saw throngs of young people's jeans get baggier and baggier, and bling increased so much it's a wonder there aren't more neck problems. The Gangsta look is still going strong, with clothing lines such as FUBU and Rocawear feeding the need to wear all things 'street', and icons such as 50 Cent and Jay-Z carrying on the walk-with-a-limp, show-off-boxers, plaster-on-the-face look like it'll never go out of fashion.



In the early sixties, rockers were the rougher, dirtier version of Greasers, but the antithesis to hippies. To be part of this club, you need a mean-looking motorbike, long hair, tattoos and a curled lip. Indeed, this was the era where the Hell's Angels were born — a subculture still going strong today, with all ages and creeds welcome.

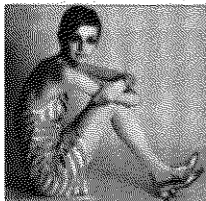
The nineties brought us nu-wave rave, complete with neon trousers and shell-suits, which people soon realised was a stupid look. However, it also brought us Kurt Cobain, and with that, a look that was adopted by millions of people for years following. Long, lank hair, knitted jumpers with holes in them and scruffy jeans became the uniform of choice for grunge-lovers.

As you see, youth subcultures are often defined or distinguishable by elements.

## Across Cultures: Great Britain / The USA

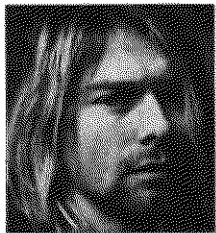


**The Beatles** — a British popular music group. “Beatlemania” was the embodiment of ideals of the social and cultural revolutions of the 1960s.

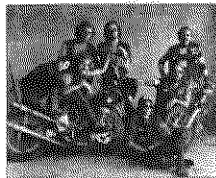


**Twiggy (1949)** — a British model, who was the most famous in the 1960s and who also acted in several films. She was known for being extremely thin and for wearing mini-skirts.

**Woodstock — Woodstock Music & Art Fair (or The Woodstock Festival)** was a music festival, billed as “An Aquarian Exposition: 3 Days of Peace & Music”. It was held at a dairy farm near the hamlet of White Lake in the town of Bethel, New York, from August 15 to August 18, 1969.



**Kurt Cobain (1967–1994)** — a US singer and song writer with the group Nirvana, who developed a new style of rock music called Grunge.



**Hell's Angel** — a member of a group of badly behaved and sometimes violent young people who wear black clothes and ride motorbikes.



**The British Teddy Boy (especially in the 1950s)** — a young man dressed in a style similar to that of the early 20<sup>th</sup> century, usually wearing a long loose jacket, narrow trousers and thick soft shoes.

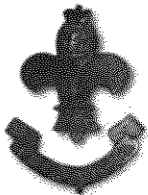
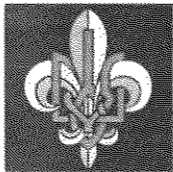
b) Read the articles again and fill in the chart for the following organisations. Speak about the one you'd like to join if you had a chance.

	clothing	music	vehicle	beliefs / interests	behaviour
Boy Scouts					
Plast					
Hippies					
Grunge					
Punks					
Rockers					
Gansta					
Greasers					

c) Read the following list of characteristics of some youth organisations and guess who they may belong to. Express your opinion on them:

- to be faithful to God and Motherland;
- to help others;
- to be modest and virtuous;
- to be hardworking;
- to have an unbending will;
- to be truthful to its music style;
- to be antithesis to other youth subcultures;
- to be faithful to their idols.

d) **On Your Own:** Study these symbols of Scouts and find more information about each of them. Explain their meanings to the classmates.





## VI Your Language Portfolio: Writing

### How to write an advertisement for joining a youth organisation or a subculture

#### Content Tips

- Start with the most urgent belief or interest of the group.
- Be precise characterizing its advantages.
- Sound convincing while inviting.
- Leave your contacts.

#### Language Tips

- If you are ...
- Are you concerned about ...?
- Have you got any ideas ...?
- Do you feel like ...?
- You are the right person ...
- You are sure to like ...
- Without doubt, you ...

Read the sample advertisement for joining a youth organisation or a subculture and see how its author managed to realise the tips.

#### Sample Advertisement for Joining a Youth Organisation:



Are you concerned about the cleanliness and purity of your planet?

Have you got any ideas how to preserve nature for yourself and future generations?

Then you are the right person for our organisation  
**"Green Guides"**.

We open the doors for you every Sunday at 11 o'clock in 17,  
 Prospect Myru.

*Be aware and join us.*

## VII Culture Comparison



1. What organisations or subcultures of English-speaking countries can be found in Ukraine?
2. What youth organisations exist in your home place? Can you characterize them?



**At Home:** *In your workbook, write an advertisement for joining a youth organisation you want to set up at your place.*

## 1.4. Hobby Pursuits: Communication Skills

How to express aims

Initiations	Responses
<ul style="list-style-type: none"> <li>• What is the aim of ...?</li> <li>• What are your intentions?</li> <li>• Do you aim at / for ...</li> <li>• Are you supposed to achieve your aim?</li> <li>• ... should ..., right?</li> <li>• My aim is ... and yours?</li> </ul>	<ul style="list-style-type: none"> <li>• No way, I can dream about ...</li> <li>• Sure ... is meant to ...</li> <li>• Exactly, I'm intended to ...</li> <li>• True, one of my aims is ...</li> <li>• Right, ... is my ultimate aim ...</li> <li>• Of course, to ... is all I want.</li> </ul>

### I Go Ahead!

New times bring new hobbies. Brainstorm with your friends and say what new hobbies the following branches could give a rise to:

technology

tourism

culture

### II Rhyme and Reason

Read the rhyme "What's a Hobby?" and practise the sounds /e/, /ɪ/ and /o:/. Say what a hobby means to you.

### What's a Hobby?

Hobby means a 'lot of pleasure,  
 Healthy 'rest and 'play at leisure.  
 'Reading, 'riding, 'dancing and walk  
 And 'around the 'fire talk.

### III Express Yourself!

a) Read and learn how to express aims in the following situations. Look at the pictures and fill in the mini-dialogues.

1. — My aim is to set up a new ...  
 — How nice! And my aim is to learn playing chess.



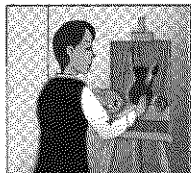
photography club

2. — Do you mean ... is your hobby?  
 — Not exactly. It's my future profession.



cooking

3. — Were you supposed to take up ... ?  
 — Sure. I'm intended to become an artist.



painting



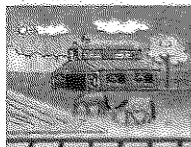
dancing

4. — What are your intentions about ... ?  
 — I dream about a professional dancing group.



to roam mountains

5. — Do you aim at exploring the Carpathians?  
 — Of course, ... is all I want.



farm

6. — What is the aim of your visit to the ... ?  
 — I love sports, you know. I'm planning to learn riding a horse.

b) Read and give the context to:

Example: — *Do you aim at learning foreign languages?*  
 — *Exactly. I'm intended to experience cross-cultural communication.*

1. ... ?  
 — Sure. ... is meant to realise my aims.
2. ... ?  
 — True. One of my aims is gardening.
3. ... ?  
 — Right. It's my ultimate aim.
4. ... ?  
 — Of course. To see the world with my own eyes is all I want.

5. ... ?  
 — No way. I've been dreaming about it for long.
6. ... ?  
 — Exactly. I'm intended to take up a new hobby.

c) Read and respond expressing aims:

Example: — *Excuse me, what's the aim of this activity?*  
 — It is meant to protect nature and environment.

1. — What are your intentions, I wonder?  
 — ...
2. — Do you aim at taking up art?  
 — ...
3. — Are you supposed to participate in the activity?  
 — ...
4. — My aim is to win the game, and yours?  
 — ...
5. — What is the aim of the festival?  
 — ...
6. — To achieve the aim, you should become a member of the club, right?  
 — ...

## **V** Work Your Wisdom!

Match the parts of the proverbs and explain their meanings.

- |   |                                       |
|---|---------------------------------------|
| 1. All work and no play ...             | a) ... the spice of life.             |
| 2. There are toys ...                   | b) ... makes Jack a dull boy.         |
| 3. Variety is ...                       | c) ... and only half of what you see. |
| 4. Believe nothing of what you hear ... | d) ... of little things.              |
| 5. Life is made up ...                  | e) ... for all ages.                  |
| 6. Life is not all beer ...             | f) ... and skittles.                  |



**At Home:** In writing, illustrate the proverb you like most.

## V Your Language Portfolio: Listening

a) Listen to two teenagers talking about hobbies and say what you've learned about Dave's new hobby.



Alison

b) Act as Alison and:

- express your surprise seeing Dave;
- ask about the aim of Dave's new activity;
- ask for more information;
- express your disbelief as to Dave's new hobby.



Dave

c) Act as Dave and:

- express your joy at seeing your friend;
- say your compliments to Alison;
- express your admiration for the new hobby;
- express your thanks.

d) Transform the dialogue as if Alison disapproves of house swapping. Make it round its middle part:

- 
- Is house swapping meant for saving money?
- Only on the one hand. On the other hand, it is a means of meeting locals, seeing relatively un-touristed regions, experiencing local cultures. It's fun!
- 

## VI Your Language Portfolio: Writing

Choose a project you'd like to do.

### Project I. "In the Peace and Quiet of Nature: A Future Social Agent's View"

1) Specify the title showing your preferences for outdoor activities:

- outings with friends;
- family picnics;
- walking tours alone, etc.

2) Find your classmates with the same preferences and together collect information and photos and the most memorable impressions.

3) Design a poster and present your project to the class.

#### Project II. "Leisure Cultures: A Future Psychologist's View"

1) Show the importance of teenagers' self expression, support your ideas with necessary arguments.

2) Select the most interesting leisure time activities which are popular with your friends. Provide them with good illustrations.

3) Design a script for a TV show and present it to the class.

#### Project III. "The Fun You Have: A Future Sociologist's View"

1) Think up a youth organisation or a subculture you would like to set up with your friends.

2) Describe its aims, values and characteristics.

3) Design the symbol and laws of your new organisation or subculture and present your project to the class.

## VII Culture Comparison



1. How do you express aims in your country?

2. Give some tips for foreigners how to express aims politely.

3. House swapping has become popular in some English speaking countries. How much is it typical of Ukraine?



**At Home:** Search the Internet and find more information about teenagers' hobbies abroad.

Go to page 305 for Cross-cultural reading



## 1.5. Test Yourself

A. Open the brackets using the proper conditionals:

Example: *If it (to rain), we (to stay) at home.*

*If it rains, we'll stay at home.*

1. If you (*to like*) to take pictures, you (*to take*) camera with you.
2. If I (*to meet*) a Scout, I (*to ask*) him about his outdoor activities.
3. We (*to join*) this subculture if we (*to know*) more of it.
4. Nelly (*to take*) up art if her parents (*to persuade*) her.
5. If the boys (*to catch*) fish, we (*to cook*) fish soup on fire.
6. If my dad (*to find*) a good swap, we (*to have*) a nice vacation.
7. If it (*to be*) warm enough, we (*to lie*) in the sun.
8. If I (*to be*) a computer programmer, I (*to design*) a new programme for learning English.
9. If you (*to want*) to see this TV programme, you (*to come*) home earlier.
10. We (*to win*) the game if we (*to train*) well.

CHECK IF YOU:

Can use conditionals correctly

YES

NO

B. Insert the prepositions if necessary:

1. Last summer I struck ... acquaintance with an extremely interesting person.
2. I like to read fantasy ... my leisure.
3. Ann can rave ... her hobby for hours.
4. When a good film is on, it's impossible to drag me ... the screen.
5. Many youth organisations perform ... a voluntary basis.
6. Some teenagers show ... to express their individuality.
7. When my dad suggested a holiday in Britain, I jumped ... the opportunity to go there.
8. A new cookery club was set ... at our school last year.



9. The boys' team is striving ... becoming the city champion.  
 10. Some subcultures rebel ... standards of the society.

## CHECK IF YOU:

Can use prepositions correctly

YES

NO

C. Read the text and fill in the correct forms of the words.

## A Walking Tour

If you want *to enjoy (enjoyment)* a walking tour, go alone. Then you will be ... *(ability)* to stop and go and follow this way and that, as the whim takes you. You won't ... *(dependence)* on anybody or anything. You must be open to all ... *(to impress)* and let your thoughts take colours from what you set. You should be like a pipe for any wind to play upon. There should be no ... *(noisy)* to jar on the ... *(to meditate)* silence of the morning. As long as the man is ... *(reasonably)*, he cannot surrender himself to that fine ... *(to intoxicate)* that comes in the open air.

During the first day or so of any tour, there are moments of ... *(bitter)*, when the ... *(to travel)* feels more than coldly towards his knapsack, when he is half in a mind to throw it away. Yet it soon becomes better. It becomes ... *(magnet)*; the spirit of the journey enters into you again...

And surely of all possible moods, this in which a man takes the road, is the best.

## CHECK IF YOU:

Can read and understand the text correctly

YES

NO

D. Listen to the story and correct the mistakes in the following statements.

1. My younger cousin came to stay with us just before our daughter's birthday.
2. My cousin loves meals in the open air.
3. The cousin agreed to come with us much to our regret.
4. It was a good day for an experienced picnicker.

5. We all had a refreshing bath before lunch.
6. We were having meals under chestnut trees.
7. Suddenly a herd of elephants came to the field.
8. When my cousin saw the animals, she gave a shrink of joy.
9. My daughter drove away the animals and shut the gate.
10. A hot cup of coffee helped her to restore composure.

CHECK IF YOU:

Can understand the details of the text

YES

NO

E. Write an advertisement for one of your favourite pastimes.

CHECK IF YOU:

Can write an advertisement

YES

NO

## Unit 2

## Your Nearest and Dearest



## Pre-test and Engage Yourself:

1. Do you know how to make your family lifestyles healthier?

Yes  No

2. Have you mastered the art of compromise in your family?

Yes  No

3. Can you explain who wears the trousers in your family?

Yes  No

4. Can you express emotions in an intelligent way?

Yes  No

Welcome to more of it!

## 2.1 Family Lifestyles: Health Education

### Academic English

- to promote a healthy lifestyle
- health educator
- to guide / monitor sb's academic health
- to initiate healthy habits for sb
- nutrition habits
- physical health
- well-being
- obesity
- epidemic
- to make sth an integral part of one's life
- to become a healthy young adult
- to participate in sth
- to acquire a skill / confidence

### Conversational English

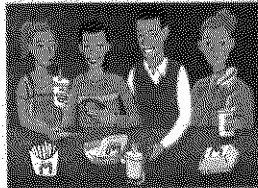
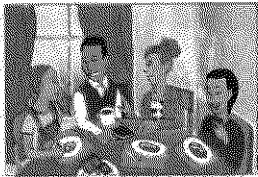
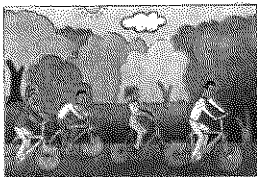
- to lead by example
- When it comes to ...
- to stay on track for sth
- to limit junkfood
- to be available
- to make healthy choices
- to lend a hand
- to keep one's fridge stocked with sth
- picky eater
- to gradually change one's old habits
- to be bombarded with information
- Well, if it were that easy ...
- Sounds simple, right?

- positive self image
- to incorporate sth into one's meal
- taste buds
- to eat a healthy diet
- to control portion sizes
- to contain E number chemicals

- to get physically active
- to avoid sth
- to be void of sth
- to have breakfast on the go

## I Go Ahead!

Look at the family album and say how healthy these family lifestyles look to you. What is typical of your family lifestyle?



## II Rhyme and Reason

Today's lifestyle doesn't allow much room for health. Read about 10 small steps and say which of them you would like to take in order to change your family's life. Practise the intonation of imperative sentences and the sounds /w/ and /u:/.

### 10 Small Steps to a Healthier Family Lifestyle

1. 'Walk to work or school.
2. 'Drink water before a meal.
3. 'Eat half your dessert.
4. 'Avoid food portions larger than your fist.
5. 'Get a dog and walk it.
6. 'Join an exercise group.
7. 'Do yard work.
8. 'Don't eat late at night.
9. 'Choose an activity that fits into your daily life.
10. 'Dance to music.

## III Your Helping Hand

### GRAMMAR REVISION

#### I wish, if only

If you want to express dissatisfaction with a present situation, use ***I wish + Past Simple***.

Example: *I wish you participated in regular fitness activities.*  
(But you don't.)

If you want to express regret about the past, use ***I wish + Past Perfect***.

Example: *I wish you had planned a family vacation centered on activity.* (But you didn't.)

If you want to express dissatisfaction about something that you would like to be different but that probably won't happen, use ***I wish + would + infinitive*** without *to*.

Example: *I wish you would follow your health educator's recommendations.*

If you want to sound more emphatic, you can replace ***I wish*** with ***if only***.

Example: *If only you had been eating a healthy diet!*

## Don't Forget!

✓ Use *hope* to talk about events that are possible and *wish* to talk about events that are unlikely or impossible.

Examples: *I hope you will start and maintain a healthy lifestyle. (You may do it.)*

*I wish you would start and maintain a healthy lifestyle. (I don't think you will do it.)*

## NEW GRAMMAR

## The Third Conditional

If you want to talk about:

- possible events in the past that didn't happen;
- regrets or criticism,

Use the third conditional with *if + Past Perfect + would ('d) + have + Past Participle*.

Examples: *If many families had balanced a healthy lifestyle with other demands life threw at them, obesity wouldn't have been on the increase during the last decade. (Possible events that didn't happen.)*

*If it had proven that easy, we'd all have become effortlessly fit and healthy. (Regret.)*

## Don't Forget!

✓ In the main clause you can also use *could / might + have + Past Participle*.

Example: *If we had had more time, we could have got more physically active long ago.*

✓ Don't use *would have* in the if clause.

Example: *If your family lifestyle had been healthy in the last few years, it would not have included breakfast on the go. (NOT If your family lifestyle would have been healthy in the last few years, it would not have included breakfast on the go.)*

## Basic Level

a) Rewrite the sentences as in the pattern.

Pattern: *It didn't prove easy to balance our diet. We didn't become fit.*

*If it had proven easy to balance our diet, we would have become fit.*

1. You didn't wake me up. So I didn't go for a morning jog.
2. Mum didn't stock the fridge with fresh fruit and veggies. We eat junk food for dinner.
3. We had breakfast on the go yesterday. I had a bad stomach ache all day long.
4. You didn't lend me a hand during mealtime. I didn't cook anything special for you.
5. We went hiking last weekend. It helped us to get more physically active.
6. My Dad was very busy last month. He didn't follow the health educator's recommendations.

b) Complete the sentences using the word combinations in brackets.

Pattern: *I wish ... last month. (not to give up exercising)*

*I wish you hadn't given up exercising last month.*

1. I wish ... (to avoid smoking)
2. I wish ... would ... (to agree to start a healthy lifestyle)
3. If only ... (to have health improvement)
4. If only ... (to limit junk food)
5. If ... (control one's portion sizes), ... wouldn't ... (to gain weight) lately.

## Higher Level

a) Read Ann's letter to the editor and the editor's response. Fill in the correct conditionals.

Dear Editor:	Dear Ann:
I am writing an SOS letter to you. If you look at the picture that I have attached, you will easily guess my	As you know, an active lifestyle is a healthy lifestyle. If you <u>had combined</u> healthy eating habits with regular exercise last sum-





problem. The matter is that my family's lifestyle can hardly be described as a healthy one. Take our last summer vacation. We spent it at the seaside: lying in the sun for hours, eating to our hearts' content, taking long afternoon sleeps. We didn't play any sports as dad said it was too hot. As a result, I put on some extra pounds. I wish I hadn't gone there at all!

Whatever shall I do???

Sincerely,

Ann

mer, you wouldn't have gained any weight. Exercise ... a good way for your family to maintain a healthy lifestyle.

If you ... an activity that you and your family could enjoy together, you ... more active and healthy. A game of tennis at your local sports center, a soccer game in the park, a bike ride, and even a leisurely walk ... significantly improve the health of your family. Or you could ... more often to places!

Please find more information on foods that will help you achieve your healthy family lifestyle goals.

Best regards,

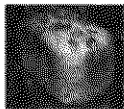
Editor



**At Home:** Read these healthy family resolutions and write how they apply to your family lifestyle. Use the proper conditionals.

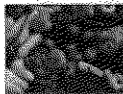
### Healthy Family Resolutions

1) Change to whole grain foods.





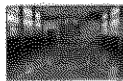
2) Limit soda and fruit drinks.



3) Increase the number of fruits and vegetables you eat.



4) Eat more foods with calcium.



5) Be more active.

Example: I wish we had changed to whole grain foods long ago.

If we had changed to whole grain foods, we would have eaten more healthily.

If only we could limit soda and fruit drinks!

b) **On Your Own:** Find more information about foods that will help you achieve your healthy family lifestyle goals and present them to your class.

## **IV** Your Language Portfolio: Reading

a) Read what health educators from different countries say about healthy family lifestyles and make a list of do's and don'ts they suggest.

### **Promoting a Healthy Family Lifestyle**

Just as parents guide and monitor their children's academic health, parents need to take responsibility to initiate healthy habits for their children's physical health and well-being.

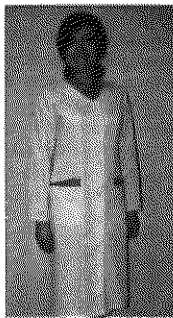
With the nationwide obesity epidemic being front page news and decreasing school programmes and safety concerns at all time highs, it is more important than ever for parents to “get involved” and make exercise and fitness an integral part of their family’s life. Kids who participate in regular fitness activities, be it in a structured exercise curriculum of an indoor gym programme, or as a member of a sports team, acquire the skills, confidence and positive self-image needed to become healthy young adults.



*Matthew  
Hendison, the UK*

Lead by example when it comes to your family’s health and nutrition habits. Your kids will watch your healthy practices and aspire to do as you do. One way to start is by keeping your fridge stocked with fresh fruits and *veggies*, and limiting junk food that’s available in the house. That’s an easy way to ensure the whole family stays on track for good nutrition.

Have the whole family lend a hand during mealtime. It can be an important bonding time, and also a great way to reinforce the importance of making healthy choices. If you have a picky eater, have him or her choose one vegetable from 4–5 choices that you provide to incorporate into the meal. This gives the child a sense of control as you gradually change their old habits. Provide vegetables every day or so for 2 weeks, which will eventually enable your child’s taste buds to get used to this new food.



*Dr. Renna,  
the USA*

BrE veggie —  
a vegetarian  
AmE veggie —  
a vegetable

BrE centred  
AmE centered



*Sally Jackson,  
Canada*

Plan family vacations *centred* on activity, such as skiing or skating in the winter months, and swimming, hiking or bike riding during the warmer months.

We are bombarded every day with conflicting information about our health. Is it better to eat a low-carb diet or a balanced diet? Should we be physically active three times a week or five times a week? And how can we be expected to follow any of these recommendations when we're always so busy?

It's no wonder that many of us throw up our hands and give up. But if we want to live long and fulfilling lives, it's essential

that we learn the real facts about health, nutrition, and physical activity.

Luckily, the real facts are pretty straightforward. All you really need to know about a healthy lifestyle is:

Eat a healthy diet that includes fruits, vegetables, and whole grain products — and be sure to control portion sizes.

Get physically active at least five times a week, for thirty minutes or more. Avoid tobacco and illegal drugs altogether.

Sounds simple, right? Well, if it were that easy, we'd all be effortlessly fit and healthy.



*Chelsea Fitzgerald,  
Australia*

What a healthy family lifestyle *does not include*... breakfast on the go, lunch is a quick snack or energy bar and dinner is take out.

Is the kids' lunch box void of inspiration?

Many American families find it hard to balance a healthy lifestyle with other demands life throws at them.

Obesity is on the increase, and it is becoming a national problem.

You know this if it is you. Start and maintain a healthy family lifestyle. Today.

## Across Cultures: Great Britain / The USA

**Wholefood(s)** — food that is in a simple natural form, without anything removed or added. Wholefood is considered healthier than processed food.

### MIND!

**healthy (adj)** —

1. in a good physical condition:

Example: *I've always been perfectly healthy until now.*

2. good for your body:

Example: *The importance of healthy eating can hardly be overestimated.*

**to avoid (v)** —

not to use something wrong or harmful:

Example: *Avoid tobacco.*

**healthful (adj formal)** —

likely to make you healthy:

Example: *The healthful mountain air keeps me in a good condition.*

**void of sth (adj)** —

completely lacking something:

Example: *Is the kids' lunch box void of inspiration?*

b) Choose the right words from the box above to complete these sentences.

- Her eyes were ... all expression.
- All of our kids have ... appetites.
- Everyone needs a certain amount of protein for ... nutrition every day.
- That book is not ... reading for a child.
- He tried to ... answering my question.

6. I swerved to the side of the road to ... the other car.  
 7. The children have a ... disrespect of these silly rules.  
 8. In Britain and the USA it has become fashionable to eat wholefoods and to ... food containing E number chemicals.

c) In the text "Promoting a Healthy Family Lifestyle", find what the health educators from different countries meant by this and add your comments.

- a healthy diet: \_\_\_\_\_  
 — healthy choices: \_\_\_\_\_  
 — healthy practices: \_\_\_\_\_  
 — a bonding time: \_\_\_\_\_  
 — fitness activities: \_\_\_\_\_  
 — nutrition habits: \_\_\_\_\_

d) Explain what the health educators think needs to be done for everyone to live a long and fulfilling life:

By parents	
By children / young adults	

In the winter months	
In the warmer months	

On a daily basis	
On a regular basis	

e) Say how much it concerns your family lifestyle.

f) Compile a questionnaire to find out how your friends' families promote a healthy lifestyle. Use the question word list below.

#### Question Word List

1. What healthy habits ...?
2. Who participates in ...?
3. What kind of food is available in ...?
4. Which of the following ... NOT include ...?
5. How ... plan ...?

6. What recommendations ...?  
7. When ... start ...?

## V Your Language Portfolio: Listening

a) Listen to the conversation Kelly LaLucerne, an American teenage schoolgirl, had with her GP, Dr Renna, about her physical condition and say what solutions the doctor suggested for her health problem.

b) Now, listen to the conversation again and correct the errors in the statements given below.

1. Kelly has lost some weight.
2. She weighed about 125 pounds in summer.
3. Her shoes are too tight.
4. The doctor first measured Kelly's height.
5. The girl gets her BMI by dividing her height by the square of her body weight.
6. According to Kelly's BMI, the girl is underweight.
7. The doctor recommends her to avoid exercise.
8. Kelly and her parent have a healthy lifestyle.
9. The girl refuses to change her nutrition habits.
10. The doctor advises her to change her jeans for a smaller size.

## VI Your Language Portfolio: Writing

### Essays Suggesting Solutions to Problems

✓ An essay suggesting a solution to problems is a formal piece of writing in which you state the problem and its causes clearly, then present your suggestions and the expected results.

#### How to write an essay suggesting solution to a family lifestyle problem

##### Content tips

In the introductory paragraph:  
• clearly state your family lifestyle problem;

##### Language tips

— It is more important than never ...  
— The reason that ... is that ...

- \* discuss what has caused it;
  - \* predict the consequences.
- We are bombarded with conflicting information about ...
  - What a healthy family style does not include is ...

In the main body:

- \* present several suggested solutions, each in a separate paragraph;
  - \* express effect.
- One way to deal with the situation would be ...
  - Steps should also be taken to ...
  - Furthermore, ...
  - One final suggestion might be ...
  - The result of this would be ...
  - As a consequence, ...

In the concluding paragraph:

- \* summarise your opinion;
  - \* give a balanced consideration of the topic.
- On the whole, I believe that ...
  - To sum up, I think ...
  - All in all, it is easy to understand the reasons ...
  - In spite of this, however, ...
  - Sounds simple, right?
  - Well, if it were that easy, we'd all be ...

Read the sample essay suggesting solutions to a family lifestyle problem and say if the author managed to reflect the tips.

**Sample Essay Suggesting Solutions to a Family Lifestyle Problem:**

### **Simple Solutions for a Healthy Family Lifestyle**

There is a wealth of information available online and in print today to help you achieve your goals. However, you need to find the right strategy which suits your budget and family needs. Just follow these three basic principles to really get that healthy family lifestyle heading in the right direction.



Maintain a healthy diet. Start small with healthy nutrition if it's not already part of your family's regular routine. You can begin by including a bag of baby carrots in the lunchbox, or adding sliced bananas to your child's pancakes in the morning. Gradually increase fruit and vegetable servings until you have reached 4–5 servings per day.

Be physically active. An active lifestyle is a healthy lifestyle. You should combine healthy eating habits with regular exercise. Exercise is a good way for your family to maintain a healthy lifestyle. Choose an activity that you and your family can enjoy together. A game of tennis at your local sports center, a soccer game in the park, a bike ride, and even a leisurely walk will significantly improve the health of your family.

Finally, stay clear of tobacco. Research shows that smoking and passive smoking have an adverse effect on all family members. Smoking is associated with several illnesses, and it's best to avoid it.

Sounds simple, right? Well, if it were that easy, we'd all be effortlessly fit and healthy.

## VII Culture Comparison



1. Say how much you know about healthy family lifestyles in Britain and America.
2. What measures do Ukrainian families take to promote a healthy family lifestyle?
3. Why do many families around the world find it hard to balance a healthy lifestyle?



**At Home:** *In your workbook, write an essay suggesting solutions to a family lifestyle problem.*

## 2.2. Building Family Bonds: Psychology and Law

### Academic English

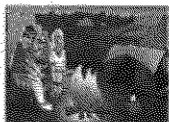
- domestic unit
- adoption
- to nurture sb
- sibling
- to interact with sb
- to maintain healthy family relationship / trust / a proper eye contact
- to take sb to a more pleasing relationship
- a wide spectrum of civil / cultural / economic / social / political rights
- children's rights
- to advocate for sb
- dependency
- to place a claim on society for sth
- empowerment
- to involve children as decision-makers

### Conversational English

- It is very essential to do sth
- to learn right from wrong
- to lay one's troubles on sb
- It may sound simple to you, but ...
- It gives sb a good signal that ...
- to offer sb complete attention
- to block the relationship by anger / dishonesty / confusion
- to show that you care for sb
- to resolve a conflict

### **I** Go Ahead!

Look at the photos of different families and say how they are building their family bonds. What about the relationships in your family?





## II Rhyme and Reason

Read the poem "The Day No Child Would Cry" and practise the sounds /ai/ and /w/. Comment on the author's message for parents and children.

### The Day No Child Would Cry

We 'all 'grow from 'learning  
 right from wrong.  
 Why would we 'hurt a child?  
 'Children 'need love.  
 'We, as 'parents,  
 are 'taught to provide it.

We 'need to 'learn to 'give  
 a child a 'day of 'smiles and joy,  
 and the freedom to be a child.  
 'Never 'lay 'our 'troubles on them.

When a 'day 'comes, when a 'child doesn't cry,  
 will be the day the world  
 will be 'come a 'brighter place.  
 A 'child 'lights up the world.



*By Tiggah*

## III Enrich Yourself!

### Basic Level

a) Read the words and word-combinations on page 90. Match the word-combinations with their definitions and make up sentences with them.

- |                                |  |
|--------------------------------|--|
| 1. to learn right from wrong   | a) to talk to each other or work together                              |
| 2. to advocate for sb          | b) to understand what is good and what is evil                         |
| 3. to interact with sb         | c) to ask sb to do sth difficult that you will not want to do          |
| 4. to nurture sb               | d) to support sth or sb  |
| 5. to care for sb              | e) to stop something developing or succeeding                          |
| 6. to block the relationship   | f) to help sth to develop  |
| 7. to lay one's troubles on sb | g) to be concerned about what happens to someone because you love them |

b) Answer the how-questions about your family relationships.

- How do you show your family member that you are truly listening?
- How do you interact with your parents?
- How do you maintain trust in the family?
- How dependent are you on your parents?
- How do your parents respect your rights?
- How do you resolve conflicts in the family?

#### Higher Level

a) Read what Kelly, a British teenage girl, says about bond building in her family and fill in the missing words from the box.



It is very tough and complicated *to maintain* our family connections healthy and ... always when both of your parents are working. They have to take ... of us, children, and other personal demands that they face daily. But in these tough ..., you need to keep your family relationships

healthy. To ... the relationships, we do a few simple things. Once in a month on any ..., we plan to visit any of our family member or .... If visiting is not possible, we get time to make a ... or send an email. We never forget ... dates if we share close relationship with a person. If due to some unwanted things any differences take place... some members of our family, we try to avoid this kind of situation or resolve a conflict peacefully.

strong weekend important phone call  
to-maintain relative care situations nurture between

b) Look at the pictures and describe the children's rights in them, using the words and word-combinations.



- adequate standard of living;
- balanced diet;
- involving children as decision makers.

- access to schooling;
- constructive child rearing behavior;
- participation in communities.

- protection from abuse;
- safe places for children to play;
- health care.

c) **On Your Own:** In your workbook, describe the way you exercise the art of compromise in your family and present it to the class.

## IV Your Language Portfolio: Reading

a) Read the four extracts devoted to family relationship issues and mark which of them is a piece of:

- a letter to the editor;
- advice from a family therapist;
- a legal document;
- an encyclopedia entry.

**A**

Family is a domestic unit of people, who are connected with each other through blood, adoption or marriage. In an ideal world, every child is grown up and nurtured in a family and he develops a powerful and healthy relationship. In family, we find siblings, parents, uncle, aunt, cousins and other relatives, with whom we interact regularly. We learn to maintain healthy relationships when we interact with so many and different kinds of people. And this quality helps us when we go far from our house and interact with people who are not a part of our family. But it is very essential to keep healthy relationships within the family.

**B**

When you are having any kind of conversation with any of your family members, you should show that you are not just listening but truly listening; it maintains trust and takes you to a more pleasing relationship. It may sound simple and easy to you, but it requires more attention. So, if you are doing two things altogether and someone is talking to you, you should rather switch off the TV. It makes a very good impression on the other person. It gives them a good signal that you really care for them by switching off the TV, offering them complete attention and don't forget to maintain a proper eye contact too. This is particularly very essential when the other person is sad. If you listen to the other one carefully and attentively, it means you understand his problem and would get help too.

**C**

Children's rights are defined in numerous ways, including a wide spectrum of civil, cultural, economic, social and political rights. Rights tend to be of two general types: those advocating for children as autonomous persons under the law and those placing a claim on society for protection from harms perpetrated on children because of their dependency. These have been labeled as the **right of empowerment** and as the **right to protection**. Children's rights can be put into three categories:

**Provision:** Children have the right to an adequate standard of living, health care, education and services, and to play and recreation. These include a balanced diet, a warm bed to sleep in, and access to schooling.

**Protection:** Children have the right to protection from abuse, neglect, exploitation and discrimination. This includes the right to safe places for children to play; constructive child rearing behaviour, and acknowledgment of the evolving capacities of children.

**Participation:** Children have the right to participate in communities and have programs and services for themselves. This includes children's involvement in libraries and community programs; youth voice activities, and involving children as decision-makers.

## D

There are times, when our family blocks the relationships by anger, dishonesty, and confusion. But these emotions are normal and natural at certain times. We just need to do very few small changes in our behaviour and lifestyle. Any family needs mutual understanding and caring. Families can be a lifelong source of power and strength if we nurture it carefully. Families have constant presence in our lives. If any kind of differences take place, we should proceed with communication. Communication is the only key which can solve the misunderstanding. We do our best to take proper advantage of the family and develop the quality to value our relationship, by building trust and respect for each other.

## Across Cultures: Great Britain / The USA

**Child abuse** — the act of causing deliberate physical harm to a child, or cruelty, or lack of attention which might be harmful to a child. It appears to be a growing problem in both Britain and the USA, and it is receiving a great deal of attention from the



public, the media, and both governments. Action is being taken to deal with it through social care agencies, social workers, and the police. The public, teachers, and doctors are asked to report cases when they suspect child abuse. It is often found to be a child's parent, esp. the father, who are responsible, but also sometimes it can be other family members, a teacher, or another person who looks after the child.

- b) Read the extracts again and find the information for the following chart.

	Learning to interact	Maintaining trust	Overcoming differences
Extract A			
Extract B			
Extract C			
Extract D			

- c) Summarise the information and say how much these bond-building strategies are typical of you and your friends.
- d) Read the research data about family time together. Do you agree with the researchers? Express your own views about this bond-building strategy.

### Family Time Together

Strong families spend meaningful time together and they do this often. Family members may cut down on outside activities to reserve time together on a regular basis.

Time together gives the family an identity and a sense of unity. Time with supportive people nurtures positive self-identity in individuals and reduces feelings of isolation. Researchers have found that strong families eat, play, work, and share outside activities together. Strong families celebrate traditions that enrich family life and build memories for the future.

- e) Do the exercise below on commitment and family time. Present your findings to the class.



### Exercise in Commitment and Family Time

With your family, make a list of all your activities, as individuals and together. Go over the list and discuss the following:

1. What is important, individually and together?
2. What is least important, what you don't want to be doing, or activities that don't give you much happiness?
3. What activities do family members feel they can scratch off from the list?
4. Develop some suggestions about how to use this extra time for your family, and plan an activity together.

Keep a time use chart. Block off days of the week into one-hour periods. For one week keep track of how you spend your time. At the end of the week note ways you can reduce wasted time or reorganise your priorities to have more time.

## V Your Language Portfolio: Writing

### Opinion Essays

✓ An opinion essay is a piece of formal writing which requires your opinion on a topic. It also includes various viewpoints on the topic supported by reason and / or examples.

#### How to write an opinion essay about family relationships

Content tips	Language tips
<ul style="list-style-type: none"> <li>• Decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>— I fully agree with ...</li> <li>— I agree but ...</li> <li>— I totally disagree with ...</li> </ul>
<ul style="list-style-type: none"> <li>• As an introduction, state the topic and your opinion clearly.</li> </ul>	<ul style="list-style-type: none"> <li>— I believe ...</li> <li>— In my opinion, ...</li> <li>— The way I see it ...</li> </ul>
<ul style="list-style-type: none"> <li>• Write well-developed paragraphs consisting of more than one sentence.</li> </ul>	<ul style="list-style-type: none"> <li>— In the first place ...</li> <li>— Furthermore ...</li> <li>— It is argued that...</li> </ul>

- Begin each paragraph with a topic sentence which summarises what the paragraph is about.
  - On the one hand ...
  - On the other hand ...
  - In addition to this ...
- In the final paragraph, restate your opinion using different words.
  - In conclusion, it seems to me ...
  - To conclude, I think ...
  - All in all, I feel ...

Read the sample opinion essay about family relationships and say how the author managed to reflect the tips.

#### Sample Opinion Essay:

#### Childhood as a Process between Nature and Culture

It could be said that the fundamental task of the time of childhood and adolescence is related to having a space to build a value system that will allow them to interpret, understand and transform reality. I fully agree with the idea.

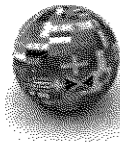
In the first place, to have a system of meaning and value is like a fundamental grammar that the human being needs to "believe and create", to walk through life, to build his own project and from there to build his own world. This system is built within and by the family. It all comes back to the family and therefore we need to find a way to empower the family within which the capacity for resilience is at play.

Furthermore, we have to collaborate with the state in the task of protecting families at risk. We believe that a great vacuum had existed in relation to family policies, even when dealing with policies towards children and adolescents. We believe that today parents are in need of much training and support and this calls for professional help from many fields. We should consider this collective task, this creation of resilience, as an immunization campaign to create strengths to deal with and resist adversity.

So to conclude, the building of that sort of grammar that we referred to earlier, presupposes that we, adults, review our own

grammar and see where we place our punctuation marks, our contents, our semantics, our values. Our challenge is to build a coherent world within our ethical values, with the concept of a strengthened family, so that the child could live and exercise his / her rights as part of his "Right to Happiness".

## V Culture Comparison



1. What family relationships are typical of English speaking countries?
2. What children's rights are cherished in Ukrainian families?
3. How do the Ukrainian and English-speaking societies tackle the problem of child abuse?



**At Home:** *In your workbook, write an opinion essay "Spare the rod, spoil the child?"*

## 2.3. Gender Roles in a Family: Sociology

### Academic English

- to adopt / overcome traditional gender roles
- hall of fame
- to change drastically / slightly
- to be a full-time mother
- to take on more challenging roles
- to commit a crime
- to suffer from drug abuse / teenage pregnancy

### Conversational English

- Who wears the trousers (pants) in your family?
- to make all important decisions
- I guess the actual answer to your question is ...
- childcare
- to do housework / yard work

- to be an advocate of equality amongst the sexes
- staunch feminist
- bias
- to help on housework
- to get sb equal pay for equal work

## I Go Ahead!

Look at the picture, read the definition below and say who, in your opinion, wears the trousers in this family. What about your family situation?



**Wear the trousers** (*British, American & Australian humorous*), also wear the pants (*American & Australian humorous*) — to be the person in a relationship who makes all the important decisions: *I don't think there's any doubt about who wears the trousers in their house.*

## II Rhyme and Reason

Read the information about outstanding women in the "Women's Hall of Fame" with emphatic intonation. Say what Ukrainian women you would introduce there if you had a chance.

### Women's Hall of Fame

Some of the women, who had shown the world that they were as powerful and as capable as men, overcame traditional gender roles due to their passion for their vocations:



#### Clara Barton (1821–1912)

Founder of the American Red Cross, Barton ministered to injured soldiers during the Civil War and became known as the "Angel of the Battlefield". Devoted to the organisation, she later took to the field, providing relief in the Spanish American War at the age of 77.

**Amelia Bloomer (1818–1894)**

First woman to own, operate and edit in 1849 a newspaper for women, *The Lily*. First published in Seneca Falls, New York, it became a recognised forum for women's rights issues. She often wore full-cut pantaloons under a short skirt, giving birth to the term "bloomers".

**Myra Bradwell (1831–1894)**

America's first woman lawyer. When denied permission to practice law in Illinois (despite passing the bar examination) because of her gender, she began publishing *The Chicago Legal News*, a very successful legal journal. When the laws changed in 1892, Bradwell was admitted to practice in Illinois and in the U. S. Supreme Court.

**Mother Teresa (1910–1997)**

She dedicated every day of her adult life caring for "The dying, the cripple, the mentally ill, the unwanted, and the unloved" and she loved every minute of it because she was loving, she was cleaning, feeding. They found men, women, and children dying on the streets who were rejected by local hospitals. The group rented a room so they could care for helpless people otherwise condemned to die in the gutter. In 1950,



the group was established by the Church as a Diocesan Congregation of the Calcutta Diocese. It was known as the Missionaries of Charity.

## III Your Helping Hand

### GRAMMAR REVISION

#### Word Order

If you want to sound more formal, you can omit *if* and use inversion in **first / second / third conditionals**.

Examples: *Were he more open-minded, he would not refuse to help with housework.*

*Had there been any chance involved, she would have combined work and motherhood.*

#### Don't Forget!

✓ Do not normally use *will / would / should* in an *if* clause. However, if you want to make a polite request or express insistence, you can use *will* or *would* after *if*.

Example: *If you will / would wait a minute, the manager will / would be able to see you.* (A polite request.)

✓ If you want to talk about something which is possible but not very likely to happen, you can also use *should* after *if*.

Example: *If Mother should decide to return to work, let's support her decision.* (Not very likely to happen.)

### NEW GRAMMAR

#### Mixed Conditionals

If you want to talk about a past event which has effect on the present, use mixed conditionals in which the *if* clause refers to the past (**third conditional**) and the main clause refers to the present or future (**second conditional**).

Example: *If my mother had gone to university, she would have a better job now.*

If you want to talk about a past event which was caused by a permanent (present) characteristic, use mixed conditionals in which the if clause refers to the present (second conditional) and the main clause refers to the past (third conditional).

**Example:** *If she were more ambitious, she wouldn't have become a housewife.*

#### Basic Level

a) Complete the sentences.

**Example:** *Were she a full-time mother, she would spend more time at home.*

1. Were he an advocate of equality among the sexes, ...
2. If you should adopt traditional gender roles in your family, ...
3. If you insist, ...
4. Had they asked me, ...
5. ... I would help my mother more with housework.

b) Paraphrase the sentences as mixed conditionals.

**Example:** *She didn't study hard. She won't make a career.*

*If she had studied hard, she would make a good career in the next few years.*

1. Her mother is a school teacher. She paid much attention to her daughter's perfect attendance.
2. I don't know them very well. I didn't invite them to my birthday party.
3. We've bought a new house recently. We don't have much money to spend these days.
4. I got a job as a cafeteria lady at the local school. I will be able to earn some extra money for the family.
5. This woman has a heart of gold. She dedicated her life to homeless children.

#### Higher Level

a) Read the opinions of different people about a new gender-related law and summarise them with mixed conditionals.

### Housework Looms for Spanish Men

Spanish men who refuse to lift a finger around the house are facing new legal sanctions.

The new law, which will be introduced this summer in Spain, promises a revolution in a country where nearly half of all men admit to doing no housework at all.

"Older generations will never change. Old machos are set in their ways", says Maria, a shopkeeper. "The younger generations probably will change eventually but because society is evolving, not because of law".

"My husband wouldn't iron a shirt to save his life", says Berta, who described herself as an exasperated housewife. "It's not that he can't. It's just that he won't. He'll never change".

Eduardo, a waiter at the bar, says he thinks the law "is ridiculous".

"It's up to couples to work out the balance of relationships for themselves", he says. "This law gives the impression that all Spanish men are machos, which we're not".

"I already cook at home", says banker Miguel. "I also pick up the kids from school".

"Liar!" his wife interjects. "Yes I do", insists Miguel. "There was that time when you had to go to work early and took the children to school..." The couple dissolves into laughter.



*Maria thinks that if old machos were not so set in their ways, society would have already changed.*



*Berta is sure that ...*



*Eduardo thinks that ...*



*Miguel says that ...*



*Miguel's wife is sure that ...*



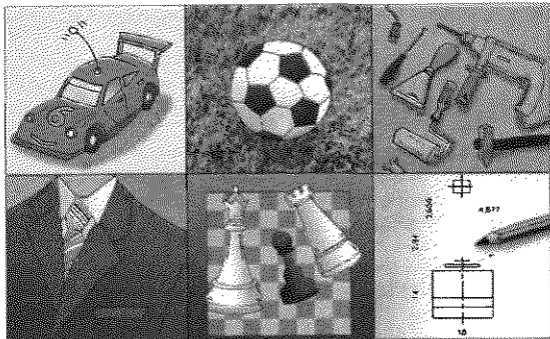
b) Read the commentary and fill it in correctly with the words given below.

### Gender Roles in the Media

If in TV advertisements, gender stereotyping ... (1) not so strong, men ... (2) described as more independent in the last decade. They ... (3) shown in more prestigious occupations than women; they ... (4) advertising a car or a brand company whereas women ... (5) shown mainly as housewives and mothers. They ... (6) advertising something like kitchen rolls and other domestic appliances. If the gender roles ... (7) by these days, men to be







home. Your husband goes out to work and you take care of the children. You are the obedient one; you are a woman.

b) Read the following letter of complaint about discrimination of gender on adverts and say which arguments you agree or disagree with.

Dear Manager,

**RE: Discrimination of gender on our adverts**

I am writing to inform you that you are showing an advert that is severely discriminating women. This is the advert of Green Flag Motoring Insurance. I have also contacted them concerning this issue.

First of all, I just wanted to make sure you know how they are discriminating women in the advert. They are screening a woman in a car which has broken down; while doing her make-up and acting all dumb and incapable of doing anything. She calls for roadside assistance and a male mechanic comes zooming in with his truck to save "the damsel in distress" by fixing her car.

Now yes, some women may be less capable in fixing cars but why did you have to show the woman doing her make-up in the car waiting for the male mechanic? Now this is showing us the woman doesn't really care or know what's going on. She just

calls the male mechanic if there's any trouble and starts to look good (as if all she cares about is her looks).

Why couldn't the person in the broken down car be male? Or why couldn't the Green Flag mechanic be a woman? Yes, it may be rare but there are hundreds of woman mechanics now in this day and age.

But where my argument is about the woman doing her make-up. This really drives me mad as if she is representing all females being incompetent and useless sitting in the car broken down doing nothing but her make-up. It would be better if she would get out the car and be a little bit more active, maybe opening the bonnet to see what's wrong.

I feel very strongly about this. So can you please get together with Green Flag and take some action before I sue a company for discrimination and quasi-stereotyping?

Yours sincerely,  
An Angry Viewer

### Higher Level

a) Interview your friends about their attitude to gender roles and see if you are similar or different in such points:

- childcare and education;
- decision making;
- housework;
- profession.



*At Home: Summarise your information and write arguments in support and / or against the following quote.*

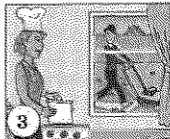
*"The family is the school of duties — founded on love."*

*Felix Adler*



### Your Language Portfolio: Reading

a) Read the interviews with the American and British women about some changes in gender roles in the family and match the pictures to the proper paragraphs.



### Interview I

#### How Have Gender Roles in the Family Changed in the Last 30 Years?

Some things have changed drastically, others have changed little. When I was first married (37 years ago) I expected to stay home, take care of my home and be a full-time Mum when the children came and this is the way it was for several years. Then we bought a home in Saint Louis and the children came and so did the bills for the things we wanted in our lives so I did what a lot of women did at about that time — I went to work. Childcare was impossible to find at that time, most working mums used friends or friends of friends. I was lucky I got a job as a cafeteria lady at the local school and was able to be home when my children were home. In the house not much changed I still took care of the home and children, he did yard work. Today, I take care of the home and he does yard work.

My daughters are different. They have both always worked, their husbands work too, both of them clean their homes and both get their husbands' help. The children are taken care of by both parents. They also both help with yard work. They do complain that they are still doing most of their own housework and they have added 50 % of the yard work. They frequently say that they like the fact that my generation fought to get wom-

an equal pay for equal work but they wish the men had learned that if women work outside the home then men need to work more inside the home. I guess we forgot to do that.

Unfortunately, one thing I have noticed with most women in the work force is that there are too many unsupervised children and these children are causing many problems. They are committing crimes, suffer from drug abuse or teenage pregnancy. We still have more work to do. Childcare is fine for the young child but just because a child is 12 does not mean they are old enough to be on their own for several hours after school. This is something that must be addressed soon.

I guess the actual answer to your question is that roles have not really changed all that much. Children still run to Mum first. Everyone in the family asks Mum where things are and Mums still know.

## Interview II

### Are Gender Roles Still Applicable in Modern Times?

**Q1:** Describe your role in the family and society in general, please.

**A:** Well, I am a wife and mother of two sons; I have been married for 19 years. I have had a career since graduating and I am a daughter, sister, Auntie, etc.

**Q2:** How has the gender role changed for you over the years?

**A:** My role has changed slightly as our lives have changed. My husband used to help me a lot more on housework when we first married but as he has become busier he helps a lot less, he helped 50 % with housework and bringing up children and now it is 30 % because he has taken on more work earning money. I am lucky in that my husband is the modern man, he helps with everything, and we are a good partnership.

**Q3:** How did your gender role vary at home, school and work?

**A:** As a child my gender role was no different to my brothers as my father was an advocate of equality amongst the sexes, we both carried the same amount of shopping home, I was taught to change a fuse wire, wire a plug, etc. Because

in those days lots of immigrant men worked night shifts and my father did not want me unprepared in the future. As my brother was older and went to work, he did less housework and we adopted traditional gender roles but due to my father's views of equality my brother still had to help a little.

At school we were very traditional except my history teacher who was a staunch feminist, we were given skipping when the boys played football in primary school, and the secondary school taught *Home Economics* instead of Technical Drawing. I campaigned and won the first football magazine in a girls' school. At university we were treated as equals.

BrE *home economics* —

also domestic science, also housecraft

AmE *home economics* — also living skills

At work there is definite bias towards men and towards friendly attractive females. I overcome such barriers all the time by having a thick skin, positive attitude and hard work, and have got promotion sometimes over men in the 16 years I have worked for the Inland Revenue as a tax inspector.

There is a lot of stereotyping and being a small sized female people underestimate me, for example in meetings my older male staff is looked at as the boss, only to be told with a smile that the little lady is the boss!

**Q4:** How is your role different from your mother's?

**A:** My mother is 63 years old, she also had a family and career, my father helped very little, she was a teacher and she did more traditional female roles at say 90 % compared to my 50 %, so the roles are slowly changing. It depends on the woman's career. Women are taking on more challenging roles, especially the traditional male jobs are more demanding and these women do less of the traditional female roles because they earn more and demand the man do more to help in the house.

**Q5:** If you were a housewife, would your role be different?

**A:** I think my husband would do less and probably I would do the more traditional roles, but being a modern woman I would still expect him to help more on housework than my father did because times have changed and attitudes to traditional roles have changed, thank God.

**Q6:** How do you see your role develop as you are getting older?

**A:** As I retire, I will probably do more of the housework if I am at home, but he will always help because we are set in our habits. It will depend on health more than anything, who is capable of doing what rather than gender roles.

## Across Cultures: The USA / Great Britain



**Saint Louis** — a city in the state of Missouri, a port on the Mississippi River and center for many industries; also known for its jazz and blues music.

**Inland Revenue** — the government department which collects national taxes in Britain. The Inland Revenue collects taxes directly from income and capital.



**Feminist** — someone who supports the idea that women should have the same rights and opportunities as men. The feminist movement in Britain and the USA has tried to change the present system to give women equality with men, especially in the areas of job and pay.

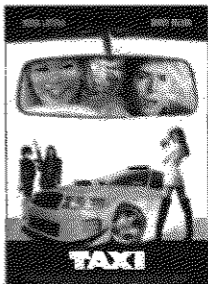
b) Read the interviews again and fill in the chart for the following gender roles. Speak about the one(s) you would change if you had a chance.

Gender Roles	The USA	Great Britain
Family upbringing		
School		
University		
Career		
Married life		
Retirement		

c) Read the analysis of two movies and say how they challenge the ordinary gender roles. Comment on them.

### Taxi (2004)

This is a movie about an ordinary cop who tries to catch the robbers of a big crime. There was said to be three robbers; which were extremely dangerous and ruthless. They have already robbed the most secured banks of America. Which big tough guys would these 3 robbers be? The robbers are a bunch of six-foot supermodels, led by Gisele Bündchen, Leonardo Di Caprio's girlfriend, who here makes her screen debut. Which is not normal as every single person on this earth would expect these robbers to be men.





### Daddy Day Care (2003)

This movie is about two hopelessly inept fathers running a pre-school day care facility. They are seriously taking a massive risk as Eddie Murphy's wife (in the movie) thinks the job of nurturing kids is only up to women and no one else.

d) **On Your Own:** Find more information about the feminist movement and illustrate its principles with examples. Present your findings to the class.

## VI Your Language Portfolio: Writing

### 'For and Against' Essays

✓ A 'for and against' essay is a formal piece of writing in which a topic is considered from opposing points of view.

#### How to write a 'for and against' essay about gender issues in a family

Content tips	Language tips
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• talk generally about the topic without giving your opinion.</li> </ul>	<ul style="list-style-type: none"> <li>— Do NOT include opinion words (I believe, I think, etc).</li> </ul>
<p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• present the points for and the points against in two separate paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>— Do NOT use informal style (short forms, colloquial language, etc.).</li> <li>— Do NOT use strong language (e. g. I firmly believe, etc.).</li> </ul>
<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• give either a balanced consideration of the topic or your own opinion.</li> </ul>	<ul style="list-style-type: none"> <li>— Do NOT hesitate to end with a quotation or a rhetorical question.</li> </ul>

Read the sample 'for and against' essay about gender issues in a family and say how its author managed to realise the tips.

### Sample 'For and Against' Essay:

#### Discussing the Advantages and Disadvantages of Gender Roles in Education

During colonial times, girls and boys were educated differently. Girls went to "dame" schools where they were taught how to read and write. The "master" schools; similar to today's high schools; were for boys. Girls could attend the master schools, generally during the summer when boys worked and only if space was available.

In the 1800s, prospects for women in education began to improve. High schools and colleges for girls were established. Some colleges and universities that accepted only young men began to accept young women. In 1833, Oberlin College became the first higher education institution for young women and men. At the beginning of the 20<sup>th</sup> century, more than one third of all college students were women.

According to present-day statistics, girls have got higher grades and are still rocketing high up the educational ladder and are still achieving more than boys. This reflects the world's attitude to women succeeding rather than failing now. Everyone expects girls to do better, so moving on girls will be having better jobs in high positions and everyone will be hiring women now as they are more capable than men. A long time ago society had pushed and in a hypothetical way bullied woman to become house wives or do minor low paying jobs if they were lucky. So this shows us that the gender roles of previous centuries are being challenged rather than reinforced, so the gender discrimination has changed in the likes of education.

The females are now dominating the world in education. The females have always been getting better results than boys after the Educational Equity Act. The women of the past were never educated due to the tyrannical belief that men were superior to women in many ways. They considered the females' rightful place was at home.

However, despite this women have shown us that they are equal maybe even better than men. This has been shown from long time ago when great, great women have changed the world by their exceptional discoveries and leadership.

## VI Culture Comparison



1. What stereotypes about gender roles can be found in Ukrainian families?
2. How have the gender roles changed in your family over the years? Can you account for that?



**At Home:** *In your workbook, write a 'for and against' essay about the advantages and disadvantages of a man's job being to earn money and a woman's job being to look after the home and family.*

## 2.4. The Special Occasion: Communication Skills

### How to express emotions

Initiations	Responses
<ul style="list-style-type: none"> <li>* Is that you?</li> <li>* You look happy!</li> <li>* What's happened?</li> <li>* You'll never believe it but ...</li> <li>* What do you think I said?</li> <li>* He began ..., so I tried to be patient.</li> <li>* Tell me all about it!</li> <li>* I thought that he might ...</li> </ul>	<ul style="list-style-type: none"> <li>• I'm sorry, I didn't notice you.</li> <li>• I feel happy, too.</li> <li>• I'm in a world of my own today.</li> <li>• Wow, that's great!</li> <li>• What a shock!</li> <li>• Congratulations!</li> <li>• It sounds like it could be fun, especially ...</li> </ul>

- So I guessed that he must have been ...
- What do you think?
- I could see he was nervous.
- If it had been me, I would have ...
- Poor ...!
- How exciting!
- Oh, it's beautiful!
- Control your emotion or it will control you.

## I Go Ahead!

a) Robert Plutchik created a wheel of emotions in 1980 which consisted, above all, of 8 basic emotions.

Basic emotion	Basic opposite
Joy	<i>Sadness</i>
Trust	<i>Disgust</i>
Fear	<i>Anger</i>
Surprise	<i>Anticipation</i>
Sadness	<i>Joy</i>
Disgust	<i>Trust</i>
Anger	<i>Fear</i>
Anticipation	<i>Surprise</i>

b) Look at the photos and match the special family occasions in them to the emotions they are likely to evoke. Say how emotional your family life can be.



## II Rhyme and Reason

Read these quotes about feelings and emotions and practice sentence stress. Think and decide how much you agree or disagree with the people who said so.



To 'give 'vent 'now and 'then to his feelings, 'whether of 'pleasure or 'discontent, is a 'great 'ease to a 'man's heart.

*Francesco Guicciardini*



'Feelings are much 'like waves, we can't 'stop them from 'coming but we can 'choose 'which one to surf.

*Jonathon Martensson*



,When 'dealing with people, remember you are not 'dealing with 'creatures of logic, but 'creatures of emotion.

*Dale Carnegie*



'Let's not forget that the 'little emotions are the 'great 'captains of our lives and we 'obey them without 'realising it.

*Vincent van Gogh*

## III Express Yourself!

a) Read and learn how to express emotions in the following situations. Look at the pictures and fill in the mini-dialogues.

- Kate, is that you?  
— I'm sorry, Nick, I didn't notice you! I'm ... today.  
— That's OK, Kate.



in a world of one's own

- You'll never believe it, but Jason finally...  
— He didn't! He ... ? Wow, that's great!



to propose

- We ... all our lives but we started dating just a month ago.  
— What a shock!



to go to the same school

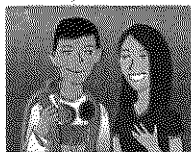
- Mum's going to ...  
— It sounds like it could be fun, especially the food and the dancing.



a traditional white wedding



to tell somebody the  
story of one's life



yes

5. — Jason began ... , so I tried to be patient.  
— If it had been me, I would have asked him to stop!

6. — So what did you say?  
— What do you think I said? I said ...!  
— Congratulations!

b) Read and give the context to:

Example: — I'm in a world of my own today.  
— That's OK.

1. — ...  
— Wow, that's great!
2. — ...  
— Congratulations!
3. — ...  
— It sounds like it could be fun.
4. — ...  
— What a shock!
5. — ...  
— How exciting!
6. — ...  
— Control your emotion or it will control you.

c) Read and respond expressing emotions:

Example: — You look happy today!  
— I feel happy, too.



- 1 — What's happened?  
— ...
2. — You'll never believe it but my younger brother is getting married.  
— ...
3. — What do you think I said?  
— ...
4. — Tell me all about it!  
— ...
5. — What do you think?  
— ...
6. — I could see he was nervous.  
— ...

#### **IV** Work Your Wisdom!

Match parts of the sayings and explain their meanings.

- |   |                                  |
|---|----------------------------------|
| 1. Control your emotion or ...                                      | a) ... always new.               |
| 2. Emotion is ...   | b) ... to reason.                |
| 3. The heart is forever ...   | c) ... it will control you.      |
| 4. Emotions have taught mankind ...                                 | d) ... of feeling.               |
| 5. All the knowledge you possess everyone else can acquire, but ... | e) ... inexperienced.            |
| 6. Art is the objectification ...                                   | f) ... your heart is all my own. |



**At Home:** *In writing, illustrate the saying you like most.*

#### **V** Your Language Portfolio: Listening

a) Listen to two English girls talking about a special occasion and say what you have learnt about British engagement traditions.

b) Act as Jane and:



- express your surprise seeing Penny;
- express your excitement about your engagement;
- give an emotional description of Jason proposing;
- express your shock when Jason asked you.

c) Act as Penny and express:



- your excitement about your friend's news;
- your sympathy with Jason;
- your curiosity about the details;
- your congratulations to Jane.

d) Transform the dialogue as if Penny felt disappointed with Jane and Jason's non-traditional engagement. Make it round its middle part.

...  
**Jane:** Anyway, he finally finished his story, and said 'Well, how about it?'

**Penny:** What does that mean?

**Jane:** That's what I said. He got really offended and asked if I had been listening to anything he said. He said that his life meant nothing to him without me, so 'how about it?'

**Penny:** Not very romantic.

...

## **VI** Your Language Portfolio: Writing

Choose a project you'd like to do.

### **Project I. "Families Fit Together: A Future Tourist Agent's View"**

1) Specify the title, showing a range of exciting destinations for a family vacation centered on activity:

- in the winter months;
- during the warmer months.

2) Find students with the same preferences, collect information and photos and the most memorable impressions.

3) Design a poster and present your project to the class.

### Project II. "Family Conflict Resolution: A Future Psychologist's View"

1) Show the importance of promoting healthy family relationships, support your ideas with necessary arguments.

2) Select the most effective ways of solving conflicts that might happen in a family. Provide them with role-play in illustration.

3) Design a memo for building a strong family and present it to the class.

### Project III. "Who Wears the Trousers in Your Family: A Future Sociologist's View"

1) Make a list of household chores and indicate who usually does each of them in your family.

2) Describe the gender roles in your family.

3) Design a film script to picture a day in the life of your family, with the gender roles changed, and present your project to the class.

## VII Culture Comparison



1. How do you express emotions in your country?

2. Give some tips for foreigners how to express emotions politely.

3. Special occasions are connected with the most important stages of a person's life.

There are certain family traditions of celebrating them in some English speaking countries. How much is it typical of Ukraine?



**At Home:** Search the Internet and find more information about family traditions abroad.

Go to page 308 for Cross-cultural reading



## 2.5. Test Yourself

A. Open the brackets using the proper conditionals:

Example: *I wish you (to participate) in regular fitness activities.*

*I wish you participated in regular fitness activities.*

1. I wish you (*to plan*) a family vacation centered on activity last summer.
2. If I (*to know*) you needed my help, I (*to call*) sooner.
3. I wish you (*to follow*) your health educator's recommendations but I don't think you will.
4. Suppose you (*to have*) conflicts in your family, how you (*to resolve*) them peacefully?
5. If I (*to be*) you, I (*not to pay*) attention to his words then.
6. What Tom (*to do*) if he (*to know*) the truth at that time?
7. I wish you (*not to give up*) exercising last month.
8. If I (*to know*) them better, I (*to invite*) them to our last weekend's home party.
9. If you (*to want*) to help on housework, you (*to come*) home earlier.
10. If Maria (*to go*) to university, she (*to become*) an architect. Unfortunately she didn't.

CHECK IF YOU:

Can use conditionals correctly

YES

NO

B. Insert the prepositions if necessary:

1. Women are taking ... more challenging roles now.
2. The children are taken care ... by both parents.

3. Families have constant presence ... our lives.
4. Children have the right ... an adequate standard of living.
5. A child lights ... the world.
6. Our lunch menu is void ... inspiration, I'm afraid.
7. Life throws tough demands ... us.
8. Let's plan a family vacation centered ... activity.
9. You can lead ... example when it comes to your family's health.
10. I didn't notice you I'm ... a world of my own.

## CHECK IF YOU:

Can use prepositions correctly

YES

NO

C. Read the advice from the American "marriage doctors", Drs. Charles and Elizabeth Schmitz, and fill in the correct forms of the words.

### The Golden Rule

Discovering the secret of how to grow *mutual* (*mutually*) respect and understanding over time is one of the foundational ingredients for successful ... (*to marry*). We have found no substitute. As we say repeatedly, do the little things and your relationship will ... (*prosperous*).

When you do not ... (*communication*) respect for each other, you put up an iron curtain between the two of you. Your marriage may be a "traditional" one where only the husband works outside of the home and the wife ... (*caring*) for the children and the household. That's great — there is nothing wrong with one person taking care of the home needs and the other providing the ... (*finance*) support, so long as this is a mutually agreeable ... (*to arrange*) and both roles are equally respected.

However, if you are like us, and more than two-thirds of this country's married couples, you are balancing two sets of jobs, careers and ... (*education*) endeavors. If this is the case, you cannot ... (*maintenance*) the same roles as a "traditional" marriage. You cannot have it both ways. Respect for the needs and demands inherent in each of your roles becomes highly important. It is impossible for both marriage ... (*partnership*) to

maintain careers outside the home while expecting only one person to still assume all of the routine ... (*responsible*) of keeping up the household, taking care of the children, managing repairs, etc.

**CHECK IF YOU:**

Can read and understand the text correctly

YES

NO

**D. Listen to the story and mark the following statements true or false.**

1. The girl was a victim of child abuse.
2. The girl's mother thought it was all her fault.
3. The girl told her friends about the abuse.
4. The girl didn't focus much on her study.
5. The girl was afraid to come home.
6. The girl's father worked away from home.
7. The girl's mother invited her daughter's friends to a sleep-over party.
8. When the girl was twelve, she ran away from home.
9. The police didn't let the woman take the girl home.
10. Her father was shocked when he learned about the mother's violence.

**CHECK IF YOU:**

Can understand the details of the text

YES

NO

**E. Write an essay about a family issue of your choice.****CHECK IF YOU:**

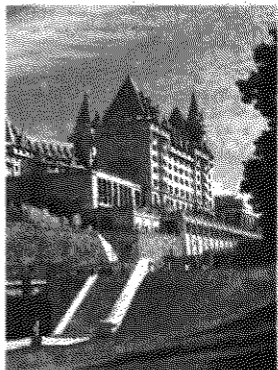
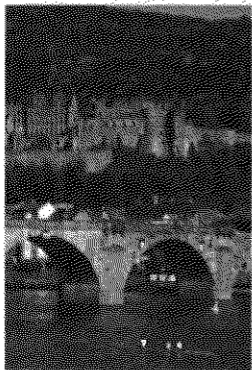
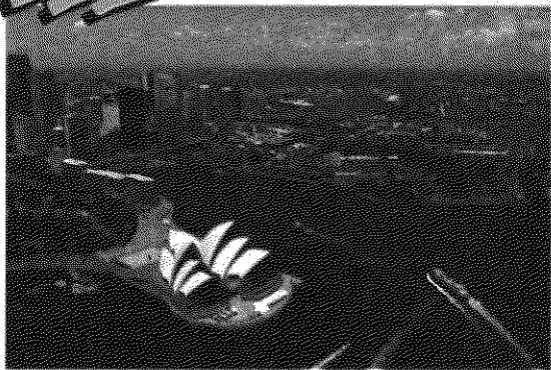
Can present opinions on a family issue

YES

NO

## Unit 3

## The World We Live and Learn In



## Pre-test and Engage Yourself:

1. Do you know any exciting facts about Canada's history and geography?

Yes  No

2. Have you ever wanted to visit an Australian university?

Yes  No

3. Can you describe New Zealand's specials?

Yes  No

4. Can you give reasons for or against studying abroad?

Yes  No

Welcome to more of it!

## 3.1. Facts about Canada: History, Geography and Culture

### Academic English

- \* criterion (criteria)
- \* to be recognised by sb / sth
- \* to designate
- \* to fall into categories
- \* major stages of the earth's evolution
- \* ice field
- \* polar region
- \* mountain environments
- \* magnificent wilderness
- \* abundant wildlife
- \* watershed and canyon system
- \* tundra / snow-capped mountain
- \* human endeavour
- \* site preservation fund
- \* to promote heritage conservation worldwide

### Conversational English

- \* to make sb's day by ...
- \* to get one's name from ...
- \* It's a dream for many to ...
- \* must-see
- \* to rival sth / sb
- \* to get more feel of sth
- \* dim past
- \* captivating story
- \* to play a major role in sth



## I Go Ahead!

Look at the map and say how varied the Canadian territory looks to you. Compare it to that of Ukraine.



## II Rhyme and Reason

Read the following Canadian quotes and say geographical and cultural information about the country they can reveal. Practise sentence stress.

Canadians... have no south of 'which they can 'speak warmly.

*Priit J. Vesilind, National Geographic*

'When I'm in Canada, I 'feel this is 'what the 'world should be like.

*Jane Fonda*

'Canada has 'never been a 'melting-pot; 'more like a 'tossed salad.

*Arnold Edinborough*

Canadians have been so 'busy 'explaining to the Americans that we 'aren't British, and to the British that we 'aren't Americans that we haven't 'had 'time to 'become Canadians.

*Helen Gordon McPherson*

'Canada is an 'interesting place — the 'rest of the 'world 'thinks 'so, even if 'Canadians don't.

*Terence M. Green*

I am a Canadian, 'free to 'speak without 'fear, 'free to 'worship in my own way, 'free to 'stand for 'what I 'think right, 'free to 'oppose 'what I 'believe wrong, or 'free to 'choose those who shall 'govern my country. This 'heritage of freedom I 'pledge to 'uphold for myself and all mankind.

*John Diefenbaker*

*(From the Canadian Bill of Rights,  
July 1, 1960)*



## Your Helping Hand

### GRAMMAR REVISION

#### Modal Verbs

Use *have to*, *must* to express necessity.

Examples: *Everyone has to take care of nature.*

*You must see Kluane National Park with your own eyes.*

Use *may*, *might*, and *could* to talk about future possibilities.

Examples: *The flora of the region might change radically.*

*It may be because of global warming.*

Use *ought to have ...* to express regret or blame about the past.

Example: *We ought to have thought earlier about the protection of the world cultural and natural heritage.*

Use *should* or *must* to express obligation.

Examples: *People should stop polluting nature.*

*We must realise that the world heritage sites are in danger.*

## NEW GRAMMAR

### Verbs and Expressions with Similar Meanings to Modal Verbs

Modal verbs don't have past or future forms, or participle forms. Use other verbs (equivalents) instead.

**Example:** *We haven't been able to find suitable accommodation.*

These verbs and expressions have similar meanings to modal verbs: *be able to, manage to, have (got) to, need to, be allowed to.*

To talk about the ability to do something on a single occasion in the past, use *was / were able to + do*, not *could*.

**Example:** *He didn't understand, but I was able to explain the problem to him.*

If something was achieved with difficulty, use *manage to do*.

**Example:** *We managed to get home at last.*

Use *have (got) to* when an action is necessary because someone else requires it or because of a rule or law. *Have to* is more formal.

**Example:** *We've got to apply for funding in advance.*

To express necessity and lack of necessity, use *need to, needn't, don't need to, didn't need to* and *needn't have + past participle*. *Needn't* is more formal.

**Examples:** *We didn't need to get up early. (=We didn't get up early because it was not necessary.)*

*We needn't have got up early. (=We got up early but it turned out that it was not necessary.)*

Use *be allowed to* to talk about permission in the past or future.

**Example:** *The museum closes in 5 minutes. I don't think we will be allowed to come in.*

## Basic Level

a) Paraphrase the sentences using the words in bold.

Example: *We got lost but we found our way home using a map.*  
**manage ...**  
*We got lost but we managed to find our way home using a map.*

- I think I will have time to come and see you tomorrow.  
**be able ...**
- We have been working much faster since we got the computer.  
**be able ...**
- If he gets the job, he'll be expected to keep the dress code.  
**need ...**
- She emailed me so I didn't phone her.  
**need ...**
- You don't need to apologise. It was my fault.  
**have ...**
- You don't have to come if you don't want to.  
**needn't ...**
- You can't keep pets in the hostel.  
**be allowed ...**
- My parents said I couldn't stay out late.  
**be allowed ...**

b) Interpret the ideas in these sentences using modals.

Example: *He didn't mind my opening the window.*  
*= I was allowed to open the window.*

- No, you may not wait inside. = ...
- No, I didn't do my homework. I couldn't. = ...
- They permitted us to come in and look around. = ...
- Shall I bring anything with me? = ...
- I catch the bus at 7:15 every morning. It's a must. = ...
- Everyone benefits from eating a balanced diet. = ...
- I will learn to drive by next summer so we can hire a car. = ...
- They like it when they can work at home. = ...

## Higher Level

a) Read the guidelines for protecting the environment and complete the following memo for responsible travellers.

### Guidelines for Protecting the Environment

Treat Canada's forests and native wildlife with respect. Damaging or taking plants is illegal in most parts of the country.

Remove rubbish. Litter is unsightly and can encourage disease. Rather than burying or burning, carry out what you carry in.

Keep streams and lakes pure by cleaning away from water source.

Where possible, use portable fuel stoves. Keep open fires small, use only dead wood and make sure the fire is out by dousing it with water and checking the ashes before leaving.

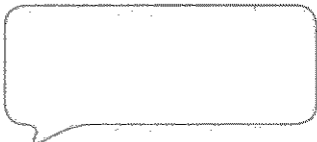
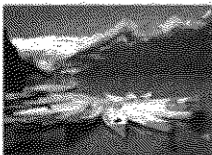
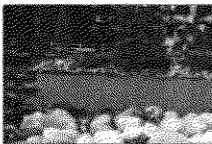
Keep to tracks where possible. Get permission before crossing private land and move carefully around livestock.

### A Memo for Responsible Travellers

- In the national parks, you will be able ...
- You will be allowed ...
- You will need to ...
- You will have to ...
- You won't be allowed to ...
- You won't need to ...
- You won't have to ...
- You won't be able to ...



**At Home:** Look at the photos and design notices for tourists to be able to protect the environment. Use the modals proper above.





b) **On Your Own:** Find more information about responsible travel and present it to your class.

#### **IV** Your Language Portfolio: Reading

a) Read the UNESCO information about the world heritage sites in Canada and make a list of characteristics of their two groups.

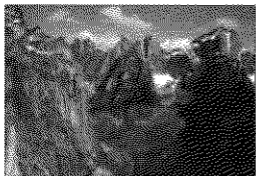
##### **World Heritage Sites in Canada**

Canada has ten world heritage sites that rank with the likes of the pyramids in Egypt, the Galapagos Islands, and the ancient city of Damascus in Syria. They have been recognised by the UNESCO, which by 2010 had carefully reviewed and designated only 911 such in the world.



**Kluane National Park**

The sites fall into two categories: natural and cultural. Natural sites are outstanding examples of major stages in the earth's evolution. Among them Kluane National Park in the Yukon comes first. It is known for some of the world's largest ice fields outside polar regions and a spectacular range of



Nahanni National Park



Gros Morne National Park,  
Newfoundland

mountain environments. This rugged and magnificent wilderness covers nearly 22,015 sq km in the southwest corner of the Yukon. Kluane got its name from the Southern Tutchone word for "lake with many fish". Two thirds of the park is glacier with interspersed bits of valleys, glacial lakes, alpine forests, meadows and tundra. Canada's highest mountain, Mt Logan (5959 m), and the second highest, Mt St. Elias (5489 m), tower there.

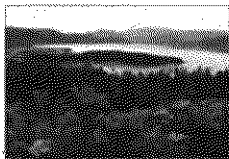
Another natural sight of signature attraction, Nahanni National Park, is found in the Northwest Territories, with nearly 5000 square kilometers of wilderness. It includes the South Nahanni watershed and canyon system, tundra-capped mountains, caves and the magnificent 90-metre Virginia Falls, twice the height of Niagara Falls. It's a dream for many to take a once-in-a-lifetime river trip, with hot springs and abundant wildlife along the way.

The cultural sites involve human *endeavour*. They include, in particular, Gros Morne National Park, Newfoundland. It is a must-

BrE *endeavour*  
AmE *endeavor*

see for its scenic varied geography: fjords that rival Scandinavia's, the majestic barren lands, sandy beaches, mountain hiking trails. The site has 4500 years of human occupation, from the Stone Age to visits by French and Basque whalers, Jacques Cartier, and Captain James Cook.

If you want to get yet more feel of the dim past, don't miss a chance of going to L'Anse aux Meadows National Historic Park, Newfoundland, since it is the sight of the oldest known Euro-



L'Anse aux Meadows  
National Historic Park,  
Newfoundland

pean settlement in the New World. The remains of the settlement created by Vikings from Scandinavia and Greenland, replicas of sod buildings almost transport you back in time. The Vikings led by Leif Eriksson, son of Erik the Red, built their own boats, sailed all over the North Atlantic, landed here, constructed houses, fed themselves, and they were practically all just 20-something years old. Also captivating is the story of the Norwegian explorer Helge Ingstad, who discovered the site in 1960, ending years of searching; a local inhabitant, George Decker, made Ingstad's day by pointing out the mounds of the terrain.

Canada played a major role in setting up the World Heritage Convention, which outlines how sites are chosen, sets up a site preservation fund for 123 member states, and promotes heritage conservation world-wide.

## Across Cultures: Canada



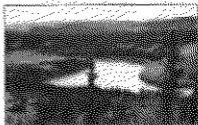
UNESCO — the United Nations Educational, Scientific, and Cultural Organisation.

**World Heritage Convention** — (the) convention concerning the protection of the world cultural and natural heritage; it was adopted by the UNESCO General Conference in Paris in 1972. The World Heritage Convention aims to promote cooperation among nations to protect heritage around the world that is of



such outstanding universal value that its conservation is important for current and future generations. It is intended that, unlike the seven wonders of the ancient world, properties on the World Heritage List will be conserved for all time.

**Yukon** — (the) territory in Northwest Canada, which was the site of the Klondike gold rush in the 1890s.



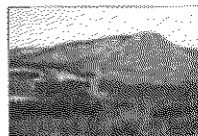
**Niagara Falls** — (the) very large waterfalls on the border between Canada and the US, popular with tourists and used to supply electricity.



**Newfoundland** — a province of eastern Canada consisting of the island of Newfoundland and the coast of Labrador.



**Tutchone** — (the) a first nation people numbering several thousand, are among the most numerous of the more than 7200 Yukon natives of Indian heritage.



**Jacques Cartier (1491-1557)** — a French explorer of Breton origin who claimed what is now Canada for France. He was the first European to describe and map the Gulf of Saint Lawrence and the shores of the Saint



Lawrence River, which he named "The Country of Canadas", after the Iroquois names for the two big settlements he saw at Stadacona (Quebec City) and at Hochelaga (Montreal Island).



**Captain James Cook (1728–1779)** — a British explorer, navigator and cartographer, ultimately rising to the rank of Captain in the Royal Navy. Cook made detailed maps of Newfoundland prior to making three voyages to the Pacific Ocean.



**Erik Thorvaldsson (950 — c. 1003 a. d.)**, known as **Erik the Red**, is remembered in medieval Icelandic saga sources as having founded the first Nordic settlement in Greenland. "The Red" most likely refers to his hair color. Leif Ericson, the famous Icelandic explorer, is Erik's son.

### MIND!

#### site (n) —

1. a place where something important or interesting happened:

*Example: The house is built on the site of a medieval prison.*

2. a place that is used for a particular purpose:

*Example: It's ideal for a camping site.*

#### sight (n) —

1. the physical ability to see:

*Example: He began to lose his sight six years ago.*

2. the act of seeing something:

*Example: The house is hidden from sight behind trees.*

3. a famous or interesting place that tourists visit:

*Example: Maria is showing the sight of Christchurch at the moment.*

**cite (v) —**

1. to mention something as an example:

*Example: The judge cited a 1956 Supreme Court ruling in her decision.*

2. to give the exact words of something that has been written:

*Example: The passage cited above is from a Robert Frost poem.*

**quote (v) —**

1. to repeat exactly what someone else has said or written:

*Example: She quoted from a newspaper article.*

2. to give something as an example to support what you are saying:

*syn. cite*

*Example: He quoted the example of Canada as a multicultural country.*

b) Choose the right words from the box above to complete these sentences.

1. Can I ... you on that?
2. In the afternoon, you'll have a chance to relax or see the ... .
3. I'm afraid the patient needs an emergency operation to save his... .
4. It is an important archaeological ... .
5. The mission provided detailed data on potential lunar landing ...s.
6. The minister said, ... : "There will be no more tax increases this year."
7. She will faint at the ... of blood.
8. The author ...d from *Hamlet* at the beginning of his essay.

c) In the text "World Heritage Sites in Canada", find more information about the places in the photos, read the cross-cultural commentary on the previous page and say why they are historically and geographically attractive to people.

d) Read the selection criteria and explain what kinds of heritage UNESCO people think need to be protected in Canada and around the world.

**Selection Criteria**

Until the end of 2004, there were six criteria for cultural heritage and four criteria for natural heritage. In 2005, this

was modified so that there is only one set of ten criteria. Nominated sites must be of "outstanding universal value" and meet at least one of the ten criteria.

#### **Cultural criteria**

- (i) "represents a masterpiece of human creative genius";
- (ii) "exhibits an important interchange of human values, over a span of time, or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning, or landscape design";
- (iii) "bears a unique or exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared";
- (iv) "is an outstanding example of a type of building, architectural, or technological ensemble or landscape which illustrates a significant stage in human history";
- (v) "is an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture, or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change";
- (vi) "is directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance".

#### **Natural criteria**

- (vii) "contains superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance";
- (viii) "is an outstanding example representing major stages of Earth's history, including the record of life, significant ongoing geological processes in the development of landforms, or significant geomorphic or physiographic features";
- (ix) "is an outstanding example representing significant ongoing ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems, and communities of plants and animals";
- (x) "contains the most important and significant natural habitats for in-site conservation of biological diversity, includ-

ing those containing threatened species of outstanding universal value from the point of view of science or conservation".

Forests: \_\_\_\_\_

Mountains: \_\_\_\_\_

Lakes: \_\_\_\_\_

Deserts: \_\_\_\_\_

Monuments: \_\_\_\_\_

Buildings: \_\_\_\_\_

Complexes: \_\_\_\_\_

Cities: \_\_\_\_\_

e) Say how much it concerns your country.

f) Compile a questionnaire to find out how your friends promote heritage conservation Ukraine-wide. Use the word list below.

- Public recognition
- Cataloguing
- Fund raising
- Wildlife preservation
- Limited human occupation

g) In pairs, discuss with your friends possible sightseeing activities in Canada. Use the pattern.

Pattern:

A: Hi, ... ! It's good to see you. I missed you terribly while you were touring ... . How was it?

B: It was a dream come true: ... .

A: No wonder, ... .

B: It is said that ... .

A: Wow, that sounds really good. ... And did you by any chance visit ... ?

B: Do you mean ... ? I spent ... and visited ... .

A: It's a nice place to see and to get a taste of ... .

B: Did you know that ... ?

A: That's incredible! How on earth did you ... ?

B: I was told that ... . For instance, ... .

A: The world we live in! There is so much to wonder about in Canada. It's not surprising that ... .

B: Exactly.

## V Your Language Portfolio: Listening

a) Listen to the conversation between two Canadians talking about Canadian places of interest and say what they find attractive about the natural and cultural sites in Canada.

b) Now, listen to the conversation again and correct the errors in the statements given below.

1. Don was touring north.
2. Darren thinks that Ontario is the least visited region in the country.
3. Buffalo is a popular honeymoon attraction.
4. The well-known George Bernard Shaw Festival takes place in Toronto.
5. Lots of historical places in Canada have names associated with natural sounds.
6. Manitoba has the longest place-name in the country.

## VI Your Language Portfolio: Writing

### Informative Reports

✓ An informative report is a formal piece of writing, usually to one's superiors, colleagues or members of a committee. It presents information concerning the progress which has been made on a project, a meeting that has taken place or decisions which have been made concerning future action.

### How to write an informative report

Content tips	Language tips
<p>Paragraph 1:</p> <ul style="list-style-type: none"> <li>• State the purpose and content of your report.</li> </ul>	<ul style="list-style-type: none"> <li>— The purpose of this report is to outline ...</li> <li>— As requested, this is a report regarding ...</li> <li>— The information below summarises the events which took place ...</li> </ul>

**Paragraphs 2-4:**

- Present various aspects of the subject under suitable headings.

- In addition, ...
- However, ...
- (Un)fortunately, ...

**Final paragraph:**

- Summarise all points mentioned before.

- I am pleased to announce ...
- It must be pointed out ...
- On the whole, it would be fair to conclude ...

Read the sample informative report and say if the author managed to reflect the tips.

**Sample Informative Report:**

**To:** Dr. Davis, Head of the International Student Exchange Program

**From:** Lisa Dunford, post-graduate student

**Subject:** Canadian Identity

**Date:** December, 2, 2010

As requested, this is a report concerning the subject of Canadian identity which is to be included into the orientation kit for international students.

Canada is a land of new beginning, both for the native population and for generations of immigrants from more than 150 countries. Early settlers gave Canada its name. It is a strange name for such a vast territory — the word “Kanata” in the Iroquois Indian language means ‘village’.

The Indians and Inuit (the general name for the Eskimo peoples) have lived in Canada for thousands of years. The Vikings sailed across the Atlantic Ocean and settled in Newfoundland over a thousand years ago. They were the first Europeans to settle in North America.

Canada’s population is over 31 mln. There are about 554,000 native Indians, 41,000 Inuits, 210,000 Metis (of mixed aboriginal and European ancestry). About 35 % of Canadians are of British origin; about 20 % are French descendants. The third largest ethnic group is German. Other major groups are Italian, Chinese, Ukrainian, Dutch, Greek, Polish and Scandinavian.

Multi-ethnic Canadian population is like a tossed salad, each “ingredient” preserving their cultures and contributing to Canadian identity.

## VII Culture Comparison



1. What differences and similarities can you spot in the history and geography of Canada and Ukraine?
2. What world heritage sites can be found in Ukraine? Have you been to any of them? How well are they preserved?
3. What do you know about Ukrainian diaspora in Canada?



**At Home:** *In your workbook, write an informative report on Canadian Ukrainians to the historical society.*

## 3.2. Australia Bound: Career Counselling

### Academic English

- to offer a transformational learning experience / a globally recognised qualification
- to work in today's global marketplace
- to recruit directly from university
- to employ overseas students
- exposure to the outside world
- to seize an opportunity

### Conversational English

- once-in-a-lifetime experience
- to develop independence / maturity
- to see issues from different perspectives
- to gain sth at an affordable price
- to take an active part in one's own education
- to become an exchange student



- personal growth
- intercultural experience
- education environment
- academic commitment
- career attainment / development
- to supplement classroom studies with sth
- to immerse oneself into sth
- host school
- to keep a personal blog of sth
- to open sb's eyes to sth
- Right from the start ...
- to be a daunting prospect

## I Go Ahead!

Look at the picture of an Australian teenager and say what educational opportunities he is considering for his near future. What are your options?

University of Western Sydney  
 Victoria University Melbourne  
 The University of Adelaide  
 ?

Studying overseas  
 Student exchange

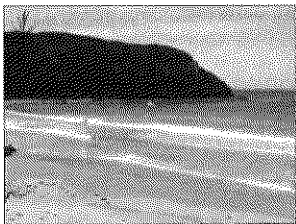


## II Rhyme and Reason

Read the poem "I Love a Sunburnt Country" by Dorothy MacKellar, which most Australians learn at school, and comment on the author's message for school leavers. Practise the sounds /ei/ and /i:/.

### I Love a Sunburnt Country

I love a 'sunburnt country,  
 A land of 'sweeping plains,  
 Of 'rugged mountain ranges,  
 Of 'droughts and 'flooding rains.  
 I love her 'far horizons,  
 I love her 'jeweled sea.



Her 'beauty and her 'terror;  
A 'wide 'brown 'land for me.

*By Dorothy Mackellar*

### III Enrich Yourself!

#### Basic Level

a) Read the words and word-combinations on page 144. Match the beginnings and the endings of the expressions below and make up sentences with them.

- |                   |  |
|-------------------|--|
| 1. to offer ...   | a) ... commitment                          |
| 2. to employ ...  | b) ... an opportunity                      |
| 3. to recruit ... | c) ... a globally recognised qualification |
| 4. exposure ...   | d) ... directly from university            |
| 5. to seize ...   | e) ... exchange                            |
| 6. to work ...    | f) ... overseas students                   |
| 7. academic ...   | g) ... in today's global marketplace       |
| 8. student ...    | h) ... to the outside world                |

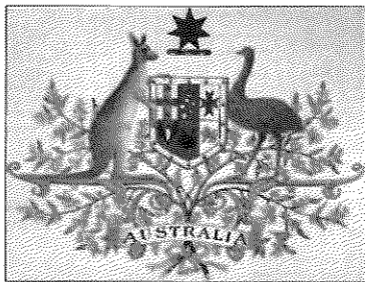
b) Answer the how-questions about Australia-bound education:

- How do Australian universities ensure their students' personal growth?
- How can overseas students benefit from their intercultural experience?

3. How can an exchange student see issues from different perspectives in the Australian education environment?
4. How would you reveal your academic commitment if you were an international student in Australia?
5. How would you try to develop maturity if studying abroad?
6. How can study abroad influence a student's career attainment?
7. How can classroom studies be supplemented with independent study in the Australian academic setting?
8. How should you immerse yourself into day-to-day life in another country?

#### Higher Level

- a) Read about Australia in brief and fill in the missing words from the box.



#### Australia in Brief

Australia is a stable, *culturally* diverse and democratic society with a skilled workforce and a strong, competitive economy. With a population of more than 21 million, Australia is the only ... to govern an entire continent. It is the earth's biggest island and the sixth-largest country in the ... in land area.

Australia has 10 per cent of the world's biodiversity and a great number of its ... plants, animals and birds exist nowhere else in the world. Australia is ... to conserving its unique envi-

ronment and natural heritage and has a range of protection procedures in place, including World ... listings and many national parks and wildlife sanctuaries.

Australia's population includes Aboriginal and Torres Strait Islander peoples and ... from some 200 countries. In over 60 years of planned post-war migration, Australia has ... more than 6.5 million migrants, including more than 660 000 refugees. During this time, the population has tripled from about 7 million.

Migrants have brought with them language skills and other capabilities that are valuable in today's ... economy and workforce. Although English is the ... language in Australia, more than 3 million Australians speak a language other than English at home (2007). As a result, Australia offers the familiarity of a Western business culture with a workforce capable of operating in many different business ... .

culturally environments world official migrants  
global nation Heritage committed  
native welcomed



b) Look at the photos and describe an international student's experience in Australia, using the words and word-combinations.



- to offer a transformational learning experience;
- exposure to the outside world;
- host school.

- to become an exchange student;
- Right from the start ... ;
- education environment.



- to develop independence;
- personal growth;
- to immerse oneself into sth.



- to take an active part in one's own education;
- to recruit directly from university;
- to supplement classroom studies with sth.



- once-in-a-lifetime experience;
- to gain sth at an affordable price;
- to see issues from different perspectives.



c) **On Your Own:** In your workbook, describe the way you would like to be exposed to the outside world in the educational environment and present it to the class.

## IV Your Language Portfolio: Reading

a) Read the following pieces of information about studying in Australia and overseas and say what benefits and challenges they emphasise for prospective Australian and international students. Which of the educational opportunities described look most / least attractive to you?

## I

**Studying in Australia**

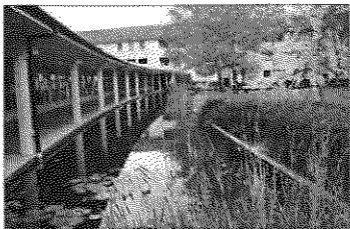
Studying in Australia offers international students more than academic achievement and a globally recognised qualification. It is a once-in-a-lifetime experience through which a student can develop independence, maturity, an understanding of other cultures, and the ability to see issues from different perspectives.

Study in Australia better prepares a student to work in today's global marketplace. This is why several foreign companies recruit directly from Australian universities and vocational institutes. Many international organisations and companies employ overseas students with Australian qualifications because their exposure to the outside world gives them greater independence and maturity. With international trade barriers disappearing, great opportunities exist for those with the skills, experience and knowledge to seize them.

In Australia, international students can gain this experience in a safe, friendly environment and at an affordable cost. IDP gives students unbiased, comprehensive information to help them choose the right course, the right institution and the right location for their individual professional and personal needs.

**Education in Australia**

Australia is the third most popular study destination in the English-speaking world, with more than 200,000 international students in Australian institutions across all education sectors: higher education, vocational education and training, English Language colleges, and schools.



The Australian government invests billions of dollars each year in developing Australian education and in university research. Best Australian institutions — Australian National University, University of Melbourne, University of Sydney, etc. — made it a point long ago to have an international focus within their courses and activities. They exchange staff with institutions overseas, participate in international forums, and have partnerships and joint projects with overseas institutions and international research centres.

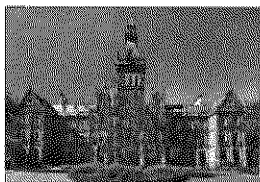
Australia's universities have made important breakthroughs in modern technology and science while Australia's vocational training system, which is based on industry standards, is used as a model for other Asia-Pacific countries.

There are universities in all major Australian cities and throughout regional areas of the country ranging in size from around 3,000 students to 50,000 students. About 20 percent of students enrolled in Australian universities are from overseas.

Many international students also study in vocational education and training colleges and institutes across Australia. These institutes offer qualifications that are recognised in the workplace.

International students in Australia also study the English language through courses offered by private organisations, universities and governments; in foundation courses to prepare them for university study; and within Australian schools.

The Australian Government ensures the quality of Australian institutions and courses in a number of ways. Institutions



must be accredited and courses offered to international students must be approved and listed on CRICOS. Qualifications offered to students must fit the Australian Qualifications Framework.

Australian institutions develop the creative, analytical and lateral thinking skills of students, and encourage individuality. The Australian education system also encourages responsibility and maturity in students. Students take an active part in their own education and are expected to supplement classroom studies with independent study in libraries, at home and in teams with other students.

The staff at Australian institutions are also very experienced in helping students from other countries, and there are well-established support systems in place for international students.

## II

### **Welcome to the Wonderful World of WEP Student Exchange!**

Study overseas in more than 20 countries with World Education Program (WEP) Australia. Our international student exchange programs offer you a transformational learning experience hand-in-hand with unsurpassed quality of support and attention to every student and family.

Opportunities to live and study overseas are available to all Australian secondary students who enjoy a challenge and are willing to completely immerse themselves into day-to-day life in another country. These outstanding educational programs offer you the experience of a lifetime and promote understanding and peace between people from different cultures.



### **New Support Platform for WEP Students**

Our primary goal at WEP Australia is to provide as much support for our overseas exchange students as possible. We are currently rolling out a new support website for our students to interact with each other and to easily connect with WEP staff. After completion of the student orientation program, our exchange students will be provided with the facility to keep a personal blog of their travel experiences, participate in a forum with other students and much more.

### **Student Exchange**

Becoming an exchange student is an exciting way to enhance your life by living in another country. Being an exchange student does not require your family to host a student in your house while you are away.

Student exchange with WEP Australia can open your eyes to the opportunities and wonders of the world. Support is provided to students throughout the entirety of their programs. Right from the start, when we first receive an enquiry, all the way to program completion, WEP answers questions from students and parents, maintains contact with students while they are overseas, and facilitates communication between our international partner organisations, coordinators, host families, host schools and exchange students. This ensures you will have the best possible student exchange experience.

All over the world, WEP host families are interviewed and screened to ensure they will provide safe and caring home environments for our exchange students. Your host family will select you, will be welcoming and probably impatient for your arrival, and will be interested in learning about you and your life in Australia. Before you depart from Australia, you will also be advised about the host school that has accepted you. Students and teachers in host country schools are always interested in hearing about life from our unique part of the world. If you choose a non-English speaking country you will have the fantastic opportunity to learn a new language and speak it every day. While this can be a daunting prospect initially, the long term benefits of being able to speak another language will stay with you for the rest of your life.

## Across Cultures: Australia



IDP Education Australia is Australia's leading international education and development organisation. IDP is an independent, not-for-profit organisation that represents more than 1,000 Australian institutions including universities, TAFE and vocational education institutes, business and special studies colleges, English language colleges, and schools. IDP has been helping international students for more than 30 years.

It has some 70 offices globally with activities in 50 countries. Trained counsellors provide support and advice to students in local languages.



**TAFE** (pronounced /teif/) — In Australia, technical and further education institutions provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System / Australian Qualifications Framework / Australian Quality Training Frame-

work. Fields covered include hospitality, tourism, construction, engineering, secretarial skills, visual arts, information technology and community work.

Individual TAFE institutions (usually with many campuses) are known as either colleges or institutes, depending on the state or territory. TAFE colleges are owned, operated and financed by the various state and territory governments. This is in contrast to the higher education sector, whose funding is predominantly the domain of the Commonwealth government and whose universities are predominantly owned by the state governments.

**WEP Australia — World Education Program Australia Ltd** is an independent, incorporated, not-for-profit Australian student exchange organisation registered with the education departments in QLD, NSW and VIC. Formed in 2001 in cooperation with WEP International (which now has offices in Brussels, Turin, Milan, Lyon, Paris and Rosario), WEP Australia has enabled thousands of students to open a door to a rewarding and successful future through education abroad.



**CRICOS — the Commonwealth Register of Institutions and Courses for Overseas Students.**



**The Australian National University —** commonly abbreviated to ANU, is a public teaching and research university located in Canberra. The University was established by an act of the Parliament of Australia and came into being on 7 February 1947, with the legislated purpose of conducting and promoting research in Australia. The University is governed by a 15-member council. ANU is a member of several university alliances and cooperative networks, including the Group of Eight (Australian universities), the Association of Pacific Rim Universities, the Association of Universities for Research in Astronomy and the International Alliance of Research Universities. ANU includes five Nobel laureates among its staff and alumni.



**The University of Melbourne —** informally Melbourne Uni, Unimelb, UOM or just Melbourne, is a public university located in Melbourne, Victoria. Founded in 1853, it is the second oldest



university in Australia and the oldest in Victoria. The main campus is located in Parkville, an inner suburb just north of the Melbourne CBD. The university also has several other campuses located across Victoria.

Melbourne is ranked among the top universities in Australia and the world. The university has over 35,000 students, who are supported by nearly 7,200 staff members. In 2008, it introduced the controversial Melbourne Model, a combination of various practices from American and European universities, aimed at consistency with the European Union's Bologna process and international relevance and standing for its degrees.



**The University of Sydney** — informally **Sydney University** or **Usyd**, is a university located in Sydney, Australia. It is the oldest university in Australia, having been established in 1850. As of 2009, the university had 47,775 students, making it the second largest in Australia.

The main campus is centered on large Oxbridge-inspired grounds which spread across the suburbs of Camperdown and Darlington on the south-western outskirts of the Sydney Central Business District. In addition, the university encompasses a number of small special-purpose satellite campuses obtained from other organisations over the past 20 years, including the Sydney Conservatorium of Music and the Sydney College of the Arts.

b) Read the extracts again and find the information for the following chart.

	Study in Australia	Study overseas
Personal growth		

<b>Intercultural experience</b>		
<b>Education environment</b>		
<b>Academic commitment</b>		
<b>Career attainment</b>		

c) Summarise the information and say how much these educational benefits are important for you and your friends.

d) Read the international student's voice from Australia. Would you do the same or different? Give your reasons.

"When I decided to study in Australia, the first thing I did was to contact IDP and to seek information about different program availability. I was counselled by very professional staff and the information provided by them has given me the confidence to study in Australia. IDP has an office in Sydney which was very convenient for me. If I have any questions to ask, I know IDP will always be there for me when I need help."



*Kin Fai Wong from Hong Kong*

e) Study the following chart below about student exchange experiences in Australia and interpret the survey data.

Survey Item	% Full Year	% Autumn Semester	% Spring Semester	% Summer	% Total
<b>Personal Development</b>					
Increased self-confidence	98 %	95 %	96 %	97 %	96 %
Served as a catalyst for increased maturity	98 %	97 %	97 %	95 %	97 %
Has had a lasting impact on world view	97 %	95 %	94 %	92 %	95 %

Survey Item	% Full Year	% Autumn Semester	% Spring Semester	% Summer	% Total
<b>Academic Commitment</b>					
Enhanced interest in academic study	81 %	80 %	79 %	84 %	80 %
Influenced subsequent educational experiences	91 %	85 %	86 %	84 %	87 %
Reinforced commitment to foreign language study	88 %	83 %	85 %	90 %	86 %
<b>Intercultural Development</b>					
Helped me better understand my own cultural values and biases	99 %	97 %	97 %	95 %	98 %
Influenced me to seek out a greater diversity of friends	94 %	88 %	89 %	86 %	90 %
Continues to influence interactions with people from different cultures	97 %	93 %	92 %	92 %	94 %
<b>Career development</b>					
Acquired skill sets that influenced career path	82 %	73 %	74 %	71 %	76 %

## **V** Your Language Portfolio: Writing

### **Survey Reports**

✓ A survey report is a formal piece of writing which presents and analyses the results / findings of research concerning reactions to a programme, product or plan. It includes general assessment. Conclusions and / or recommendations.

## How to write a survey report

Content tips	Language tips
<p><b>Begin with stating:</b></p> <ul style="list-style-type: none"> <li>• the purpose of the report;</li> <li>• the content of the report.</li> </ul>	<ul style="list-style-type: none"> <li>— The aim of this report is to examine the results of a survey in which ...</li> <li>— The report outlines the results of a survey conducted to determine the opinion of ...</li> <li>— The data included in this report was gathered by means of a questionnaire ...</li> </ul>
<p><b>Continue with presenting:</b></p> <ul style="list-style-type: none"> <li>• all information collected on the topic in detail in the form of facts under suitable headings;</li> <li>• generalizations.</li> </ul>	<ul style="list-style-type: none"> <li>— ... per cent of the people questioned agree / claim / state that ...</li> <li>— A large proportion of those aware of ... were of the opinion that ...</li> <li>— This is highlighted by the fact that two out of five stated that ...</li> <li>— This indicates / suggests / implies that ...</li> </ul>
<p><b>End with:</b></p> <ul style="list-style-type: none"> <li>• summarising the points mentioned above;</li> <li>• adding your recommendations or suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>— In conclusion, the survey vividly shows ...</li> <li>— On the basis of the findings, it would seem that ...</li> <li>— The results of the survey reveal / demonstrate that ...</li> <li>— Our recommendation, therefore, is that ...</li> </ul>

Read the sample survey essay about the benefits of study abroad and say how the author managed to reflect the tips.

## Sample Survey Essay:

### **The Benefits of Study Abroad New Study Confirms Significant Gains**

"It will change your life. You'll come back a new person". For years, the benefits of study abroad have been described in these words. Everyone in the study abroad field believed it could greatly impact a student's life, but the exact long-term benefits were unknown — until now.

The first large-scale survey to explore the long-term impact of study abroad on a student's personal, professional, and academic life shows that study abroad positively and unequivocally influences the career path, world-view, and self-confidence of students.

The Institute for the International Education of Students (IES) surveyed alumni from all IES study abroad programs from 1950 to 2009. Regardless of where students studied and for how long, the data from the more than 3,400 respondents (a 23 percent response rate) shows that studying abroad is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience.

#### **Personal Growth**

When asked about personal growth, 97 percent said studying abroad served as a catalyst for increased maturity, 96 percent reported increased self-confidence, 89 percent said that it enabled them to tolerate ambiguity, and 95 percent stated that it has had a lasting impact on their world view.

Findings also show that study abroad leads to long-lasting friendships with other U. S. students and still impacts current relationships. More than half the respondents are still in contact with U. S. friends met while studying abroad, and 73 percent said the experience continues to influence the decisions they make in their family life.

#### **Intercultural Development**

Study abroad educators often assert that one of the goals of study abroad is to train future global leaders to be more effective, respectful of other cultures and political and economic



systems, and willing to take a stand for the world's welfare, not just what benefits a specific country. The survey findings indicate that study abroad is succeeding in its mission.

When questioned about intercultural development, 98 percent of respondents said that study abroad helped them to better understand their own cultural values and biases, and 82 percent replied that study abroad contributed to their developing a more sophisticated way of looking at the world.

### Education and Career Attainment

When questioned about academic pursuits, 87 percent of respondents said that study abroad influenced subsequent educational experiences, 63 percent said that it influenced their decision to expand or change academic majors, and 64 percent reported that it influenced their decision to attend graduate school. Nearly half of all respondents have engaged in international work or volunteerism since studying abroad.

### A Lifetime of Benefits

Few other experiences in life have proven to net such a positive and sustainable impact. With study abroad offering so many life-changing and enduring academic, career, intercultural, personal, and social benefits, students should carefully consider studying abroad when searching for a college and during their collegiate career. Students should question potential colleges about the study abroad programs they offer and find out how competitive the application process is and if grades and financial aid transfer. In addition, colleges, parents, and employers should encourage and enable students to study abroad.

## VI Culture Comparison



1. What educational opportunities are available for Australians?
2. Are there any international students hosted in Ukrainian universities? If so, from what countries?
3. How can you become an exchange student?



**At Home:** *Conduct a survey "Student Exchange Opportunities for Ukrainians" and, in your workbook, write a survey essay about the results obtained.*

### 3.3. Destination New Zealand: Geography and Sociology

#### Academic English

- to envisage a trip
- agenda
- to hope for emotional awakening
- outdoor exploration
- maritime climate
- snow-dusted mountains
- glacial valleys
- rainforests
- dunelands
- volcanic plateau
- major travel crossroads
- to reveal a view of ... to sb
- marine-mammal watching
- cruise-ship wreck
- (non-) thrill seeker
- to be of paramount importance

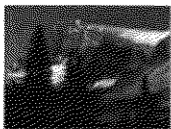
#### Conversational English

- to give the question some serious thought
- to come down under
- in your mind's eye
- snow bunny
- to stay in luxury accommodation
- to get acquainted with the finest museums and shops
- to think of one's priorities
- to get first-hand experiences
- adrenaline-pumping activity
- scuba diving
- bungy jumping
- canoe / kayak adventure
- to prompt a heady adrenaline rush
- to have one's heart set on sth
- rite of passage
- overseas experience

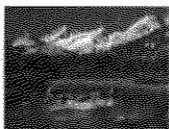


#### Go Ahead!

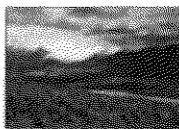
Look at the pictures and guess where these films could have been shot. Say what you can learn from them about this part of the world.



The Lord of the  
Rings



King Kong



The Chronicles of  
Narnia

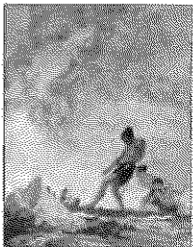
## II Rhyme and Reason

Read the following Maori culture myth and practise the sounds /au/ and /əu/. In the map below, find some of the geographical features of New Zealand it introduces and say what their shapes resemble to you.

### ... And Then Along Came Maui

A long time after the creation of the world there lived the demigod Maui who was exceptionally clever and strong. One day Maui went out fishing with his five brothers. The brothers paddled their canoes far out to sea, where Maui took out his magic fish-hook, tied it to a strong rope and dropped it over the side of the canoe. Soon Maui caught an immense fish and, struggling mightily, pulled it up to the surface.

This fish became the North Island of New Zealand, called the Fish of Maui by the ancient Maori. Wellington Harbour is the fish's mouth, the Taranaki and East Coast areas are its two fins, Lake Taupo is its heart and the Northland peninsula its tail. Mahia peninsula in the Hawkes Bay region is the



Fish-hook of Maui — the magic hook with which he fished up the island.

The South Island was known as the Canoe of Maui — the canoe in which he stood when he caught the fish. Kaikoura peninsula was where Maui braced his foot while hauling up the fish, and Stewart Island was the anchor stone that held the canoe steady as he hauled in the giant fish.

### III Your Helping Hand

#### GRAMMAR REVISION

##### Articles: People

Use **zero article** before the names of particular people.

Example: *Maui was a typical Polynesian hero.*

Use **a/an** before a person's name if you don't know the person yourself.

Example: *There's a Dr Schmitz on the phone. Do you want to talk to him? (=I haven't heard of him before.)*

Use **a/an** or **zero article** with a name to mean that someone else has or does not have the particular excellent qualities of the person named.

Example: *Maui was a Prometheus in Maori mythology.*

Use **a/an** to refer to a painting by a famous artist.

Example: *I bet it's a Van Gogh.*

##### Articles: Places

Use **the** when you know that there is only one of a particular thing.

Example: *The North Pole.*

Use **zero article** with the names of continents and most countries.

Examples: *Australia, New Zealand, Canada.*

Use **the** with oceans, seas, rivers, geographical regions.

Examples: *The Pacific, The Tasman Sea, The South Island.*

## NEW GRAMMAR

### The Definite Article: People

Use **the**:

✓ when there are two people with the same name and you want to specify which one you are talking about:

Example: *That's not the Katherine Mansfield I went to school with.*

✓ when you want to emphasise that a person is the one that everyone probably knows:

Example: *Do they mean the Paul McCartney, or someone else?*

✓ with an adjective to describe a person or their job:

Example: *The Aboriginal writer Sally Morgan.*

✓ when you talk about a family as a whole:

Example: *The Robinsons are touring New Zealand at the moment.*

### The Definite Article: Places

Use **the** when a phrase or adjective such as *first / best / right / wrong / only* identifies which place you are talking about.

Example: *The beach is the only place to be on a hot summer's day.*

### Basic Level

a) Fill in the articles where necessary.

Example: *What do you think of ... New Zealand?*  
*What do you think of — New Zealand?*

1. New Zealand became ... official British colony in 1840.
2. The old image of life in NZ as ... cultural desert no longer applies.
3. The seashore is ... only place to be on a hot summer.
4. ... South Island was known as ... Canoe of Maui.

- Robert Scott led two journeys to ... South Pole.
- ... Kiwi fruit takes pride of place on top of ... eggwhite and sugar dessert known as ... pavlova.
- Fortunately, we were able to take ... day trip to ... mountain — Mt Cook.
- There are thousands of kilometres of tracks leading to ... Lake Waikaremoana or ... Tasman Sea coast.

b) Choose the right article.

Example: *Maui was ... (a / the) typical Polynesian hero.*

*Maui was a typical Polynesian hero.*

- New Zealand was first inhabited by ... (*the / -*) Maori who came to live there about ... (*a / the*) thousand years ago.
- Together with ... (*a / the / -*) Captain James Cook some British people arrived.
- ... (*An / The / -*) outstanding British scientist, Ernest Rutherford, known for being ... (*a / the*) first person to “split ... (*an / the*) atom”, was born in New Zealand.
- ... (*A / The / -*) great story writer, Katherine Mansfield, wrote this about New Zealand: “I want my own country leap in ... (*- / the*) eyes of ... (*the / a*) world.”
- During ... (*the / -*) 20<sup>th</sup> century, quite ... (*a / the*) number of Maori writers made the literature of New Zealand distinctive.
- ... (*A / The*) top of ... (*- / the*) Mount Everest was first reached by ... (*a / the / -*) Sir Edmund Hillary, ... (*a / the / -*) New Zealand mountain climber.
- R Herick Alleyn, ... (*a / the / -*) Scotland Yard detective, is ... (*the / -*) best-known character of ... (*the / -*) detective stories by ... (*an / - / the*) internationally acclaimed Maori writer Dame Ngaio Marsh.
- ... (*A / The*) pride of motion pictures in New Zealand is “... (*A / The / -*) Piano”; ... (*an / the*) Academy award-winning film directed by Jane Campion.

## Higher Level

a) Read the legend "The Story of Aoraki" and put in **the** where necessary.

**The Story of Aoraki**

... Mt Cook, ... New Zealand's highest mountain, is called Aoraki by ... Maori. According to ... legend, which explains how ... mountain's name came about, Aoraki and his three brothers were ... sons of Rakinui, ... Sky Father. They were on a voyage around Papatuanuku, ... Earth Mother, when their canoe was stranded after striking a reef in ... ocean. Aoraki and his brothers climbed on ... top side of their canoe. ... cold south wind hit them, froze them, and turned them into ... stone. ... legend says their canoe became ... New Zealand's South Island which was then called Te Waka o Aoraki. Aoraki, ... tallest of ... brothers, gave his name to ... highest peak. His brothers and members of his crew became ... mountains of ... Southern Alps.

b) In pairs, ask and answer these questions about New Zealand. Use the proper articles.

1. What images spring to mind when you hear the country New Zealand?
2. What is New Zealand famous for?
3. What do you know about New Zealand's history?
4. What would you do if you could spend one week in New Zealand?
5. What do you know about different people who live in New Zealand?
6. What things about New Zealand do you think New Zealanders are proud of?
7. What do you know about nature in New Zealand?
8. What would you like to ask a New Zealander about New Zealand?

**IV Enrich Yourself!**

## Basic Level

a) Fill in the chart with right forms of the words.

Nouns	Verbs	Adjectives	Adverbs
	to explore		
experience			
		luxurious	
	to reveal		
			surprisingly
		protective	
	to seek		
resident			
			actually
		protective	

### Higher Level

a) Read the following opinions about New Zealand and say which of them may belong to:

- a geographer;
- a sociologist;
- a historian.

Answer the question "So, what do you think of New Zealand?" and explain your point of view.

### I

**Q.:** So, what do you think of New Zealand?

**A.:** New Zealand's history is not so long, but it is fast. In less than a thousand years these islands have produced two new peoples: the Polynesian Maori and European New Zealanders. The latter are known by their Maori name, 'Pakeha' (though not all like the term). New Zealand shares some of its history with the rest of Polynesia, and with other European settler societies, but has unique features as well.

New Zealand became an official British colony in 1840, but the first documented contact between Maoris and the outside world took place almost two centuries earlier in 1642, in Golden Bay at the top of the South Island. Two Dutch ships sailed from Indonesia, then named the Dutch East Indies, to search for the legendary 'Great South Land' and anything valuable it might contain. The commander, Abel Tasman, anchored the ships in



the bay, local Maori came out in their canoes to make the traditional challenge: friends or foes? Misunderstanding this, the Dutch challenged back, by blowing trumpets. When a boat was lowered to take a party between the two ships, it was attacked. Four crewmen were killed. Tasman sailed away and did not come back; nor did any other European for 127 years. But the Dutch did leave a name: 'Nieuw Zeeland' or 'New Zealand'.

## II

Q.: So, what do you think of New Zealand?

A.: The early 21<sup>st</sup> century is an interesting time for New Zealand. Like NZ butter and lamb, film and literature are flowering as never before, and the new ethnic mix is creating something very special in popular music. The world is coming to realise that NZ has a great culture, as well as a great natural environment.

The old image of life in NZ as a cultural desert no longer applies. Today NZ's isolation means that young New Zealanders in particular have for some time been highly mobile — 'OE' (overseas experience) is still considered a rite of passage, but the primary destination has, in recent years, become Australia rather than Britain. More and more young people go to study abroad where learning extends to the world beyond the classroom walls.

## III

Q.: So, what do you think of New Zealand?

A.: As I'm one of those travelers inspired to come down under by the scenery of the *Rings* movies, I haven't been disappointed. Jackson's decision to film here in NZ wasn't mere patriotism. Nowhere else on earth will you find such wildly varied, unspoiled landscapes.

I certainly recognised some places from the film. For example, Hobbiton (near Matamata), Mt Doom (instantly recognisable as towering Ngauruhoe) or the Misty Mountains (the South Island's Southern Alps). As I was serious about finding the exact spots where scenes were filmed, I bought *The Lord of the*

*Rings: Location Guidebook*, which included instructions, and even GPS coordinates. And I did find all the important scenes!

b) Interview your friends about their attitude to New Zealand and see if you are similar or different in such points:

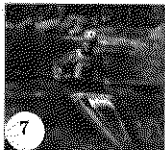
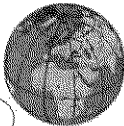
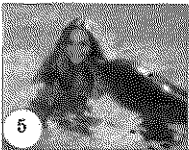
- NZ's past;
- NZ's present;
- NZ's future.



*At Home: Find interesting information about unusual places in New Zealand and present it to the classmates.*

## V Your Language Portfolio: Reading

a) Read the guide book entry about a prospective trip to New Zealand and match the photos to the proper parts of the text.



How do you envisage your New Zealand trip? It is worth giving the question some serious thought in your holiday planning. Are you hoping for emotional awakening in some wide open spaces, with walking and bush camping high on your agenda? Or in your mind's eye, is New Zealand all about staying in luxury accommodation and getting acquainted with the finest museums and shops? Perhaps, a combination of all of the above?

All things are possible here. There is a lot to see and do, so think of your priorities and allow enough time to achieve them.

#### When to go?

The warmer months between November and April are ideal for outdoor exploration. If you are a snow bunny, visit when the white stuff is thick on the ground over winter — June to August. New Zealand is in the Roaring Forties and so has a prevailing wind blowing over it from west to east year-round. Remember that the country has a maritime climate, meaning the weather can change very quickly.

#### Where to go?

New Zealand has one of the most varied and spectacular series of landscape in the world, ranging from snow-dusted mountains and glacial valleys to rainforests, dunelands and an other-worldly volcanic plateau.

If, until now, your travels in New Zealand have been about small towns and the great outdoors, stop in Wellington (or Welly, for short). Compact and walkable, it is surprisingly scenic and full of institutions integral to its role of the perfect capital city. Apart from Wellington's importance as the seat of government, it's a major travel crossroads between the North and South Islands.

New Zealand's largest outer island is Steward Island, or *Rakiura* as its Maori name which means "Land of Glowing Skies". It is only 40 km from the underside of the South Island, and you will be rewarded with a warm welcome from the kiwis as it's one of the few places where you can spot these shy, nearly blind, flightless birds in the wild.

#### How to go?

A small plane or a helicopter will take you on a sightseeing trip (called 'flightseeing' by the locals) all over New Zealand.

It's a great way to see Mt (Mount) Cook, the Bay of Islands, Tongariro National Park and the southern fjords. A hot-air balloon will reveal for you the most breath-taking views of the Southern Alps and contrasting Canterbury plains.

BrE kilometre  
AmE kilometer

Tramping (that's Kiwi-speak for hiking) is a fine way to get first-hand experiences within New Zealand's natural beauty. There are thousands of *kilometres* of tracks leading to Lake Waikaremoana or the Tasman Sea coast. One of the most popular tracks — the so-called nine Great Walks — is actually a river trip. If you've got your heart set on it, you are sure to enjoy this 145 km, five-day canoe or kayak adventure down the Whanganui River.

#### What to do?

For non-thrill seekers, guided walks, scenic flights and cruises open up the outdoors of the country while various adrenaline-pumping activities will be highly appreciated by those who favour an element of risk. Such risk is underlined in adventure sports, particularly *bungy jumping*, marine-mammal watching, and scuba diving.

Bungy jumping off the Kawarau Bridge prompts a heady adrenaline rush, but behind the scenes action could hardly be more organised, with jumper safety obviously of paramount importance.

The main attraction on the northeast coast of the south Island is whale watching, and depending on the season you may see migrating blue whales, humpback whales and southern right whales. Other mammals — including fur seals and dusky dolphins — are pretty much year-round residents. Swimming with dolphins, and seals is also possible in Kaikoura. When in Gisborne, you can even swim with sharks, though with a protective cage as a chaperone — just to be on the safe side.

The best scuba diving in New Zealand can be experienced near the Poor Knights Islands, off the east coast of the North Island, which were rated by the great Jacques Cousteau among

the top 10 diving spots in the world. The Marlborough Sounds have some interesting dives, too, including the *Mikhail Lermontov*, the largest diveable cruise-ship wreck in the world.

#### What to see?

If cramming cultural activities, extreme sports, business opportunities, multicultural dining and a vibrant music scene into day and night are your thing, then Auckland is your kind of place. It makes it easy to enjoy all that's on offer, and deserves its reputation as the "true" capital of the country, though it lost its official capital status to Wellington long ago.

In 1840, New Zealand's first governor named the settlement after his commanding officer George Eden (Lord Auckland). Since the beginning of the 20<sup>th</sup> century Auckland has been New Zealand's fastest-growing city and its main industrial centre. Auckland, both a region and a metropolis, was self-proclaimed as the City of Sails.

For many, the highlight of a visit to Auckland is the impossible to miss Sky Tower: at 328 m it is the tallest structure in the southern hemisphere. Squeeze in the viewing of the Auckland Art Gallery before boarding a ferry to Devonport for a walk up one or two extinct volcanoes. Or, take a bus to Kelly Tarlton's Antarctic Encounter & Underwater World where the biggest attraction is the permanent winter wonderland which includes a walk through a replica of Scott's 1911 Antarctic hut.

#### What to eat?

New Zealand is a culinary adventure for the hungry traveller. The Maori *hangi* is an unusual method of cooking food in the ground over hot river stones. Potatoes, *kumara* (sweet potato), carrots, pumpkin, onion, corn, cabbage, poultry, meat and fish are thrown in together and steamed until tender, taking on some of the flavor of the earth. *Hangi* is a feature of almost any formal Maori occasion.

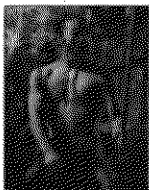
Roast lamb or *hogget* is a popular choice for a family meal. The classic vegetable accompaniments are roasted potatoes, *kumara*, greens and pumpkin. To visitors, lamb eaten in New Zealand can be a revelation — there is something about eating food in the place it's produced.

Kiwi fruit takes pride of place on top of the eggwhite and sugar dessert known as pavlova. This sweet meringue cake is too good to be missed.

And so is New Zealand!

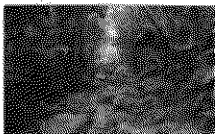
## Across Cultures: New Zealand (NZ)

**Roaring Forties** — the ocean between 40 and 50 south, known for very strong winds.



**Maori** — the original peoples of New Zealand, now only a small part of the population.

**Kiwi-speak (informal)** — New Zealand's variant of the English language which was developed under a strong influence of the Maori languages.

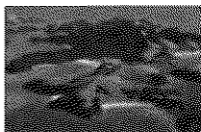


**Bush** — heavily-forested areas in New Zealand.



**Mt Cook** — the highest mountain in Australasia (3754 m). Known to Maoris as *Aoraki* (Cloud Piercer), the tent-shaped Mt Cook was named after James Cook (1728–1779), an English explorer of the coasts of Australia and New Zealand.

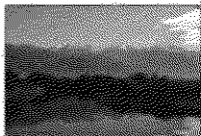
**The Bay of Islands** — one of New Zealand's most worthy attractions famed for its stunning coastal scenery, 150 or so islands and sailing destination.



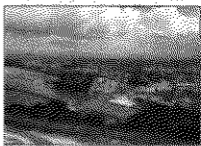
**Tongariro National Park** — New Zealand's first national park, established in 1887. The park's three peaks were a gift to New Zealand from the local Maori tribe, who saw it as the only way to preserve an area of spiritual significance. The name Tongariro originally covered the three mountains of the park and comes from *tonga* (south wind) and *riro* (carried away).



**Kaikoura** — a town located north of Christchurch and a mecca for wildlife enthusiasts.



**Gisborne** — New Zealand's most easterly city. The Maori name for the area, *Tairāwhiti*, means 'the coast upon which the sun shines across the water'. Surfing there is almost a mandatory activity.



**Jacques Cousteau (1910–1997)** — a French explorer of the sea, writer, broadcaster, and maker of films about life under water. He also invented scuba diving.





**Robert Falcon Scott (1868–1912)** — an officer in the British Navy who led two journeys to the Antarctic, and died while returning from the South Pole during the second one; he is often called Scott of the Antarctic.



**Marlborough Sounds** — the gateway to the South Island which features many delightful bays, islands, coves and waterways. Parts of the Sounds are now included in the Marlborough Sounds Maritime Park.



**Wellington** — the capital city of New Zealand, on the North Island, the country's third largest city and a main port.

b) Read the guide book entry again and fill in the chart for the following geographical features of New Zealand. Speak about the one you'd like to explore if you have a chance.

	For thrill seekers	For non-thrill seekers
Climate		
Land		
Sea		
Air		
Outdoor exploration		
City exploration		



c) Read the following Maori words and find their meanings in the guide book entry and the "Across Cultures" section above. Use them to describe Maori culture.

*hogget*

*hangi*

*tonga*

*riro*

*Tairawhiti*

*Aoraki*

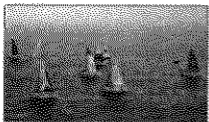
*kumara*

*Rahiura*

d) **On Your Own:** Look at the NZ attractions in these photos. Find more information about each of them and present it to the class.



Mt Cook



Regatta Day at Ngaruawahia, near Hamilton



International Antarctic Centre, Christchurch

## VI Your Language Portfolio: Writing

### Reporting Travel Experiences

✓ A report about travel experiences is a formal or informal piece of writing which presents a person's impression of a trip. It can be found in newspapers or magazines in article form, or as part of a letter to a friend.

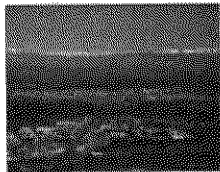
## How to report experiences

Content tips	Language tips
<p>In the introduction:</p> <ul style="list-style-type: none"> <li>• state the topic of your report;</li> <li>• give information about the trip, dates and people involved.</li> </ul>	<ul style="list-style-type: none"> <li>— Last ... I went to ...</li> <li>— As I had given some serious thought to my holiday planning ...</li> <li>— I set my own agenda which included ...</li> </ul>
<p>In the main body:</p> <ul style="list-style-type: none"> <li>• present all information in chronological order;</li> <li>• use sub-headings.</li> </ul>	<ul style="list-style-type: none"> <li>— First of all ...</li> <li>— Then ...</li> <li>— After that ...</li> <li>— At the end of ...</li> <li>— On the last evening of ...</li> <li>— The next morning ...</li> </ul>
<p>In the concluding part:</p> <ul style="list-style-type: none"> <li>• summarise your points;</li> <li>• refer to your feelings, moods or consequences.</li> </ul>	<ul style="list-style-type: none"> <li>— I had a wonderful time and I want ...</li> <li>— Looking back, it's obvious I should have ...</li> <li>— But on the whole ...</li> </ul>

Read the sample report about travel experiences and see how its author managed to realise the tips.

## Sample Report about Travel Experiences:

We spent the last weekend of our NZ experience in Christchurch, which was described to us as the most English of New Zealand's cities, with manicured gardens, crispy cut lawns, punts gliding down the picturesque Avon River, a grand Anglican cathedral rising above the city's central square, and trams rattling past streets with frightfully British names.



We set our agenda carefully, not to leave anything to chance. We started our touring with some church-admiring and people-watch-

ing at Cathedral Square, then we jumped on the tramway for an inner-city tour. We disembarked at the Art Centre to browse the historic grounds, and enjoyed the best seafood lunch ever.

After that we got back to nature in the Botanic Gardens, walking down to the pretty Antigua Boatsheds for a late afternoon Avon punt. Finally, we immersed ourselves in Maori culture in the country's largest *marae*, a multicultural facility where we saw carvings, weavings, and paintings in the meeting house and the house of learning. By the way, the *marae* guided tour finished up with a wonderful nightly concert.

On day two we checked out the Canterbury Museum and the Christchurch Art Gallery before heading out of town to ride the gondola to Mt Cavendish and do some mountain-top walking. It yielded absolutely breath-taking views over Lyttleton Harbour and towards the Southern Alps, I must admit.

It was an unforgettable experience. Looking back, it's obvious we should have followed at least a four-day itinerary. Then we would have been able to take a day trip to the mountain — Mt Cook with, undoubtedly, one of New Zealand's most inspiring sights.

## VII Culture Comparison



1. Which of New Zealand's geographic features are similar to those in Ukraine?
2. What sightseeing opportunities are there in your home place? Can you characterize them?



**At Home:** *In your workbook, write a report about your experiences you could have built up during your trip to New Zealand.*

## 3.4. Going International: Communication Skills

### How to give reasons

#### Initiations

- You know what? I have applied for ... What do you think?
- Have you heard? They have started ...
- I won't miss my chance of ...
- I'm going to ... on a study abroad programme next ... Any practical tips?
- I've come to say goodbye. I'm leaving for ...
- What's the use of going international?
- There's no place like home.
- So what?
- What did you enjoy most during your stay in ...?
- And based on my experience, I would go so far as to say that ...
- ... is the best way to get the most out of ..

#### Responses

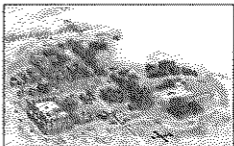
- Wow, that's great!
- It will be an experience of a lifetime!
- That's where you'll learn how to cope and adapt to ...
- At last! It will give students a chance to ...
- Let me think ... My first piece of advice is ...
- You will be surprised by how many experiences you will forget if ...
- Have a wonderful trip! Don't forget to ...
- And if you have any ... that you pursue at home, then try them abroad.
- That will let you ...
- In some ways, I'm the wrong person to ask about ...
- I regretted ... so much that I decided to ...
- I had it in my head that a real education requires ..., so I found ...
- It has given me a good chance to see ... from a different perspective.
- Perhaps the greatest satisfaction from my ... in ... is ...

## I Go Ahead!

Read the information about two universities, decide in what country each of them is located and give reasons why they are worth visiting.

### Our Campus

McMaster's large, attractive campus, the interior of which is open only to pedestrians and cyclists, is at the western end of Lake Ontario. Nearby attractions include Cootes Paradise, the Bruce Trail, the Niagara Escarpment, the Waterfront Trail, and the Royal Botanical Gardens.

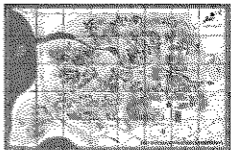


The University is minutes from downtown Hamilton, and the activities that a major city has to offer. Buses from the region's public transit system make frequent stops on campus, facilitating travel between McMaster, Hamilton, and the surrounding area.

### ANU campus

The main ANU campus has more than 200 buildings on 145 hectares in the centre of Canberra.

There are also four smaller campuses. Our scholars thrive on a campus that mixes all the advantages of Australia's capital city with space to think, grow and enjoy life.



ANU has excellent sports, accommodation, academic and dining facilities, many of which are available for use by the public.

ANU has always been a university with a difference, set apart by its research intensity. The high reputation of ANU within the international academy is now matched by an equivalent and high reputation outside the academy. 26 percent of higher degree research students at ANU came from overseas.

## II Rhyme and Reason

Read these reasons about international study and practice sentence stress. Think and decide how much you agree or disagree with the people who said so.

'International study will 'enhance your 'marketability and 'give you a 'competitive edge.

'Study abroad is the 'optimal 'way to 'learn a language.

'Study abroad 'provides the 'opportunity to travel.

'Study abroad 'helps you to 'learn about yourself.

'Study abroad 'expands your worldview.

'Study abroad can 'enhance the 'value of your degree.

## III Express Yourself!

a) Read and learn how to express emotions in the following situations. Look at the pictures and fill in the mini-dialogues.

### Application Form

.....  
 .....  
 .....

student exchange  
programme

- You know what? I have applied for a ... . What do you think?  
 — Wow, that's great! It will be an experience of a lifetime! That's where you'll learn how to cope and adapt to a novel living arrangement and place of study.  
 — I bet I'll have to.

2. — Have you heard? They have started an internship programme for ...  
 — At last! It will give students a chance to get outside the university and witness new things which are not taught in classes.  
 — I won't miss my chance!



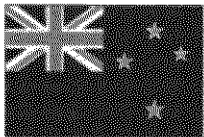
undergraduate students

3. — I'm going to ... on a study abroad programme next fall. Any practical tips?  
 — Let me think... My first piece of advice is to take notes. You will be surprised by how many experiences you will forget if you don't write them down.



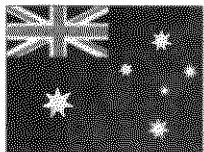
Canada

4. — I've come to say goodbye. I'm leaving for ... tomorrow morning. I'll miss you terribly.  
 — So will I. Have a wonderful trip! Don't forget to explore everything you can. And if you have any hobbies or activities that you pursue at home, then try them abroad. That will let you meet more and more interesting people who will be your best memories of New Zealand's experience.



New Zealand

5. — What's the use of going international? There's no place like home.  
 — In some ways, I'm the wrong person to ask about that: though I spent all four years of college in residence, I regretted



Australia

it so much that I decided to go overseas after I graduated. I had it in my head that a real education requires spending some time abroad, so I found a job in ... and spent the next three years there.

— So what?

— It has given me a good chance to see the world from a different perspective.



Australia

6. — What did you enjoy most during your stay in ... ?

— Perhaps the greatest satisfaction from my semester in Usyd is the feeling that I have actually accomplished something. And based on my experience, I would go so far as to say that the combination of study and work is the best way to get the most out of a study abroad programme and learn about a foreign culture.

b) Read and give the context to:

Example: — You know what? I have applied for Kyiv National Linguistic University.

— Wow, that's great!

1. — ...

— It will be an experience of a lifetime!

2. — ...

— In some ways, I'm the wrong person to ask about that.

3. — ...

— It has given me a good chance to see the world from a different perspective.

4. — ...

— Let me think ... My first piece of advice is to learn a new language.

5. — ...

— Perhaps the greatest satisfaction from my semester in the USA is getting to know another culture first-hand.

6. — ...

— I made friends around the world.



c) Read and respond giving reasons:

Example: — *I've come to say goodbye. I'm leaving for Canada tomorrow.*

— *Have a wonderful trip! Don't forget to explore everything you can.*

1. — Have you heard? They have started a new student exchange programme.  
— ...
2. — What's the use of going international?  
— ...
3. — There's no place like home.  
— ...
4. — I won't miss my chance of going international.  
— ...
5. — What did you enjoy most during your stay in Ohio?  
— ...
6. — I'm going to Canada on a study abroad programme next August. Any practical tips?  
— ...

#### **IV** Work Your Wisdom!

Match parts of the sayings and explain their meanings.

- |   |  |
|---|--|
| 1. Reason is ...                                  | a) ... errors of every kind is reason.           |
| 2. Reason is not measured by size or height, ...  | b) ... feature of working minds.                 |
| 3. The heart is the first ...                     | c) ... the arithmetic of the emotions.           |
| 4. The most formidable weapon against ...         | d) ... reason is a hurry.                        |
| 5. Good instincts usually tell you what to do ... | e) ... but by principle.                         |
| 6. Intuition is ...                               | f) ... long before your head has figured it out. |



**At Home:** *In writing, illustrate the saying you like most.*



## Your Language Portfolio: Listening

a) Listen to two Australian high school students talking about the value of going international after graduation and say which of reasons you agree or disagree with.

b) Act as Alan and:



- express consideration;
- express appreciation;
- supply an example;
- give reasons;
- show understanding.

c) Act as Denise and:



- express emotions;
- give advice;
- show interest;
- ask a rhetorical question;
- give reasons.

d) Transform the dialogue as if Denise feels disappointed with Alan's plans. Make it round its beginning.

**Denise:** Alan, have you decided what you want to do after graduation?

**Alan:** Well, I have thought about it but I haven't made any concrete plans. Have you heard? They have started a study abroad programme for undergraduate students in McMaster University.

**Denise:** In Canada? Isn't it a shame? ...

## **VI** Your Language Portfolio: Writing

Choose a project you'd like to do.

### **Project I. "World Heritage Sites in Ukraine: A Future Historian's View"**

1) Specify the title, naming a historically significant place in Ukraine to be nominated as:

- a world heritage natural site;
- a world heritage cultural site.

2) Find students with the same preferences, collect information and photos to meet at least one of the selection criteria.

3) Design a poster proposal to UNESCO and present your project to the class.

### **Project II. "Students Exchange Opportunities for International Students in Ukraine: Future Career Counsellor's View"**

1) Design a questionnaire to collect opinions about the topic of the project.

2) Conduct a survey and analyse the data obtained. Formulate your recommendations.

3) Design a chart for reporting the results of the survey and present it to the class.

### **Project III. "New Zealand's Specials: A Future Sociologist's View"**

1) Make a list of the most interesting facts about New Zealand and group them into categories.

2) Describe 3-5 important features in detail and supply them with photos.

3) Design a chapter for the travel guidebook, which will include a four-day trip about New Zealand, and present your project to the class.

## VII Culture Comparison



1. How do you participate in a discussion in your country?

2. Give some tips for foreigners how to give for and against reasons in Ukrainian settings.

3. Going international helps to see issues from different perspectives. Do you think it

can make people more or less categorical in their judgement? How is it typical of Ukrainians to be judgemental?



**At Home:** Search the Internet and find more information about international travel.

Go to page 311 for Cross-cultural reading



## 3.5. Test Yourself

A. Read the text and fill in the missing words from the box.

### Permits

You ... need special permits to enter, pass through, or camp in certain areas of Australia.

### Aboriginal lands

The laws vary — on some lands you ... pass through on “main roads” or stop in a community for fuel, on others you ... to show a permit just to put your little toe on ... land. If you are on ... organised tour, the operator or guide will be ... to deal with that, otherwise you will ... to apply well in advance to the land council.

### National parks and desert parks

You have ... obtain camping and visiting permits in advance. If you are planning a visit to Witjira national Park in South Australia, you ... need a desert parks Pass. You can purchase one at various shops in the northern part of the state, or through ... South Australian National Parks and Wildlife service.

able will the may an have to can need the

## CHECK IF YOU:

Can use articles and modal verbs correctly

YES

NO

## B. Insert the prepositions if necessary:

1. The World Heritage sites in Canada have been recognised ... UNESCO.
2. Canada played a major role in setting ... the World Heritage Convention.
3. Studying ... Australia offers international students more than academic achievement and a globally recognised qualification.
4. Australia's universities have made important breakthroughs ... modern technology and science.
5. Student exchange with WEP Australia can open your eyes ... the opportunities and wonders of the world.
6. New Zealand is ... the Roaring Forties.
7. Tramping is Kiwi-speak ... hiking.
8. Bungy jumping ... the Kawarau Bridge prompts a heady adrenaline rush.
9. What's the use ... going international?
10. It has given me a good chance to see the world ... a different perspective.

## CHECK IF YOU:

Can use prepositions correctly

YES

NO

C. Read the first part of the story written by Laura Crockett, an international student from the USA, and fill in the correct forms of the words.

*Laura Crockett  
Auckland, New Zealand*

### Self Discovery and Stereotypes in New Zealand

#### Part I

I had been anticipating (*anticipation*) my arrival in New Zealand for months.

Over the past month of immersing myself in Kiwi culture, the minimal cultural ... (*to differ*) here have allowed me to realise that I am growing and changing as a person.

My very first interaction with a Kiwi in New Zealand was ... (*pleasure*) and set the tone for the rest of my visit. The Kiwi bus ... (*driving*) drove ten university students to our hostels, and did not make me pay even though I had forgotten to fill out the ... (*requirement*) form for requesting airport pick up. The ... (*friend*) of the driver is indicative of the atmosphere here in New Zealand.

The culture of New Zealand displays many ... (*similar*) to the culture of the United States. Perhaps some ... (*evidence*) differences are a more relaxed atmosphere where people live ... (*casual*) and work to live rather than live to work. This allows American ... (*to visit*) to feel comfortable in ... (*familiarity*) environment that is a little more relaxed and welcoming.

## CHECK IF YOU:

Can read and understand the text correctly

YES

NO

D. Listen to the continuation of the international student's story and mark the following statements true or false.

1. Laura doesn't study hard in New Zealand.
2. She has come to study business there.
3. Academic English in New Zealand is identical to that in the USA.
4. Most students do their personal best in New Zealand.
5. New Zealanders pay much attention to sport.
6. Laura has overcome her fear of talking to strangers.
7. The student did bungy jumping back in the USA.
8. Laura's NZ experience helps her to develop.
9. The girl finds New Zealanders very sociable.
10. Laura is satisfied with her international experience.

## CHECK IF YOU:

E. Write a report about an international experience of your choice.

Can understand the details of the text

YES

NO

## CHECK IF YOU:

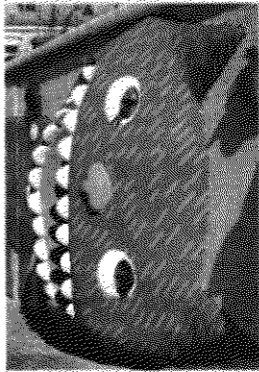
Can write a report

YES

NO

## Unit 4

## Art for Heart's Sake



## Pre-test and Engage Yourself:

1. Do you know much about different art styles and can you recognise them?

Yes  No

2. Can you describe your favourite painting and speak about its artist?

Yes  No

3. Have you ever visited a picture gallery or a museum of Fine Arts?

Yes  No

4. Can you emphasise important points in art?

Yes  No

Welcome to more of it!

## 4.1. A Wealth of Culture: the Arts

### Academic English

- trend of art
- to merge together
- canvas
- to be depicted in
- transparent colours
- sketch book
- artistic phenomenon
- easel painting
- murals
- art critic
- art admirer
- to develop a style of painting
- art movement
- art styles

### Conversational English

- ... from the distance
- to give way to feelings
- to emphasise sth
- to give birth to sth
- discrepancies
- sketchy
- to follow feelings and emotions
- to stick to sth
- to be rich in sth
- to interpret sth
- to reject sth
- In this connection ...
- In all likelihood ...



## I Go Ahead!

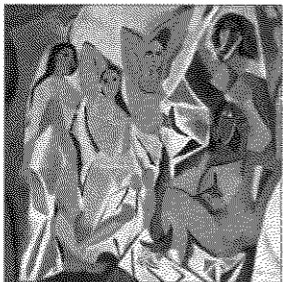
Look at these works of art and say what you think of them.



modern art



traditional art



abstract art



cubism

## II Rhyme and Reason

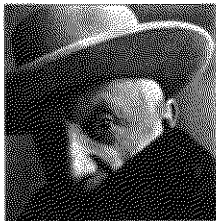
Read what great people said about art and practise sentence stress. Develop the idea of one of the quotes.

### III Your Helping Hand



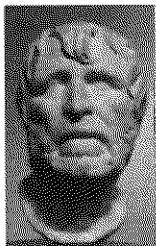
'When 'one 'loves 'one's  
art, no 'service 'seems 'too  
hard.

*Oscar Wilde*



We 'all 'know that 'art is 'not truth.  
Art is a 'lie that 'makes us 'realise  
truth, at least the 'truth that is  
'given us to understand.

*Pablo Picasso*



'Art is all but 'imi-  
tation of nature.

*Seneca*



'Art for 'art's sake.

*Howard Dietz*



'Art has an enemy  
'called ignorance.

*Ben Jonson*

### GRAMMAR REVISION

#### Indirect Speech

If you want to report what a speaker said without using the exact words, use indirect speech.

To report instructions, commands, requests and invitations, use the infinitive.

Example: *"Come to my place", he said.*  
*He told me to come to his place.*

Don't Forget!

✓ Change pronouns and possessives.

Example: *He said to Alice: "Tell me about your visit to the gallery".*  
*He told Alice to tell him about her visit to the gallery.*

✓ Change time phrases.

Example: *Call me tomorrow.*  
*She said to call her the following day.*

✓ Change *this* and *there*.

Example: *Take this from here.*  
*She told me to take that from there.*

To report a statement, use the word *that* which can introduce the indirect statement or you can also leave it out.

Example: *"It's a great picture", he said.*  
*He said that it was a great picture.*

Don't Forget!

✓ Change the tenses:

#### Direct Speech

#### Indirect Speech

Present Simple	—————▶	Past Simple
Present Continuous	—————▶	Past Continuous
Past Simple	—————▶	Past Perfect
Present Perfect	—————▶	Past Perfect

Example: *He said: "It's a lovely piece of art".*  
*He said it was a lovely piece of art.*

✓ Change modals:

will	—————▶	would
can	—————▶	could
may	—————▶	might
must	—————▶	had to

**Example:** *Tom said: "You can have a look at my drawing".*  
*Tom told me that I could have a look at his drawing.*

To report yes / no questions, use *if / whether*.

**Example:** *He said: "Do you like the landscape?"*  
*He asked if I liked the landscape.*

To report wh-questions, use question words.

**Example:** *He asked: "What is your favourite genre of painting?"*  
*He asked what my favourite genre of painting was.*

Do not use *do, does* or *did* to form indirect questions.

## NEW GRAMMAR

### Reporting Words

To summarise what someone said, use reporting words with the following structures.

verb + to infinitive

*agree, decide, offer, promise, propose, refuse, threaten*

**Example:** *Tom said: "I will go to the art exhibition with you with pleasure".*  
*Tom agreed to go to the art exhibition with me.*

verb + object + to

*advise, beg, encourage, invite, persuade, remind, warn*

**Example:** *Ann said: "It's a good idea to paint the landscape from that place".*  
*Ann advised me to paint the landscape from that place.*

verb + ing form/noun

*admit, deny, recommend, suggest*

**Example:** *Vera said: "Let's do the gallery together".*  
*Vera suggested doing the gallery together.*

verb + (object) + preposition + ing form / noun

**accuse someone of, to apologise for, to complain (to someone) about, to congratulate someone on, to insist on, to warn (sb) against / about**

Example: *Nelly said: "I'm sorry I was late".*  
*Nelly apologised for being late.*

BrE apologise

AmE apologize

### Basic Level

a) Change direct speech into indirect speech.

Example: *Ann said: "I like the colour scheme of the picture".*  
*Ann said that she liked the colour scheme of the picture.*

1. "I may show this still life", Katya told her friend.
2. "I'm painting this landscape for you", Ann said.
3. "Ann, add more green colour to the picture", John said.
4. "Did you enjoy yourself at the exhibition?" Paul asked Mary.
5. "Children, please, don't make so much noise", the teacher said.
6. "Alice, why have you chosen this portrait?" asked John.
7. "I can't understand abstract art", John said.
8. "Is this the masterpiece you were talking about?" Miranda asked.

b) Change indirect speech into direct speech.

Example: *He said he liked portrait painting.*  
*He said: "I like portrait painting".*

1. Tom asked if I had visited a new exhibition of Fine Arts.
2. Nelly invited me to do the gallery together.
3. My friend wondered if I was interested in abstract art.
4. Peter asked me who had painted the picture "The Girl with Geese".
5. My teacher suggested me taking up art.
6. Bob asked me not to paint the landscape in dark colours.

7. Ann wanted to know why I was late for the show.
8. Ben said that it was the best picture he had ever seen.

## Higher Level

a) Report the statements using the verbs from the box.

offered    promised    refused  
 advised    accused    suggested  
 congratulated    apologised    threatened

Example: "I can see you are busy. I'll help you to finish the picture if you like", Mary said.

Mary offered to help me to finish the picture.

1. "I'm not going to discuss this piece of Art with you. You wouldn't understand," Ann said to Peter.
2. "If you want to win the prize, send this landscape for the exhibition," my teacher said.
3. "Someone has taken my still life. It was you, wasn't it?" Dan asked.
4. "I'm sorry about the impolite question about the picture. I didn't mean to hurt you," she said.
5. "I won't give you money if you take up art," mum said.
6. "Let's put this picture on the wall and look at it again," my sister said.
7. "I'll buy you some tubes of oil if you really want them", my granny said.
8. "You exhibited your picture in the show! Well done!" my friend said.

b) Martha and Phil are talking about their preferences in art. Use the verbs in bold to report their conversation. Make up your own by analogy.

Example: **Phil:** *And what do you think of modern art, Martha?*  
**wonder ...**

Phil wondered what Martha thought about modern art.

**Martha:** I don't like the style of art which is difficult to understand.  
**say ...**

- Phil:** I can't believe you dislike impressionism. You have Degas' picture on your T-shirt.  
disagree ...
- Martha:** Who is Degas?  
wanted to know ...
- Phil:** It's a famous French impressionist painter known for his pictures of women dancing. He is one of my favourite.  
explain ...
- Martha:** I'm sorry I didn't know that, I didn't mean to offend you.  
apologise ...
- Phil:** I'm a great admirer of impressionism and I have a collection of Dega's dancers at home.  
say ...
- Martha:** Can I have a look at it? I want to know more about this impressionist artist.  
wonder ...
- Phil:** Let's go to my place right now and I'll show it to you.  
suggest ...



*At Home: Read what Phil told Martha about impressionists and then complete Martha's story.*



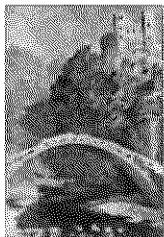
Paul Gauguin



Edgar Dega



Vincent van Gogh



Claude Monet

This is my collection and I'm very proud of it. Let's begin with Claude Monet, as he was one of the founders of this trend of art — impressionism. These artists were called impressionists because they painted outdoors and developed a sketchy “impressionistic” style, trying to capture the changing effect of natural light. It's better to look at Monet's pictures from a distance because his pictures are made of thousands of coloured dots. Stand here and look for yourself. You see, from the

distance the dots seem to merge together and form the objects. Do you see the castle and the bridge? In this way the artist expressed his impressions. And these are Dega's ballet dancers. Can you feel their movements? It's because they are depicted in transparent colours which produce the effect of movement. And now I want to present you with the print you have on your TV shirt.



Phil showed me his collection and ... that he was very proud of it. He ... starting with one of the founders of impressionism Claude Monet. Phil ... that ... because they developed a new ... style of painting. He ... me to look at Claude Monet's picture from a distance because ... . Phil asked me ... and ... . He said that

from the distance ... . Phil asked me ... and added that ... . He also showed me ... and wanted to know ... . Phil ... that ... . I was very delighted when Phil ... .

c) **On Your Own:** Find more information about impressionist style of painting and present it to your class.

#### IV Your Language Portfolio: Reading

a) Read the discussion of the members of an art studio and decide which picture suggested below belongs to:



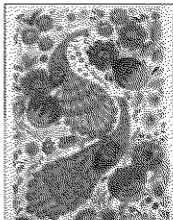
- classicism;
- realism;
- abstract art;
- cubism;
- Petrykivka style of painting.



Pablo Picasso



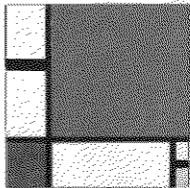
Jean-François Millet



Tetyana Pata



Nicolas Poussin



Pieter Mondriaan

### From Old to New Art

**The Head of the Art Studio:** When artists create their works, they follow different tendencies, art movements and styles. When you examine paintings belonging to different periods, you can see how ideas about art have changed over time. Let's listen to the members of the art studio about some most important trends of art.

— Let me start with classicism, which appeared in Europe in the 18<sup>th</sup> century. It is said that classical works of art are connected with or influenced by the art of



Boris Voitenko

ancient Greece and Rome. If you look at some paintings of that period, you'll see that they possess such qualities as balance, regularity and simplicity of form. They follow ancient models and don't give way to any feelings.



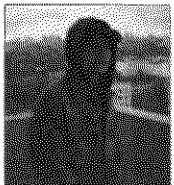
*Lesya Kravchenko*

— Exactly. But in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries there appeared a group of artists who followed their feelings and emotions rather than logical thought of reason. They preferred wild, natural beauty to things made by man. In all their canvases, artists emphasised the importance of emotion and imagination. So it was the change from the style of classicism to romanticism which, from my point of view, was more close to many people.



*Andrew Vlasnyk*

— If we stick to the chronological order, I'd like to say that at the end of the century romanticism was followed by realism. As you know, realistic artists accepted life and its problems in a practical way without being influenced by feelings or false ideas. The paintings of this period show things as they really are, as they appear to most people. No wonder they were so popular among admirers of art.



*Vasyl Petrenko*

— You are right. The 19<sup>th</sup> century had much to offer, but the 20<sup>th</sup> century is also rich in art movements. There appeared such styles of art as impressionism, cubism, surrealism, abstractionism, etc. In their paintings, artists represented objects or people the way they felt. Some used strange dreamlike images like surrealists; others broke things up into angular shapes like cubists. Abstractionists

represented different arrangements of shapes and *colours*. These styles are modern and much written and spoken about.

— Not only these styles. There are some others which are originated in Ukraine and are also extremely popular all over the world. I mean the Petrykivka style of painting. It's a remarkable artistic phenomenon of Ukrainian culture which belongs to decorative folk art. No doubt, the Petrykivka style of painting is a very poetic view of the world around us. It's a world which is free to interpret the usual things in a very unusual manner.

— In this connection, we must mention naive art which is used by some Ukrainian artists who rejected conventional representation of real objects. For me, their pictures are extremely detailed, painted in brilliant bright colours. As you see, there's no perspective in such pictures and the figures in naive paintings are often "floating". But agree, they are painted with the same passion as any other pictures.

— So as you see, every epoch gives birth to new styles of painting. All of them are original and interesting. Who knows, maybe there are the founders of some new trends of art among you. Let's work for it.

BrE colour  
AmE color



*Oksana Pavlenko*



*Lubov Litovko*



*The Head of the Art  
Studio*

## Across Cultures: Europe



**Claude Monet (1840–1926)** — a French painter who helped to start the impressionist movement. The term *Impressionism* is derived from the title of his painting “*Impression, Sunrise*”.



**Edgar Degas (1834–1917)** — a French impressionist painter. Famous for his works in painting, sculpture, printmaking and drawing.



**Edvard Munch (1863–1944)** — a Norwegian symbolist painter and an important forerunner of expressionists art.

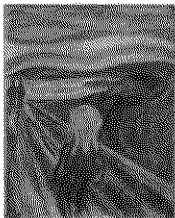
b) Answer the wh-questions:

1. What did the members of the art studio gather to discuss?
2. What was said about classicism?
3. Why did romanticism appear?
4. What style of painting changed romanticism?

5. What styles became popular in the 20<sup>th</sup> century?
6. What unites all new styles of painting of the 20<sup>th</sup> century?
7. What original styles of painting appeared in Ukraine?

c) Look at the picture, read what Edvard Munch said about his painting and say why he is said to belong to the style known as expressionism.

“My art has its roots in thinking about how I can explain the discrepancies between myself and life” — why wasn't I like other people? ...The desire and wish for my art is to bring light to Mankind. I thought I could help others understand their lives.



Once I was going down the street behind two friends. The sun went down behind a hill overlooking the city and the fjord — I felt a trace of sadness. The sky suddenly turned blood red. I stopped walking dead tired — my friends looked at me and kept on walking — I watched the flaming clouds over the fjord and the city — I stood there shaking with fear — and I felt a great unending scream penetrate unending nature...

I felt a loud scream — and I really heard a loud scream...

The vibrations in the air did not only affect my eye but my ear as well — because I really heard a scream. Then I painted the “Scream”.

- d) In groups, interpret the picture.
- e) Interview your classmates about their favourite styles of painting and present your findings to the class.
- f) Pair up with the classmate who has the same preferences in art styles and discuss the merits of this style completing the dialogue.

### A Talk on Art Styles

— Hey, ... I know that you ..., right?

— Exactly. ... is my favourite style. I find it ... and ...

— <i>Me too. I believe that ... Not for nothing ...</i>	— <i>That's just it. The fact is ... and I wonder if ...</i>
— <i>With pleasure. Let's start with ... if you don't mind.</i>	— <i>Great. I'd like ...</i>
— <i>So ... and later ...</i>	— <i>And who ... of this style of art, I wonder?</i>
— <i>There are ... but my favourite ... , because ...</i>	— <i>Did you ... , by any chance?</i>
— <i>Sure. And I have ... If you feel like ... we can ...</i>	— <i>Oh, I'll be delighted. I've been dreaming ... Thank you for ...</i>
— <i>My pleasure. I think ...</i>	— <i>No doubt about it. Seeing is ...</i>

## V Your Language Portfolio: Listening

a) Listen to the information about one style of Ukrainian art and say why it is unique.

b) Now listen to the information again and correct the mistakes in the statements given.

1. The Petrykivka style was originated in the south of Ukraine.
2. This style was founded in the 19<sup>th</sup> century by a group of Ukrainian Cossacks.
3. People with poetic gift settled down in Petrykivka.

4. Early decorative paintings in Petrykivka were easel paintings.
5. The folk poetic interpretation of the peasants' life was and is at the basis of the Petrykivka painting.
6. Birds and animals are the most popular motifs of the paintings.
7. The main colours of the Petrykivka style are red, orange and dark blue.
8. The village of Petrykivka is the only place which is known for its paintings.
9. The local styles of other places differ in basic elements.
10. Art critics say that the Petrykivka style has much to do with primitive art.

c) **On Your Own:** Find more information about Ukrainian art styles and state the reasons of their origin. Share your information with your classmates.

## VI Your Language Portfolio: Writing

### An Art Style Review

✓ An art style review is a report on an event or a period of time that mentions the most important art styles.

#### How to write an art style review

Content Tips	Language Tips
• Name the epoch (country);	— The time of ... is known for ...
• Give basic information about the time;	— It is characterized by ...
• Describe art styles popular in the epoch;	— One of the most distinguishing features ...
• Present the characteristic features of each style;	— ... is famous for ...
	— The most exciting ...
	— Apart from this ...
	— The paintings often show ...
	— The most common colour scheme ...
	— The style ... became known as ... due to ...

- \* Mention the most vivid representatives of each style.
- ... and other artists made this style ...
  - ... manner of painting is ...
  - I (do not) recommend you to ...

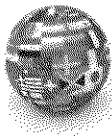
Read the sample of the art style review and say if the author managed to reflect the tips.

#### Sample Art Style Review:

The 20<sup>th</sup> century is known for its abstract style of painting and the first painting of this style appeared in 1910. The style is characterized by the refusal of artists to depict the real world and the desire to create their own way of painting. The most exciting feature of all abstract paintings is the composition of lines, forms and colours. Apart from this, some representatives of this style added new themes for portraying and used their own symbols.

Wassily Kandinsky, Theo van Doesburg and other artists searched for individual, their own understanding of the world and tried to work out their own manners of painting, that's why there are many kinds of abstract art as cubism, abstractionism, expressionism, pop-art, etc.

## VII Culture Comparison



1. Say how much you know about art styles in Ukraine and other countries.
2. Give foreign teenagers tips as to what art styles are originated in Ukraine.



**At Home:** *In your workbook, write a review of your favourite art style.*



## 4.2. Arts and Artists: Arts and Architecture

### Academic English

- genre of painting
- landscape
- seascape
- portrait
- still life
- unsurpassed masterpiece
- blend of light and shade
- shades and hues
- to take up art
- pretence of art
- colourless daub of painting
- colour scheme
- to paint from nature

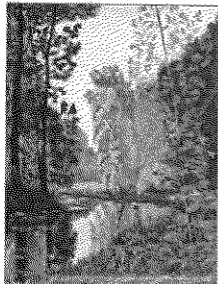
### Conversational English

- to evoke feelings
- to pore over sth
- to absorb sth
- to make sb gasp
- to stand the test of time
- parable
- a real breath of fresh air
- to stretch out longer
- to leave sb breathless
- You have a point here, but ...

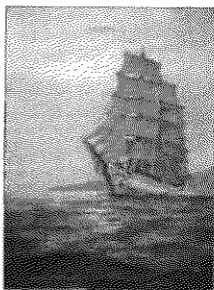


### Go Ahead!

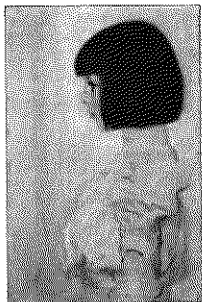
Look at the pictures and say which genre of painting you like most and why.



landscape



seascape



portrait painting



still life



## Rhyme and Reason

Read the poem "Mona Lisa" by Brenda M. Weber and practise the intonation of yes / no questions. Say why the author finds the portrait so mysterious. Do you share the opinion?

### Mona Lisa

'Behind 'kaleidoscopic eyes  
 There's no 'mystery 'there that lies  
 'She's the 'one to 'see it 'all  
 from her 'position on a wall.

We 'look for 'something in her smile,  
 We 'stand to 'study her awhile  
 Her 'face of 'beauty that we seek.  
 'What would she say if 'she could speak?

Is her 'beauty oh so rare?  
 Was 'Mona just a 'maiden fair?  
 Is she a 'mirror 'image of me?  
 Is that 'what I'm 'supposed to see?

'Mona's 'portrait on the wall —  
 A 'combination of us all.

There's a 'touch of 'someone there  
in the 'beauty of her hair.

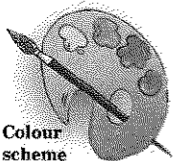
That 'hint of 'prism in her eyes  
'makes her 'appear to be so wise.  
The 'playful 'curvature of her lip,  
On her 'cheeks can 'dance a quip.

She's a beauty, this 'Mona Lisa  
but so is the 'Leaning 'Tower of Pisa.  
'What is the 'mystery there that lies  
Behind 'kaleidoscopic eyes?

*By Brenda M. Weber*

### III Enrich Yourself!

Study these words and word-combinations. Make up some sentences with them.

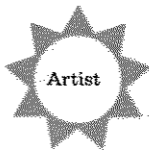


**Colour  
scheme**

to paint  
to depict in  
to portray

soft  
warm / cold  
bright  
muted  
pure

colours



## The Impression of a Picture

+	-
<ul style="list-style-type: none"> <li>• The picture evokes ... feeling in me.</li> <li>• It's a masterpiece that stands the test of time.</li> <li>• The painting is romantic (lyrical, appealing, powerful, original, outstanding, breathtaking).</li> <li>• It's an unsurpassed masterpiece.</li> <li>• It's a real breath of fresh air.</li> <li>• It made me gasp.</li> </ul>	<ul style="list-style-type: none"> <li>• The painting is dull (false).</li> <li>• It's a colourless daub of painting.</li> <li>• It's no longer a picture in anything but name.</li> <li>• It's pretence of art.</li> </ul>

## Basic Level

a) Give the definitions of the following words and word-combinations and give your examples with them.

Example: *A colourist is an artist who knows much about colours.  
John Constable is a well-known colourist.*

1. A landscape;
2. A portrait;
3. A seascape;
4. A renowned artist;
5. A promising artist;
6. A self-taught artist;
7. A masterpiece;
8. A colour scheme.

b) Match the adjectives to the nouns and make up your sentences with these word-combinations.

- |                |                |
|----------------|----------------|
| 1. unsurpassed | a) view        |
| 2. lively      | b) artist      |
| 3. romantic    | c) masterpiece |
| 4. soft        | d) painting    |
| 5. self-taught | e) impression  |

6. picturesque

f) scene

7. unforgettable

g) atmosphere

8. natural

h) colours

Example: *The Mona Lisa of Leonardo da Vinci is an unsurpassed masterpiece.*

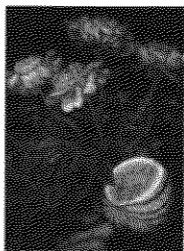
#### Higher Level

a) Look at the masterpieces and say what you can learn about:

- the genres they are painted in;
- the colour schemes used;
- the general impressions of them.



Thomas Gainsborough  
Sarah Siddens



Kateryna Bilokur  
Watermelon, Carrots and Flowers



Ivan Aivazovsky  
The Ninth Wave



Ivan Shishkin  
Golden Autumn

- b) Look at William Hogarth's masterpiece "The Shrimp Girl", read what an art critic wrote about it and say if the picture produces a similar effect on you. How, in your opinion, is it achieved?

### A Picture Review



William Hogarth  
The Shrimp Girl

Portrait painting is one of the glories of English art. William Hogarth, a curious observer of men and manners, gave the decisive impetus to the national temperament. "The Shrimp Girl" is an unsurpassed masterpiece, depicted in bright colours and quick brush strokes. The image of a laughing, cheerful common girl is contrasted to the ugly world of vices and corruption. In this portrait, the artist managed to capture the girl's expression and the mood of the moment. Her face and everything in the picture is

young and fresh. Simple and real-life atmosphere, illuminated by youth, is joyous and lovely.

- c) Read an overview of English painting and complete it with the phrases from the box.

English portrait school geniuses ~~greatly influenced~~  
National school of painting imitators and successors  
innovators forerunners of impressionists supreme heights

### An Overview of English Painting

Painting in England in the 17<sup>th</sup>–19<sup>th</sup> centuries is represented by a number of great artists, and during that period it was greatly influenced by foreign painters. The Flemish painter Anthony van Dyck (1599–1641) was really the father of ... . Though he trained a few English pupils, his principal ... were like he himself foreigners settled in London. Only during the 18<sup>th</sup> century a ... was founded in England.

For rather more than a century, England was to see a brilliant succession of ... : Reynolds, Gainsborough, Lawrence, Constable and Turner. Two genres — portraits and landscapes —

rose to ... English landscapists' great love for their countryside, and their ability to paint it made them ... in this field. Gainsborough and Constable are sometimes considered to be the ...



**At Home:** Find more information about English painting and present your information to the class.

## IV Your Language Portfolio: Reading

a) Read what impressions Oksana, a Ukrainian teenage art admirer, has about two famous paintings and say what she loved about them and why.

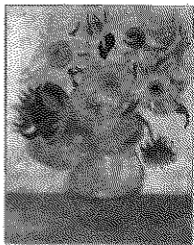
### Unforgettable Impressions

When I was first interested in art and the history of painting, dad gave me a big book with hundreds of colourful prints in it. "Everything about Art" was written on its cover. My dad said, "Read it. It will help you to learn more of art and artists, teach you to understand and enjoy them".

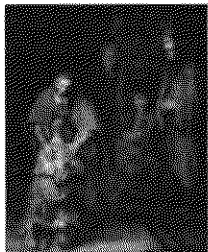
I pored over it with more than delight, with a kind of greed, in fact. I absorbed everything the book told me about romanticism, and realism and impressionism and cubism, about Constable and Gainsborough, van Gogh and Picasso, about landscapes and portraits, and I breathed it all in like oxygen. It was like a real breath of fresh air.

But among the pictures in the book, there were two that made me gasp. One was Gogh's "Sunflowers". A single colour — yellow — made sunflowers, a kind of symphony in yellow. All shades and hues of yellow blended together giving me the feeling of the sunshine.

I gazed and gazed: some flowers were not yet open, others were heavy and ripe, a couple hang their heads as if they had begun to die. Were they different stages of the flowers' life? Quiet of a sudden, I realised what the artist



Vincent van Gogh  
Sunflowers



Rembrandt  
The Return  
of the Prodigal Son

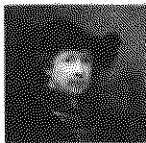
wanted to show us: how short-lived beauty could be. Enjoy every minute of it.

I think it affected me so because it was a masterpiece, an unsurpassed masterpiece.

Thinking about life I was turning the pages of the book when I saw the picture which evoked many new ambitions. What it showed was an old man in a bright red cloak embracing the other man. I read under the picture:

“Rembrandt van Rijn, the Return of the Prodigal Son”. So it was the moment when the father welcomed his son back from his wonderings. The dark colours of the background contrasted with bright clothes of the father and son and it stressed their sensitivity. It was such a powerful picture — the one which I could gaze at for hours. I was impressed by the blend of light and shades which gave me the feeling of joy and regret at the same time. The parable that was in the picture was so close to my own experience. I remember how my grandma greeted us after a long absence. I loved this work because there was so much to see. That was the moment I would have liked to be stretched out longer. Now I know in what the magic of art lies.

## Across Cultures: Great Britain / The Netherlands / Spain



Rembrandt van Rijn (1606–1669) — a Dutch artist known especially for his use of light and shade. His contributions to art came in a period called Dutch Golden Age.



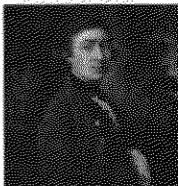
**Vincent van Gogh (1853–1890)** — a Dutch painter known for the development of post-impressionism. His work had a far-reaching influence on 20<sup>th</sup> century art due to its vivid colours and emotional impact.



**John Constable (1776–1837)** — an English Romantic painter known for his paintings and drawings of the Suffolk countryside.



**Thomas Gainsborough (1727–1788)** — a British artist best known for his portraits and landscapes. Also one of the great English masters.



**Pablo Picasso (1881–1973)** — a Spanish painter, draughtsman and sculptor known for developing cubism and other styles of abstract art.



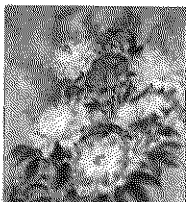
b) Read the text again and answer the star questions.



c) Read the statements which have been left out of the text "Unforgettable Impressions". Decide which artists they belong to and what information they add to them and their pictures. Develop the ideas.

1. The artist is interested in the symbolic significance of colours.
2. The whole mood of the painting is determined by the use of colour, light and shade.
3. It's such an evocative picture, poetic in tone and atmosphere.
4. The background of the picture is very simple and rigid.
5. The shapes of people in the background of the picture echo with each other.
6. The artist demonstrates a great talent as a colourist.
7. The artist managed to capture the mood of the moment.
8. The atmosphere of the place is conveyed in a masterful way.

d) Oksana was influenced by "Sunflowers" painted by van Gogh. Look at the flower pieces of the great Ukrainian painter Kateryna Bilokur and say if you can experience the same feelings. How can you interpret the flower pieces?



e) In pairs, discuss your preferences in painting as in the pattern below.

Pattern:

A: — Hey, ... , I know you are ... , right?

B: — Exactly. Art ... for me. And what ... , I wonder?

A: — Unfortunately I'm not as ... , but ... is to my liking.

B: — Excellent. This genre looks ... . If you ... , you won't ... .

A: — Agreed. ... . I prefer ... paintings. They are so ... and ... .

B: — I differ. I like ... portraits better. They are like ... and ... .

A: — Really? And what ... ?

B: — It is ... . The colour scheme is ... . ... and ... colours ... . The effect is ... .

A: — You have a point here. ... is a great colourist. All his paintings ... .

B: — Do you know what? I have ... . Would you like ... and ... ?

A: — I'd love to. And we'll be able ... .

B: — OK. Off we go, then.

## V Your Language Portfolio: Writing

### Interview

✓ An interview is an occasion when a famous person is asked questions about his / her life, experiences, or opinions for a newspaper, magazine, television *programme*, etc.

BrE *programme*    AmE *program*

### How to interview an artist

#### Content Tips

#### Language Tips

Ask an artist about:

- the place the artist comes from;                      — Where do you come from?
- the trend of art he / she belongs to;                      — What is your favourite ... ?

- the reasons for joining the trend; — Why did you take up ...?
  - the genres he / she likes to express his / her feelings in; — What do you like (dislike) ... most about ...?
  - the paintings he / she finds successful; — What are you going ...?
  - his / her future plans. — What are your plans for ...?
- End the interview with an expression wishing good luck. — I wish you every success!  
— I wish you all the best.

Read the sample interview with an artist and say if it covers all points.

Sample Interview:

### Interviewing a Young Artist

...

A: Where do you come from?

B: I come from Poltava.

A: How long have you been painting?

B: For two years.

A: What trend of art do you belong to?

B: I'm with abstract art.

A: Why did you choose this style?

B: It helps me to express myself fully.

A: In what genre do you work?

B: I paint mostly portraits. Portraits help me to disclose people's inner world.

A: Is there any painting you find successful?

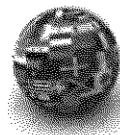
B: It's my niece's portrait. She herself likes it a lot.

A: What are your future plans? What are you going to paint next?

B: I'm going to exhibit my pictures in the show in spring.

A: Well, I wish you every success.

## VI Culture Comparison



1. The 17<sup>th</sup>–19<sup>th</sup> centuries are considered to be “the golden epoch” in British pictorial art. What was the most productive period for Ukrainian artists?

2. At that period, England saw a brilliant succession of great painters. What are the most renowned Ukrainian painters?

3. English painters were especially great at two genres — portraits and landscapes. Give foreigners tips as to the most popular genres of painting in Ukraine.

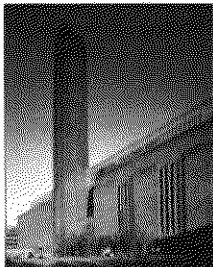


*At Home:* Imagine you had a chance to interview your favourite artist. In your workbook, write a list of questions you would like to ask him / her.

## 4.3. Going Museums: Arts and Architecture

Academic English	Conversational English
• remarkable work of art	• shrine
• unique interpretation	• to worship
• brilliant synthesis of images and ideas	• to be sth real outside oneself
• sovereign tones	• to feel (to have) a revelation
• to move away from the traditional art	• to go down on one's knees
• spectacularly decorated interior(s)	• to assert one's power
• artistic patron	• to stir emotions
• virtuoso sculptor	• to shed light on
• print	• to have (no) relation to sth

## Go Ahead!



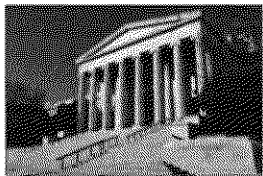
The Tate Gallery

Look at the photos of some art museums and picture galleries and match them to the places where they are situated. Say which of them you'd like to visit and why.

- a) London;
- b) New York;
- c) Moscow;
- d) Feodosia;
- e) Kyiv;
- f) St. Petersburg;
- g) London.



The Hermitage



The National Gallery



The Metropolitan  
Museum



The Museum of Western  
and Oriental Art



The Tretjakov Gallery



Aivazovsky Picture Gallery

## II Rhyme and Reason

Read the joke "At the Art Studio" and practise the intonation of statements. Say if you express your feelings the same way.

### At the Art Studio

**Visitor:** 'What a 'lovely 'picture you've painted! I 'only 'wish I could take 'some of these 'gorgeous 'colours with me.

**Artist:** Don't 'worry, you will. You've been 'sitting on my 'paint box 'all this time.



## III Your Helping Hand

### GRAMMAR REVISION

#### Articles

Use the definite article **the** with:

✓ the names of museums and picture galleries:

Example: *I want to share my impressions of the Hermitage.*

✓ the phrase or adjective such as *first, best, right, wrong, only*, which identifies the person (place) you are talking about:

Example: *"This show is the only place to exhibit my collection", Jack said.*

✓ **generalisations** with singular countable nouns to talk about a whole class of things:

BrE generalisation  
AmE generalization

Example: *J. Turner loved the sea and depicted it in his pictures.*

Don't use any article:

✓ in generalisations with plural and uncountable nouns even if there is an adjective before the noun:

Example: *Ann is studying British painting.*

✓ in some common expressions after a preposition:

- to / at / from school, university, college, church, work;
- to / in(to) / out of hospital, prison, bed;
- to / in(to) / from town;
- at Easter, Christmas;
- on Monday, Tuesday, etc.;
- on holiday.

Example: *John studied at art school last year.*

## NEW GRAMMAR

### Reporting Verbs

Use reporting verbs to *summarise* what someone said.

BrE summarise  
AmE summarize

verb + that clause

*admit, argue, amuse, boast, complain, decide, deny, explain, promise, threaten*

Example: *"We'll accept the picture for the show", the manager said.*

*The manager promised that they would accept the picture for the show.*

verb + object + that clause

*inform, persuade, remind, warn*

Example: *"Don't forget — we have a meeting at the picture gallery," Ann said to me.*



*Ann reminded me that we had a meeting at the picture gallery.*

verb + that clause with should

*insist, propose, recommend, suggest, advise*

Example: *"Why don't we do the gallery together?" Phil asked.  
Phil suggested that we should do the gallery together.*

Basic Level

a) Make number sentences using words and expressions from the box.

Example: 2 \ 7 \ 13 \ 20

The artist depicts nature in town.

1. Jack	7. to depict	12. the Art Gallery	17. the only-
2. the artist	8. to show	13. nature	18. the cell phone
3. we	9. to go	14. the sea	19. church
4. the guide	10. to study	15. college	20. town
5. the portrait	11. to like	16. the best	21. the Tretjakov Gallery
6. the seascape			

b) Complete the sentences using reporting verbs.

Example: *"I want to study at art school", said Ann.*

*Ann announced that she wanted to study at art school.*

- "You should use more delicate colours there", my teacher said.  
My teacher advised ...
- "You'll never finish the portrait if you work like this", my father said.  
My father warned ...

3. "I think you should exhibit this picture next spring", her sister said.  
Her sister suggested ...
4. "Remember you have to finish the picture", John said to me.  
John reminded ...
5. "It was me who took the prize", Helen said.  
Helen boasted ...
6. "And still I believe you should change the colours", the art student said.  
The art student insisted ...
7. "It was my little daughter who spoilt the drawing", Robin said.  
Robin admitted ...

## Higher Level

- a) Read the dialogue and put **the** or no article in each blank.

## Dialogue

- Do you want to know more about ... British pictorial art?
- Sure. I'm going to study at ... Art school.
- Then let's go to ... National Gallery.
- With pleasure. I love to paint ... sea and want to see Joseph Turner's seascapes.
- Great! This is ... right place to go to. ... Gallery exhibits many of his paintings.
- Will it be open on Monday?
- Yes, it was closed at ... Christmas. It usually doesn't work on ... holiday. But Monday is OK.
- Excellent. Let's go then.



- b) Look at the picture, report the characters' words and enlarge on the situation.

It's a portrait of my dear aunt.  
Undoubtedly, it's my best.

He is painting the flowers. It looks really great! So unusual! Just a unique flower piece.

It doesn't look like a flower piece. I'll ask the painter. Excuse me, what are you painting?



#### IV Enrich Yourself!

a) Read about Dora's visit to the National Gallery and fill in the right words and word-combinations from the box. Say what you feel while doing the picture gallery.

well-loved shrines as her own face  
 masterpieces guide books belonged  
 welcoming eyes moved two daughters

#### A Visit to the National Gallery

Dora had been in the National Gallery a thousand times and the pictures were almost as familiar to her as her own face. Passing between them now as though a ... place, she felt a calm feeling descending on her. She wandered a little, watching the poor visitors armed with ... who were peering anxiously at the ... . Dora didn't peer... She felt that the pictures ... to her, and reflected ruefully that they were about the only thing that did. Vaguely, consoled by the presence of something ... and responding in the place, her footsteps took her to various ... as which she had worshiped so often before.

...Dora stopped at last in front of Gainsborough's picture of his ... . These children step through a wood



Thomas Gainsborough  
 Two Daughters  
 with a Cat

hand in hand, their ... serious and dark, their two pale heads, round full buds, like yet unlike.

...Dora was always ... by the pictures. Today she was moved, but in a new way.

b) Read the fact file about the National Gallery and present the information to your class.



- to be started in 1824;
- to face Trafalgar Square;
- to be free to public;
- to contain the largest collection of national paintings;
- to represent European schools of art from 14<sup>th</sup> to the early 20<sup>th</sup> century;
- to complete a new building the Sainsbury King in 1991;
- to enlarge the collection.



**At Home:** Find more information about the National Gallery in London and its collection. Name some famous pictures.

c) Look at two portraits of the famous tragic actress Sarah Siddons painted by the great English artists Thomas Gainsborough and Joshua Reynolds which are exhibited in the National Gallery. Match the art critics' opinions to the corresponding portraits. If you were an art critic, how would you interpret the paintings?



Thomas Gainsborough

"I believe that the "Mrs Sarah Siddons" has the distinction of being not only a remarkable work of art, but a unique interpretation of a unique personality. It is not only one of the artist's finest portraits, but also one of the best of the many likenesses of the great tragic actress who sat to most of the celebrated masters of her day.

The great tragic actress is painted in this simple half in her day dress and hat as if she had just entered the artist's studio.

This portrait is so original, so individual, as a poetic expression of character, as a deliberate selection of pose, as bold colour and free handling, that it is like the work of no other painter”.

“For anyone coming to the painting with a fresh eye, the first impression must surely be one of dignity and solemnity. It is an impression created not only by the pose and bearing of the central figure herself, and her costume, but also by the attitude of her two shadowy attendants, by the arrangement of the figures and by the colour. The painting is in fact the brilliant successful synthesis of images and ideas from a wide variety of sources”.



Joshua Reynolds

d) Read what these art admirers say about the impressions of visiting art museums and say about your experience.

When I visit the picture gallery, I marvel with a kind of gratitude that the pictures are still here. My heart is filled with love for the pictures, their authority, their marvelous generosity, their splendour.



For me, the pictures are something real outside myself, which speak to me kindly and yet in sovereign tones, something superior and good, whose presence destroy my bad mood.





When I'm at the art museum, I feel that I have had a revelation. I look at unsurpassed masterpieces, so powerful and unique and feel a desire to go down on my knees before them.



I can remember being in a gallery once and realising I was standing in front of Aivazovsky's "The Ninth Wave". After a shock the piece began to assert its power – evoking a storm of feelings. It had the effect of undermining a lot of what was around it.



When I happen to be in Feodosia, I never miss a chance of visiting Aivazovsky Picture Gallery. It is absurd, you will say, to grow enthusiastic about canvases representing the sea in different times. But I believe herein lies the power of the artist. He makes you think and see a great deal more than the objects before you.

You

?

## **V** Your Language Portfolio: Reading

a) Read four articles about different art exhibitions and say which of them mentions:

1. The richness of a historical city in Europe.	D
2. An item that is different from the rest of the works of art on display.	
3. A publication accompanying the exhibition.	
4. A portrait of an important historical figure.	
5. A new technique of painting.	
6. A national spirit of the exhibition.	
7. That it is a movable exhibition.	
8. The fact that the items previously unknown to the public are presented.	
9. Experiments of light and colour.	
10. Certain historical periods.	

The text may be chosen more than once.

#### A. National Treasures

This exhibition presents the fascinating art and national culture of Ukraine which was always famous for its national ethnographical applied art. The works of art on exhibit include not only those who were born and worked in Ukraine, but also those national conscious artists who lived abroad.

So works of Taras Shevchenko, Ilya Repin, Vasily Tropinin, Mykola Pymonenko, Mikhail Vrubel, Oleksandr Murashko, Nikolai Ge, present different art styles and genres. Some older works ranging from medieval icons to Cossacks times portraits of military and church leaders and humorous comic pictures "Cossack Mamay" are among the most unusual and spectacular works of art, and the most of them are being shown for the first time in Ukraine. This exhibition produces more access to the new artistic comings and previously unknown. Unique icon relief "St. George in His Lifetime", dating to the 12<sup>th</sup> century; some abstract paintings of Kazimir Malevich, who was native Ukrainian; masterpiece of Ukrainian rococo "The Great Martyr" icon and others. So there is an opportunity to examine national treasures of Ukraine.

The exhibition was organised by the National Art Museum of Ukraine.

### B. The Magic of Light

We cannot touch or hold it, but we can see it, and with it see our world. Light defines our physical, visual and mental experiences. It determines how we move and stirs our emotions. The exhibition at the Hudson River Museum, the Magic of Light examines light art at physical sensation.

Magic presents work by 14 artists who changed the nature of art by using light — rather than paint or stone — to create. Their artworks move away from the traditional art objects and focus, instead on the view's perceptions. The Magic of Light displays the work of both established and emerging American artists. The entire museum is the framework of this exhibition. Five new installations were created especially for the Magic of Light. They reported to the unusual spaces and varied architecture in and around the museum's complex of galleries, court yards and the historic Glenview Mansion. For example, the thousands of lights in Erwin Redle's Matrix I cover the 100-foot south wall of the Museum's main gallery. The Magic of Light will be accompanied by a fully illustrated colour catalogue with essays by noted art critic Carter Ratcliff, published by the Hudson River Museum.

### C. "Gone with the Sea"

The Tate Gallery presents a full collection of a genius of the first order — far the greatest painter that England has ever produced Joseph Turner.

"Gone with the Sea" explodes a unique institute understanding of nature, the most feeling effects of light — sun rises, passing storms dissolving mists set on a canvas. The collection promises a different view of J. Turner's technique, — transforming everything with pure colour and light.

Using his optical sensations to discover the truth, the artist exclaimed: "I feel, therefore I am". It's a fact which can be verified by looking at Turner's pictures in the Tate Gallery: the less defined, the more purely colouristic they are, the more vividly



do they convey a total sense of truth to nature Highlights, include the most profound and moving pictures "The Fighting Temeraire", "Steam and Speed", "Sun Rising through Vapour", "Rain" which have no relation to anything that was being done in Europe, or was to be done for almost a century.

"Gone with the Sea" sheds light on some methods and techniques of French impressionists who followed Turner's work a generation later.

#### D. Baroque Painting in Genoa

In the 17<sup>th</sup> century, Genoa enjoyed a great flourishing of the arts. It attracted influential and famous artists from all over Europe and produced a group of superb local painters.

Enormous wealth was invested in the creation of impressive town places with spectacularly decorated interiors.

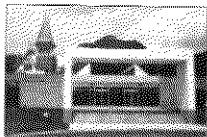
This is the first exhibition to be held in the Metropolitan Museum of Genoese painting. Exhibits include Rubens' "Equestrian Portrait of Giancarlo Doria", an impressive image of one of Genoa's most significant patrons; Valerio Castello's dynamic "Rape of Proserpine", etc. There's are also works by Anthony Van Dyck, who spent several years in Genoa, Orazio Gentileschi, as well as a magnificent carved picture frame by the virtuosos sculptor, Filippo Parodi.

The catalogue of the exhibition is generally on sale in the Met's shop.

## Across Cultures: Ukraine / The USA / Great Britain

The National Art Museum of Ukraine in Kyiv, famous for its national ethnographical applied art.

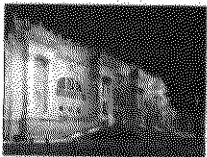




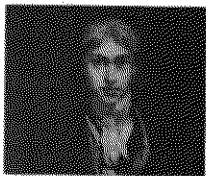
**The Hudson River Museum** in New York state, known for its exhibitors of modern art.



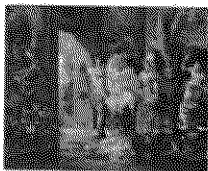
**The Tate Gallery** — an important art gallery on the river Thames in central London, known for its collection of British art and international modern Art.



**The Metropolitan Museum of Art (the Met)** in New York — the most important art museum in the US.

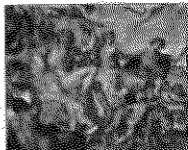


**Joseph Mallord William Turner (1775-1851)** — one of the greatest British painters, known for his pictures of the sea and the sky.



**Rococo** — the style of art with a lot of curly decoration that was fashionable in Europe in the 18<sup>th</sup> century.

**Baroque** — a decorated style of art that was common in Europe in the 17<sup>th</sup>–18<sup>th</sup> centuries.

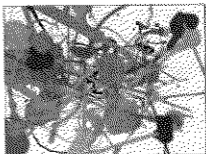


b) Look at the pictures below and say at what exhibition mentioned they may be shown. Interpret the one you like most, using the phrases given:

- What I see when I look at the picture is ...
- I find it ...
- This looks like ...
- It reminds me of ...
- I get the strong sense of ...
- I can('t) look at it for hours because ...
- It strikes me that ...
- I'm inclined to believe that ...
- I'm absolutely convinced that ...
- On balance, I'd say ...



Rubens



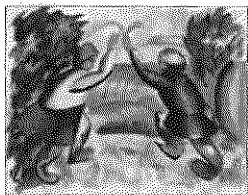
Jackson Pollock



Joseph Turner



Jasper Jones



Kazimir Malevich



Taras Shevchenko

- c) You've read four articles about art exhibitions. Which of them would you like to visit and why?
- d) In groups, argue for and against the following saying: "One person's masterpiece is another person's garbage".
- e) **On Your Own:** Find more information about the museums mentioned in the articles or other famous museums and present it to your class.

## VI Your Language Portfolio: Writing

### Invitations

✓ Invitation is a written request to someone inviting them to go somewhere or do something.

#### How to invite to the art exhibition

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>* Name the event you are inviting your friend(s) to.</li> <li>* Name the place where it will be held.</li> <li>* Name the time.</li> <li>* Ask for confirmation of your friend's coming.</li> <li>* Leave the name and the phone number of the contact person.</li> </ul>	<ul style="list-style-type: none"> <li>— Will you be able to ...</li> <li>— ... is held ...</li> <li>— Why don't you ...</li> <li>— It's starting at ...</li> <li>— ... please, let me know if ...</li> <li>— Give me a call beforehand ...</li> <li>— RSVP is the abbreviation for the French words <i>repondez sil vous plait</i> that means "please reply".</li> </ul>

Read the sample invitation and say if its author managed to reflect its tips.

Sample Invitation:

Dear Oksana,

A new exhibition of modern art is held at our local picture gallery. Why don't we visit the gallery together?

I can meet you at the entrance at 6 p. m. on Sunday. Give me a call beforehand.

Love,  
Ruslan

## VII Culture Comparison



1. Say what art museums or galleries of Ukraine are world known.
2. What culture tips as to visiting art exhibitions in Ukraine can you give to foreigners?



**At Home:** In your workbook, write an invitation to your friend to visit any art exhibition.

## 4.4. On Display: Communication Skills

How to emphasise important points

Initiations	Responses
• I would like to stress that ...	• I appreciate ..., especially ...
• It should be noted that ...	• The work of ... in particular ...
• It is crucial ...	• Above all, I ...
• It is essential (vital) that ...	• ... is the highlight of ...
• I'd like to emphasise ...	• I'd like to draw your attention to ...
• It's necessary to underline ...	• ... makes the picture special

## I Go Ahead!

Look at the picture, give it a name and explain your choice.



## III Rhyme and Reason

Read the rhyme "On Painting" and practise the sounds /ai/ and /ei/. Comment on the message the rhyme is conveying.

### On Painting

'Give an 'artist a pencil and 'he can draw.  
 'Give him a 'brush and 'he can paint.  
 And his 'soul is bright  
 With a 'calm delight.  
 It's 'done not in vein.

## III Express Yourself!

a) Read and learn how to emphasise important points. Look at the pictures and fill in the mini-dialogue.



landscape

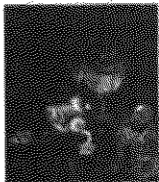
- I would like to stress that the ... is so true-to-life due to its colours.  
 — I believe that transparent colours make the picture special.

2. — How do you find the ...? Is the artist's manner of painting essential?  
— The works of Seurat, in particular, are known for painting in dots.



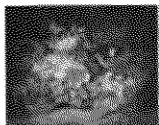
Georges Seurat

3. — I'd like to emphasise that a ... in dots produces a brighter colour than a painting in strokes ...  
— Above all I like its composition.



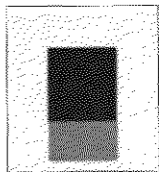
still life

4. — Look at this ... . It is crucial that it is painted in one colour.  
— I'd like to draw your attention to the background which contrasted the flowers.



flower piece

5. — And how do you find a new collection of abstract painting?  
— I appreciate some of them, especially ... .



Elsworth Kelly  
White  
Black Red



The Art Gallery

6. — I've been to the ... and would like to stress that its new exhibition is very impressive.  
 — Pablo Picasso's "Three Musicians" is the highlight of it.

b) Read and respond, emphasising important points:

Example: — *I say, ... how do you find Steve's new painting?*

— *I appreciate its composition, especially the background.*

- And what's your opinion about Van Gogh "Sunflowers"?  
— ...
- I can look at Aivasovsky's seascapes for hours.  
— ...
- Kateryna Bilokur's flower pieces evoke romantic feelings in me.  
— ...
- I'd like to stress the importance of realism in art.  
— ...
- I'd like to draw your attention to Tetyana Yablonska's pictures.  
— ...

c) Read and give the context to:

Example: — *It's essential to discuss new styles in art.*

— *Above all, I want to know about the styles popular in Ukraine.*

- ...  
— Leonardo da Vinci's "Madonna Benois" is the highlight of the exhibition.
- ...  
— All shades and hues of green make the picture special.
- ...  
— I especially appreciate its colour scheme.
- ...  
— And I'd like to draw your attention to the artist's techniques.



5. — ...

- The works of English landscapists, John Constable's in particular, are amazing.

#### IV Work Your Wisdom!

Match the parts of sayings about fine arts and explain their meaning.

- |                                    |   |
|------------------------------------|---|
| 1. Art is long ...                 | a) ... to edit nature and so make it coherent and lovely. |
| 2. The perfection of art ...       | b) ... life is short.                                     |
| 3. The true function of art is ... | c) ... has a fascinating story to tell about.             |
| 4. Art has no enemy ...            | d) ... go round.  |
| 5. Art makes the world ...         | e) ... is to conceal art.                                 |
| 6. Each great work of art ...      | f) ... except ignorance.                                  |



**At Home:** In writing, illustrate the saying you like most.

#### V Your Language Portfolio: Listening

a) Listen to two girls discussing arts and say if they have the same tastes.

b) Act as Ann and express your:

- joy;
- advice;
- supposition;
- satisfaction.



c) Act as Helen and express your:

- surprise;
- approval;
- agreement;
- excitement.



d) Transform the dialogue as if Ann disliked her visit to the National Gallery. Make it up round the middle part.

- ...  
 – I've been to the National Gallery and it was really a drag.  
 – I can't believe it! It's one of the best art galleries in the world!  
 ...



e) In pairs, look at the picture, identify yourselves with the characters and make up a dialogue that may take place between them.

## VI Culture Comparison



1. Give foreigners some tips as to how Ukrainian teenagers emphasise important facts about art.
2. What kinds of pictorial art are popular with teenagers in Ukraine?

## VII Your Language Portfolio: Writing

Choose a project you'd like to do.

### Project I. "Art Styles Review: An Art Observer's View"

- 1) You may specify the title giving a review of art styles of your country.
- 2) Describe the most popular art styles and their representatives.
- 3) Collect the information about them; find interesting paintings, examples of great artists' life or other facts. Present your project to the class in the form of "An Art Bulletin".

**Project II. "Each Painting Has a Story to Tell About:  
A Future Artist's View"**

- 1) Choose one of the genres of painting you want to present.
- 2) Find some information about well-known artists who worked in this genre and their masterpieces. Provide your interpretations of them.
- 3) Present your project to the class in the form of a time line.

**Project III. "Doing the Gallery:  
A Future Art Critic's View"**

- 1) Think and decide what art exhibition you want to organise.
- 2) Find the prints appropriate to the art styles and genres of painting you've chosen.
- 3) Present your project to the class in the form of a guided tour.



*At Home: Search the Internet and find more information about art and artists in your country and abroad.*

Go to page 314 for Cross-cultural reading



## 4.5. Test Yourself

A. Report the following:

1. "I will go with you to the Art Museum," my dad said.
2. "Who painted this picture?" Ben asked.
3. "If you join this art studio, I will be happy," Ann said.
4. "Remember, you must buy me a sketch book," my little niece said.
5. "Be my guide and tell me about the paintings," my friend asked.
6. "If I were you, I would paint her portrait," John said.
7. "Can you add more bright colours to the landscape?" my art teacher advised.
8. "The portrait doesn't evoke any feelings in me," Ann said.

9. "What art style does the painting belong to?" my friend asked.
10. "How can you interpret the picture?" he asked me.

## CHECK IF YOU:

Can report other people's words

YES

NO

## B. Insert the prepositions.

- I advise you to look ... the picture ... a distance.
- The painting is rich ... colours.
- The landscape is painted ... muted colours.
- It's no longer a picture ... anything but name.
- I want to go down ... my knees ... the sight of this picture.
- The art critic sheds light ... the artist's techniques.
- The still life evokes poetic feelings ... me.
- My heart is filled ... joy when I see John Constable's pictures.
- I'm so enthusiastic ... seascapes because I love the sea.
- ... the picture I can see a corn field and two big trees.

## CHECK IF YOU:

Can connect words in sentences correctly

YES

NO

## C. Read the text and put the correct form of the word in brackets into each gap.

There is no ... (*tidy*) in Seurat, evrything is ... (*beautiful*) balanced. The park was quite a ... (*noise*) place: a man was blowing his bugle, children were running around, there were dogs. Yet the ... (*to impress*) we recieve is of silence, of control, of nothing disordered. I think it is what makes La Grande Jatte so ... (*to move*) to us who live in such a ... (*disorder*) world: Saurat's control. There is an intellectual ... (*clear*) here that sets him free to paint this small park with an ... (*to astonish*) poetry. Even if the people in the park are pairs or groups, they still seem alone in their ... (*concise*) of form — alone but not lonely. No figure encroaches on another's ... (*spacious*): all coexist in peace.

This is a world both real and unreal — a sacred world. We are often ... (*to hurry*) by life's pressures and its ... (*speedy*), and many of us think at times: stop the world, I want to get off. In this painting Seurat has "stopped the world" and it reveals itself as beautiful, sunlit and ... (*silence*) — it is Seurat's world from which we would never want to get off.

## CHECK IF YOU:

Can read and understand the details of the text    YES    NO

D. Listen to the information about the great seascape painter Ivan Aivazovsky and tick the correct statements.

1. Ivan Aivazovsky never painted war or historical events.
2. The artist painted his best picture at the age of 18.
3. "Amid the Waves" is marked by the unity of its colours.
4. In "Amid the Waves" Ivan Aivazovsky expressed his poetic feelings.
5. Ivan Aivazovsky was true to his art till the end of his life.
6. The artist painted on the last day of his life.
7. Ivan Aivazovsky died in autumn.
8. There is an engraving in old Armenian on his tomb.
9. Ivan Aivazovsky set up a picture gallery and an art school in his native place.
10. He painted much, but a lot of his pictures mysteriously disappeared.

## CHECK IF YOU:

Can understand the information while listening    YES    NO

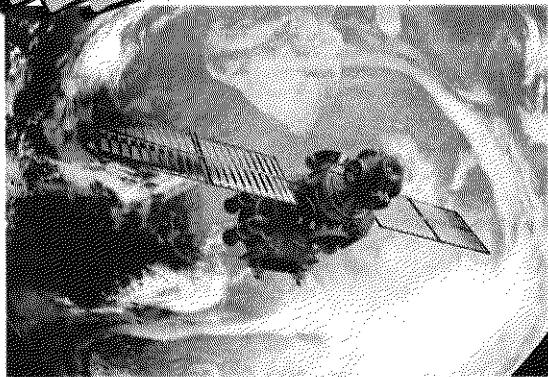
E. Write a review on Ukrainian art. Express your ideas on the problem.

## CHECK IF YOU:

Can write a review    YES    NO

## Unit 5

## Science and Technology



## Pre-test and Engage Yourself:

1. Can you present the most important scientific discovery of the 20<sup>th</sup> or 21<sup>st</sup> century?

Yes  No

2. Do you know what contemporary scientists contributed greatly to the development of world science?

Yes  No

3. Have you ever witnessed any technology causing disaster and, if so, can you describe it?

Yes  No

4. Can you compare science and fiction?

Yes  No

Welcome to more of it!

## 5.1. Scientific Discoveries: Science and History

### Academic English

- artificial satellite
- scholar
- computer addict
- cordless phone
- bare necessities
- to operate technical innovations
- technological awareness
- to deal with new technology
- to feel comfortable with new technology
- technological advances
- information society

### Conversational English

- to make a comeback
- essential
- to take sth for granted
- to keep in touch with sb
- to get in contact with sb
- to be hard on sb
- to criticise sb for the lack of sth
- to decrease
- to give satisfaction
- overwhelming number
- Surprisingly, ...
- Don't be a bore!

- to set the dial
- ground-breaking work
- labour-saving devices
- digital natives / immigrants
- I'm with you on that.
- ... is here to stay.

## I Go Ahead!

Look at the photos and say how these inventions influence the life of people. What impact did they make on you?



## II Rhyme and Reason

Read the following statements about science and technology and practise the intonation of statements. Comment on the statement you like most.

'Thanks to science, we no longer believe a lot of nonsense.

'Science and technology is part and parcel of our lives.

'Science and technology have changed people's lives for better.



'Science may have 'found a 'cure for 'most evils.

'Science is 'organised knowledge, 'useful for people.

'Science can be glorious; it can 'bring 'clarity to a 'chaotic world.

### III Your Helping Hand

#### GRAMMAR REVISION

##### The Passive Voice

To focus on the action rather than on the doer of the action, use the **Passive Voice**.

Example: *America was discovered by Christopher Columbus.*

Don't Forget!

✓ Form the passive voice with an appropriate form of **be + Past Participle**.

Active	Passive
He designs new websites.	→ New websites are designed.
They are doing the research.	→ The research is being done.
A scientist has completed an experiment.	→ An experiment has been completed.
P. Spencer invented a microwave oven.	→ A microwave oven was invented by P. Spencer.
At that time they were building a new scientific lab.	→ A new scientific lab was being built at that time.
The Wright brothers had invented a plane before other scientists started to work on the problem.	→ A plane had been invented by the Wright brothers before other scientists started to work on the problem.

The USA will launch a new spaceship.	A new spaceship will be launched by the USA.
They will have built a rocket by that time.	The rocket will have been built by that time.

## NEW GRAMMAR

### The Gerundial Construction

To express your ideas focusing on subject / object / attribute / adverbial modifier, use **gerundial constructions**:

✓ It	is was	no use useless no good	sb / sb's doing sth
------	-----------	------------------------------	---------------------

Example: *It's no use me / my experimenting, let's leave it as it is.*

✓ to be for / against sb / sb's doing sth

Example: *I'm all for you / your designing a new computer program.*

✓ to mind can't bear to hate to appreciate	sb / sb's doing sth
---	---------------------

Example: *Do you mind me / my commenting on this discovery?*

✓ to depend on to object to to be aware of to be used to sth to agree to sth	sb / sb's doing sth
--	---------------------

Example: *The success of the project depends on us / our making a contribution.*

✓ There is Somebody sees	no harm little sense difficulty	in sb / sb's doing sth
-----------------------------	---------------------------------------	------------------------

Example: *I see no difficulty in you / your participating in the scientific conference.*

Don't Forget!

✓ *Sb doing sth* can be used in informal style. To sound more formal, use *sb's doing sth*.

Basic Level

a) Look at the pictures, read the information and say:

- what and where inventions were made in the 19<sup>th</sup> century;
- which of them had been made by the beginning of the 21<sup>st</sup> century;
- who the inventions were made by;
- which of them are being improved nowadays.

**Example:** *The first artificial satellite was invented in 1957. It was invented by the famous scientist Serhiy Korolyov. The artificial satellites are still being improved by the scientists of other countries.*

Sergiy Korolyov (Ukraine) designed the first artificial satellite in 1957.

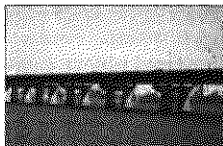


Scottish scientists Jan Wilmut developed the idea of cloning in 1996.

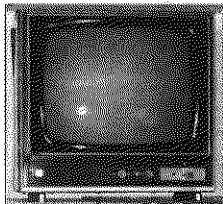


Alexander Graham Bell, an American engineer, invented the telephone in 1876.

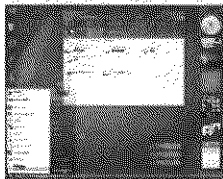




Yevhen Paton, a Ukrainian scientist, invented electric welding (arc welding) in 1938.



John Logie Baird from Scotland invented television in 1926.



Bill Gates (the USA) invented Microsoft-Dos (Disk Operating System) in 1981.

b) Complete the following sentences with suitable gerundial constructions.

Example: *I think it's no good ...*

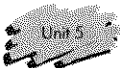
*I think it's no good your experimenting with this substance.*

1. Scientists all over the world are against ...
2. We appreciate Henry Ford ...
3. Many great inventions depend on ...
4. We are aware of Alexander Flemmings' ...
5. There's no harm in biologists' ...
6. There is a great risk of ...
7. The results of many experiments depend on ...

## Higher Level

a) Do the "Science and Technology Quiz" making up the passive sentences and support your answers with appropriate commentaries.

- 1) Which thing was invented first?
  - a) the ballpoint pen;
  - b) the toaster;
  - c) the telephone;
  - d) the radio.
- 2) Which artist is well-known for his ground-breaking work in science?
  - a) Leonardo da Vinci;
  - b) Pablo Picasso;
  - c) Mykola Pymonenko;
  - d) Michaelangelo.
- 3) What medicine had been discovered by 1928?
  - a) aspirin;
  - b) panadol;
  - c) penicillin;
  - d) sorbex.
- 4) What invention was developed in Japan in the middle of the 20<sup>th</sup> century for the 1<sup>st</sup> solar-powered car "Dream"?
  - a) Solar System;
  - b) Solar cells;
  - c) Solar batteries;
  - d) Solar calculator.
- 5) By whom was the world's first car assembly line created?
  - a) Akiso Morita;
  - b) Henry Ford;
  - c) Karl Benz;
  - d) Wilber Wright.
- 6) Which of these labour-saving devices were invented by a woman?
  - a) the sewing machine;
  - b) the vacuum cleaner;
  - c) the automatic dish washer;
  - d) the microwave oven.



- 7) Which of the inventions is being developed all the time?
- the pencil;
  - the camera;
  - the toothpaste;
  - the spaceship.
- 8) Which musical instrument had been designed by 1964 by Robert Moog to control sounds by a key-board?
- the trumpet;
  - the music synthesizer;
  - the electrical guitar;
  - the violin.

b) Paraphrase the following sentences using gerundial constructions.

Example: *He disliked that I had told her the truth.*

*He disliked my telling her the truth.*

- Bob's scientific supervisor objected that he should start the experiment.
- A scholar doesn't like it when we interfere.
- Nobody knew that they had agreed to take part in the scientific expedition.
- Don't talk to her, it's useless. She won't listen to your arguments.
- The scientific board liked my ideas and they gave me the possibility to go on with my research by voting.
- "Be a member of our research group, we don't mind," Mr. Fleming said.
- The students were watching the operation and the surgeon was aware of it.
- "Let Roy participate in the research programme, there's no harm in it," Val said.



**At Home:** *In your workbook, read the text "The Microbes are Going on Us" and use the correct forms of the verbs from the box.*

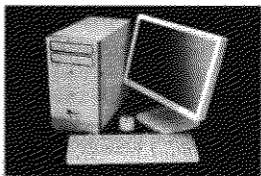
**c) On Your Own:** Find more information about other most disturbing scientific discoveries and comment on their effects.

## IV Your Language Portfolio: Reading

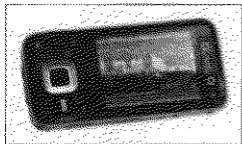
a) Read the dialogue of international friends discussing their usage of modern inventions and technology in their lives and choose the gadgets and machines they use.



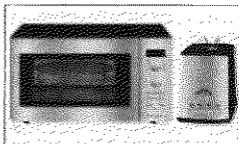
TV-set



computer



cordless phone



toaster and microwave oven



dishwasher



car

### Modern Inventions in Everyday Life

**Phil:** Hey, everybody! Have a look at my purchases! Three brand new computer games. The whole treasure!

**Helen:** Are you a computer addict?

- Phil:** Not really, but I'm awfully excited about this bit of technology. I enjoy playing games and writing programs myself. One of my new programs can play chess and, surprisingly, it can beat me!
- Alison:** Well, well, well. Do you think that all wonderful inventions of science and technology are meant only for entertainment?
- Paul:** Don't be a bore, Alison. Some of them really are. I'm, for instance, a couch potato. Every time I have a spare minute, I switch from channel to channel and each of them has so much to offer. There is no difficulty in me finding something really terrific and, besides, I'm grateful to Americans for their inventing the Internet. It's an absolutely incredible invention which has so many advantages. You can do so many wonderful things without leaving your place!
- Phil:** And, moreover, it has become common for young people in all countries to visit the Internet chat rooms. Thanks to that, we've found each other!
- Helen:** You, boys, sound like little kids. Think about technological advances which are changing the lifestyle of millions of people all over the world. Our homes are full not only of hardware (such as DVD players or computers or gadgets like computer games and MP3s). When you come from school being very hungry what do you use to prepare a hot meal in no time at all?
- Phil:** You mean a microwave oven or a toaster?
- Helen:** I do. And don't forget a vacuum cleaner, a sewing machine and a *dishwasher*. They can take care of lots of our household chores and leave more time for enjoying ourselves.

BrE *dishwasher* — a machine that washes dishes  
AmE someone whose job is to wash dirty dishes  
at the restaurant

- Alison:** They are absolutely essential. But we take their existence for granted and it is difficult to imagine they are



inventions. Modern technology is changing and improving all the time, offering new advances.

**Paul:** That's just it. We got used to telephones which made a real scientific revolution in the late 80s. Today a cordless phone and a mobile phone can't surprise anybody. They are bare necessities of our everyday life.

**Alison:** I'm with you on that and I think that a mobile phone is the most useful invention of the 20<sup>th</sup> century that I can imagine. I can keep in touch with my family and friends whenever I travel or they can get in contact with me if they want. Isn't it fantastic?

**Phil:** It sure is, and we have no problem operating all these technological innovations, but my parents find using them complicated and difficult. My mum will better use a traditional camera instead of a videophone or a video camera. Thanks goodness, she has learned how to send e-mails and faxes.

**Helen:** Don't be too hard on her, Phil, and don't *criticise* your parents for their lack of technological awareness. They are digital immigrants, you know, while we are digital natives. Some time in the future when you've got children of your own, your ability to deal with new technology will probably decrease and your children will feel more comfortable with new technology than you do. You won't want them to criticise you then, will you?

BrE *criticise*  
AmE *criticize*

**Phil:** No way. We are lucky to live in a new information society which is changing our lives for better and giving us so much fun and satisfaction. Let the future generation have their own!

**Helen:** That's better!

b) Read some additional information about the inventions the teenagers discussed in text "Modern Inventions in Everyday Life": Guess what is meant and add this information to the proper description.

1. This invention helps not only housewives to cope with dirty plates after dinner, but it is widely used at cafes and res-

taurants because it saves time. Put dirty dishes on the racks, add special liquid, set the dial and in a few minutes the most unpleasant work is done.

2. In 1945, the engineer of "Raytheon" Percy Spencer was standing in front of the magnetron and felt a candy bar started to melt in his pocket. He was intrigued. Then he placed popcorn kernels in front of the magnetron and the kernels exploded all over the lab. Ten years after Spencer patented "radar range" that cooked with high-frequency radio waves; that same year, the Tappan Stove Co. introduced the first home model of the machine. So short electric waves instead of heat help to prepare food quickly.

3. This bit of technology was invented to mark the official end of humanity's struggle for survival and the beginning of its quest for a really relaxing afternoon. The first wireless remote was essentially a flashlight. Then Eugene Polley Zenith discovered that direct sunlight also can change channels on the remote-receptive TVs. Later the company came out with a model that used ultrasound. Now we use this thing for controlling a piece of electrical or electronic equipment without having to touch it for turning it off or on.

4. There is not just one inventor of this technological wonder, as the ideas of many scientists and engineers led to it. These ideas were developed in the 1930s and 1940s mostly independently of each other, in Germany, Great Britain and the USA, and were turned into working machines. They were called a program — controlled relay calculators. The Moore School of Electrical Engineering at the University of Pennsylvania developed a machine for military purposes. In 1944 Bell laboratories in New York built a machine, but its memory was too small. Later a universal machine evolved — memory was to be used to store the program in addition to data. Thus the concept of a modern technological advance was born.

5. This invention is here to stay. According to a recent survey, only in the UK an overwhelming number of teenagers own one. Parents say that it is a vital way of keeping in touch with

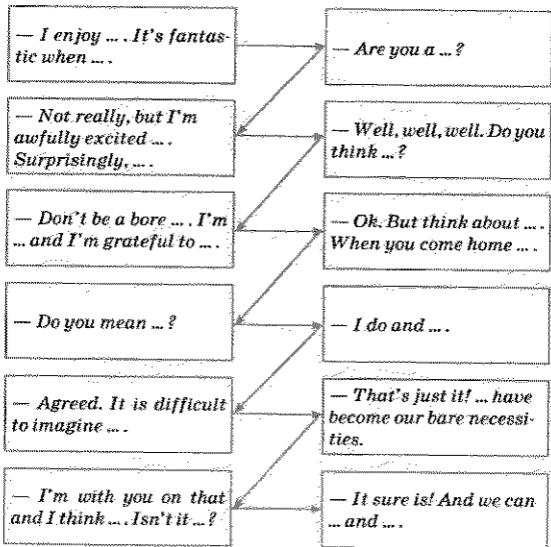
their children while teachers are against using them on school premises because they disrupt lessons and destroy learning.

c) Think and decide if the usage of new technological advances has more pluses than minuses. Fill in the chart with your ideas.

+	—
They help people to get rid of everyday routine.	Sometimes it does people harm.

d) In pairs, discuss the role of modern inventions in people's lives. Complete the dialogue "Discoveries: For and Against".

### Discoveries: For and Against



e) **On Your Own:** Find more information about scientific discoveries and make a list of ten greatest ones. Give reasons for your choices.

## V Your Language Portfolio: Listening

a) Listen to the text "A New Solar Plane" and say in what its uniqueness lies.

b) Listen to the text "A New Solar Plane" again and choose the right ending of the sentences.

- 1) The first country to design a solar plane was ...
  - a) Sweden;
  - b) Switzerland;
  - c) Japan.
- 2) The plane flies without ...
  - a) fuel;
  - b) solar energy;
  - c) wind.
- 3) The first flight covered ...
  - a) 250 metres;
  - b) 150 metres;
  - c) 350 metres.
- 4) Before the flight the plane underwent ...
  - a) no testing;
  - b) a lot of testing;
  - c) several testings.
- 5) The first flight showed ...
  - a) the correctness of technical choices;
  - b) the mistakes in the project;
  - c) the failures of the team.
- 6) The team of experienced professionals has been working on the plane for ...
  - a) 2 years;
  - b) 6 years;
  - c) 8 years.

- 7) The team plans ...
  - a) to increase the distance;
  - b) to increase the speed;
  - c) to increase the weight.
- 8) The plane has ...
  - a) 4 electric motors;
  - b) 4 gas engines;
  - c) 4 solar batteries.
- 9) The solar cells are mounted ...
  - a) on the motor;
  - b) on the wings;
  - c) in the pilot's cabin.
- 10) The aim of the plane is ...
  - a) to cover long distances;
  - b) to investigate new air ways;
  - c) to fly day and night without fuel.

c) **On Your Own:** Find more information about solar planes of other countries and say how this scientific invention will be developed further.

## **V** Your Language Portfolio: Writing

### A Speech

✓ A speech is a talk about a particular subject to a group of people.

#### How to write a speech on scientific discoveries

Content Tips	Language Tips
• Choose a thesis statement you'd like to talk about.	— I'd like to give a speech on / about ...
• Try to limit the area of study to a narrower theme.	— The aim of the report is ... — It's a well known fact ...
• Find enough materials on your theme and take notes on interesting points.	— A scientific research suggests that ... — Some people may argue ...

- Organise your notes into appropriate paragraphs.
  - Start with presenting your topic. Give some comments on the history of a scientific discovery.
  - Illustrate your speech with convincing arguments as to the usage of that scientific discovery.
  - Summarise other pupils' arguments and ideas on this invention.
  - Support your point of view with a suitable quote.
  - Finish your speech with a concluding paragraph evaluating a particular discovery and its future.
- My view is supported by ...
  - ... speak in favour of ...
  - The data was collected from ...
  - To support their arguments, I'd like ...
  - The survey carried out ...
  - If we look back at ...
  - Scientists believe that ...
  - The opponents say ...
  - In view of all that ...
  - It remains to be seen, but ...

Read the sample speech on a scientific invention and say if the author managed to reflect the tips.

#### Sample Speech on a Scientific Invention:

I'd like to start by saying that science has always been of great help to people. Great things were discovered and invented by famous people around the world. I'd like to give a speech about the greatest discovery which helped to conquer pain. It's "*anaesthesia*".

BrE anaesthesia  
AmE anesthesia

In the year 1846, Oliver Wendell Holmes coined the term. A scientific research suggests that the original definition of this term is "the blockage of sensation".

Some people may argue that anesthesia was used much earlier. This view is supported by the fact that in pre-historic times, even in the year 4200 BC, opium poppy was collected to make it as a herbal anesthesia. That's true.

But only with time it made some of the most dangerous medical operations on the heart or brains to be possible. Doctors of

the world use anesthesia operating patients without hurting them, making their pain and suffering easier.

In view of all that, I consider anesthesia to be the greatest scientific discovery of the world.

## VII Culture Comparison



1) How much do you know about great scientific inventions of the USA and/or Great Britain?

2) What discoveries were made in Ukraine? When and by who?



**At Home:** *In your workbook, write a text for a speech on the most important scientific discovery of the 21<sup>st</sup> century.*

## 5.2. Outstanding Scientists: Sociology and History

### Academic English

- inventive genius
- to encourage / discourage a scientific discovery
- evidence for sth
- to be in the vanguard of up-to-date technologies
- scientific creativity
- to promote the progress of science
- applied science
- lead man

### Conversational English

- to be in sb's power
- to claim sth for the honour of sth
- one's heart swells with pride
- to have world priority
- to contribute to sth
- to be the national pride of
- to go down in history of world civilization
- to launch a spacecraft
- to implement sth in sth

- promising scientists
- polymath
- Nobel laureates
- to be a genius with sth
- to play sth like a virtuoso
- to be at ease with sth
- to be at home with sth

## I Go Ahead!

Read the names of the subjects you study at school and say what scientists made discoveries in each science. Speak about his / her discoveries.

Physics

Chemistry

Biology

Botany

Linguistics

Geography

History

## II Rhyme and Reason

Read the quotes of great people about scientists and practise sentence stress. Say which of the quotes can be attributable to a scientist you appreciate most.



James Joyce

"A 'man of genius makes 'no mistakes. His 'errors are volitional and are 'portals of discovery".



Alexander Pope

"A 'man should 'never be 'ashamed to admit that 'he was wrong, which is but 'saying in 'other words that he is 'wiser today than he was yesterday".



“One of the ‘greatest ‘pains to ‘human nature is the ‘pain of a ‘new idea”.



Walter Bagehot

“Everything in ‘nature is a cause from ‘which there ‘blows ‘some effect”.



Benedict de Spinoza

“We ‘have it ‘within our power to ‘begin the ‘world over again”.



Thomas Paine

## **II** Enrich Yourself!

a) Answer the questions using the words and phrases on page 263.

1. Who do we call “an inventive genius”?
2. When do we call a person a “polymath”?
3. What / who can inspire scientists for scientific creativity?
4. What scientists are the national pride of your country?
5. The names of what scientists went down in history of world civilization? Why?

6. The scientific discoveries of what scientists are acknowledged all over the world?
7. What promising scientists do you know?
8. In what sciences do you know any young researchers to be lead men?
9. What scientist was a genius with computers?

b) Look at the fact files, turn the notes into questions and interview your classmates about one of these scientists. Report your findings to the class.

Example: *I / was / of / Mykola Amosov / field / did / science / work ?*

*What field of science did Mykola Amosov work in?*

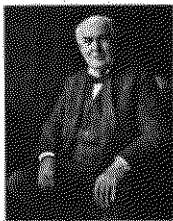


Mykola Amosov

- Worked as a leading surgeon at a mobile field hospital during the Great Patriotic War.
  - In 1955 organised a heart surgery clinic.
  - In 1983 set up the Institute of cardiovascular surgery where he invented several surgical procedures for treating heart defects.
  - Published 5 books "Thoughts and the Heart", "Notes from the Future", "PPG 22-66", "The Book of Happiness and Misfortunes", "The Voices of Time", which were translated into 30 languages of the world.
- In 2008 was recognised as one of the greatest Ukrainians by the public opinion in the TV show "The Greatest Ukrainians".
1. what / the / make / innovation / did / scientist?
  2. what / Mykola Amosov / the / did / do / Great / during / Patriotic / war?
  3. what / the set / in / after / the / scientist / did / up / Kyiv / war?
  4. into / languages / the / of / many / now / were / books / Mykola Amosov / translated?

5. why / scientist / as / the / Ukrainian / of / the / was / recognised / great?

- The greatest American inventor and industrial leader in history, born in February 11, 1847, in Milan, Ohio.
- In 1877 invented a foil phonograph.
- Invented the first successful electric light bulb.
- In 1879, invented the 1<sup>st</sup> practical lighting system.
- On September 4, 1882 created the first commercial power station which provided light and electricity power to customers.



Thomas Alva  
Edison

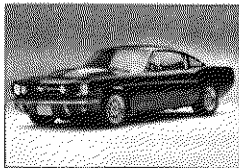
1. why / Thomas Edison / come / the / of / did / into / history / science?
2. what / the / invention / scientist's / was / first?
3. what / the / greatest / was / scientist's / contribution?
4. what / set / for / citizens / Thomas Edison / did / up / providing / with / electricity?
5. why / Thomas Edison / a / is / called / leader / an / industrial?

- The greatest English scientist, who devoted himself to atmospheric physics, using mainly radio techniques.
- In 1924 proved the existence of the layer in the upper atmosphere now called the ionosphere.
- Invented the method called "frequency-modulated radar", which led to a great development of radio research.
- In 1926 discovered a further atmospheric layer 150 miles above ground, which reflects short waves round the earth.
- In 1941 was knighted for the development of radiolocation.

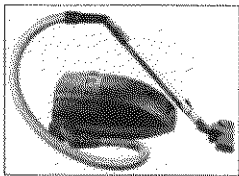


Edward Victor  
Appleton

- In 1947 received the Nobel Prize in physics.
1. what / for / the / famous / is / scientist / English ?
  2. what / his / scientific / to / first / was / discovery / devoted ?
  3. what / did / scientist / two / layer / the / discover / in / years ?
  4. why / Edward Appleton / given / honourable / of / was / an / title / a / knight ?
  5. in / branch / was / the / science / what / of / Appleton / awarded / Nobel / prize ?
- c) Match the inventors to their inventions and discoveries. Say which of them became your favourite.



Ford



vacuum cleaner



Microsoft company



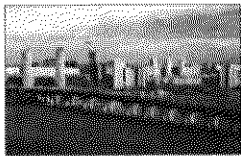
James Spangler



Henry Ford



Yevhen Paton



electric arc welding



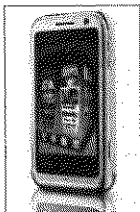
Bill Gates



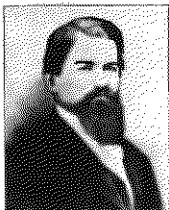
Coca-Cola



Martin Cooper



cell phone



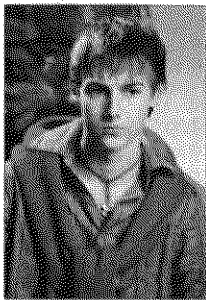
John Pemberton

d) **On Your Own:** Find more information about contemporary inventors and present it to the class.

## **IV** Your Language Portfolio: Reading

### **Who Moves Scientific Progress?**

a) Read the extracts from teenagers' reports and elicit the motifs for people's doing research and making new inventions and discoveries.



*David Nelson, the USA*

...No country has a monopoly on inventive genius. I believe that any scientific discovery is likely to be based on the ideas of people from different nations and different times. The invention of computers is the evidence for it. But I'm sure it's in the US government's power to encourage scientific inquiry and technological development. If a country wants to be prosperous, in the vanguard of up-to-date technologies, it should stimulate science and invention. The government of my country follows this rule.

I guess, due to the fact that the US Constitution has been encouraging scientific creativity since its adoption, we have a great number of talented scientists and inventors. They always felt the government support, which promoted the progress of science by creating all conditions for research, securing the exclusive rights to their great discoveries. It made the scientists pay back for their country's trust and claim their inventions for the honour of the country. Thanks to this wise policy, everybody knows about the greatest scientist Albert Einstein who developed the theory of relativity which completely changed the way scientists understood space and time.

You know that in terms of basic scientific achievements nations are usually judged by the number of Nobel Prizes won by their scientists in different branches: chemistry, psychology, medicine, etc. I'm proud to say that the USA has a number of such scientists: the first Nobel Prize winner was Albert Abraham Michelson who won the 1907 prize in physics for determining the speed light; then came Theodor W. Richards who won the 1914 Chemistry Prize for determining the atomic weights

of many chemical elements; in 1930, Karl Landsteiner was awarded a prize for his discovery of human blood groups. This list is rather big. Suffice it to say, that from 1950 up to the present time more American scientists have won Nobel Prizes than the scientists of all nations combined! The last was our president Obama who in 2010 was given this prize for his political achievements. My heart swells with pride for our scientists and inventors. They are truly heroes of the nation.

... I think Britain has produced a lot of successful inventions, which made notable scientific contributions to different branches of science. Their names are known far and wide: Isaac Newton and Michael Faraday (physics and chemistry), Charles Darwin and Barry A. Trimmer in biology, Thomas Addison and Alexander Fleming (medicine and biology) and many others. I always ask myself the question: how can one scientist make so many great discoveries in different branches? Why are they at ease with so many different sciences? What makes him / her do that?



*Helen Smith  
Great Britain*

Getting ready for this report, I've found the answer — it's thirst for knowledge, a constant desire for experiments in search of explanation of some extraordinary processes or events.

In this, I believe, they found their essence of life. Let me give you only one example — Thomas Young, an English genius and polymath. This scientist is famous for having partly deciphered Egyptian hieroglyphs, describing the characterization of elasticity, that came to be known as "Young's modules", founding physiological optics, developing the method of tuning musical instruments. Enough to take your breath away, isn't it?

As my future professional interests lie in medicine, I'd like to say a few words about two great scientists Edward Jenner and Alexander Fleming whose remarkable discoveries saved

BrE immunise  
AmE immunize

humanity from dying out. Janner's approach, called vaccination or *immunisation*, was a miracle, when in 1796 a lot of people died of smallpox. Today immunization is an important part of preventive medicine, in offering protection from diseases for which there is as yet no effective treatment. Fleming's discovery of penicillin, the first antibiotic that successfully killed bacteria and cured infections, was a truly revolutionary discovery. For this, Alexander Fleming and his colleagues who helped him to develop penicillin were awarded the Nobel Prize in medicine in 1945.

Since I am dreaming of becoming a doctor, may be I'll also make a discovery in medicine which will be useful for people. Who knows?



Bogdana Vasilko  
Ukraine

BrE civilisation  
AmE civilization

...I believe Ukraine has always been the country of advanced science and technology. World priority has first laser data, storage, achievements in machine building, rocket and computer technology.

In the field of the physical sciences Ukrainian scientists contributed much to the development of world science. Such scientists as Ivan Pulyui, Anton Komar, Dmytro Ivanenko, Yevhen Zavoisky are the national pride of Ukraine. The renowned Ukrainian scientist Pyotr Kapitsa who did much in nuclear physics and technologies of super power magnetic fields was awarded the Nobel Prize.

But in my opinion, space research is the very science which made the names of the most outstanding Ukrainian scientists go down in history of world *civilisation*. The historic roots of many of them stimulated scientists for research.



Olexander Zasyadko, for example, was from the glorious Cossack family and stories of his grandfather, a Cossack gunner, about special pipes stuffed with gunpowder, which could fly and blow up the target, impressed the boy so much that he set himself as an objective to create his own rocket. And he did so, designing combat rockets, which were used during the Russian-Turkish war of 1828–1829. Olexandr Zasyadko's ideas were developed by other scientists — Kostyantyn Konstantynov who invented a ballistic device and created a rocket ballistic pendulum; Yuri Kondratyuk, who made calculations for the first manned flight to the moon; Mykhailo Yangel who founded his own school in developing rocket and space equipment; Volodymyr Chelomey who headed the creation of the carrier rockets and satellites "Proton", as well as the orbital station "Saluyt-3" and "Saluyt-5".

Speaking about space research, I can't but mention the father of practical astronautics, the lead man of space exploration Serhiy Korolyov. Though he worked a lot in Russia, we call him "an outstanding Ukrainian", because he was born in the city of Zhytomyr, got his first technical training in Odessa and studied at Kyiv Polytechnic Institute. I dare say his "Ukrainian roots" stimulated him for his great inventions: designing the launching spacecraft "Vostok" and "Voskhod", the first automatic interplanetary station "Zond", the spacecraft which made real the flights to Venus and Mars and walking in outer space. I believe that young and promising scientists of Ukraine who are working on the problems of space research will not only implement basic theoretical researches of their great predecessors in creation of brand new technologies, but they will also cope with new interesting tasks which life puts forward.

b) Discuss the motifs for doing research and making scientific discoveries elicited by teenagers in the text above and add your ideas.

... interest ...?

... curiosity ...?

... talent ...?

Give grounds for your suggestions.

## Across Cultures: Sweden



**Alfred Nobel** — a Swedish engineer and chemist who invented dynamite.



**Nobel laureate** — a person who received a Nobel Prize.



**Sweden** — a country in Scandinavia where the ceremony of awarding Nobel Prizes takes place.

c) Look at the portraits of great scientists and speak about those the teenagers described in their reports.



Albert Einstein



Olexandr Zasyadko



Thomas Young



Alexander Fleming



Bill Gates

d) Read the information about the Nobel Prizes, fill in the proper words from the box and say which scientists mentioned in the text became Nobel laureates and for what discoveries.

### The Nobel Prizes

The Nobel Prizes are annual *international* awards bestowed by Scandinavian committees in ... of cultural and scientific advances. They were established by the Swedish ... Alfred Nobel, the inventor of ... . The Prizes in physics, chemistry, psychology or medicine, literature and peace efforts were first ... in 1901. The Sveriges Riksbank prize in Economic sciences in ... of Nobel was instituted in 1968. Although this is not technically a Nobel Prize, its announcements and presentations are made ... with other prizes. Each Nobel Prize is widely regarded as the most ... award in its field. Each ... is presented with a gold medal, a diploma and a sum of money which depends on the Nobel Foundation's income that year. The Prize cannot be awarded ... , nor may a prize be shared among more than ... people.

international memory chemist three laureate  
along recognition awarded dynamite  
posthumously prestigious

e) **On Your Own:** Find information about female Nobel laureates and present your findings to the class.

## IV Your Language Portfolio: Writing

### How to write a speech about great scientists

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Choose a scientist you'd like to talk about.</li> <li>• Find enough material to cover the following points about a scientist:               <ul style="list-style-type: none"> <li>— short biography;</li> <li>— education;</li> <li>— a sphere of scientific interests;</li> <li>— the most important inventions and discoveries;</li> <li>— contribution to the world science;</li> </ul> </li> <li>• Organise your speech logically.</li> <li>• Make a presentation in a chronological succession.</li> <li>• Illustrate your presentation with some quotes of famous people about this scientist.</li> <li>• Finish your report evaluating the role and contribution of the scientist into the world science. Underline the importance of his / her invention for the present day life.</li> </ul>	<ul style="list-style-type: none"> <li>— This report is intended to give ...</li> <li>— Going back ...</li> <li>— A brief summary of ...</li> <li>— It's important to stress ...</li> <li>— More than that ...</li> <li>— It is known far and wide that ...</li> <li>— Many scientists claim that ...</li> <li>— We are all aware of the fact that ...</li> <li>— Importantly, ...</li> <li>— To illustrate the idea, I'd like ...</li> <li>— In the way of summing up, I'd like ...</li> <li>— Quite apart from his / her achievements ...</li> <li>— The following conclusion can be drawn ...</li> <li>— As it can be seen from the findings of this report ...</li> </ul>

Read the sample of a speech about a scientist and say if the author managed to reflect the tips.

#### Sample Speech about a Scientist:

I'd like to start by saying that Cesar Milstein is one of the greatest biochemists of the 20<sup>th</sup> century. His works of antibody research are known far and wide.

Going back to the scientist's early years, it is necessary to say that he was born in Argentina, to a Jewish family. After

finishing school, he entered the University of Buenos Aires from which he successfully graduated and obtained a PhD on kinetic studies.

In 1958 Milstein joined the Biochemistry Department at the University of Cambridge. The major part of his research career was devoted to studying the structure of antibodies and the mechanisms by which antibody diversity is generated.



Cesar Milstein

It's important to stress that in 1975 he together with Georges Kohler developed the hybridism technique for the production of monoclonal antibodies — a discovery recognised by the award of the 1984 Nobel Prize for physiology and medicine. Scientists claim that this discovery led to an enormous expansion in the exploitation of antibodies in science and medicine.

Importantly, Milstein himself made many major contributions to improvements and developments in monoclonal antibody technology and inspired the development of the field of antibody engineering.

In the way of summing up, I'd like to say that much of his work in recent years was devoted to the understanding of mechanisms of multinational process and, indeed, he contributed a manuscript for publication on this topic a week before he died. Quite apart from his own achievements, Milstein acted as a guide and inspiration for science and scientists in less developed countries.

## **V** Culture Comparison



1. Say how much you know about great scientists of Ukraine, the USA and Great Britain.
2. What American, British and Ukrainian scientists were awarded Nobel Prizes or other awards? For what inventions or discoveries?



**At Home:** *In your workbook, write a speech about a scientist whose research you find most interesting and important.*

## 5.3. Technological Disasters: Technology

### Academic English

- to cause a great damage (injury, loss)
- incompetence
- to avert a catastrophe
- nuclear power station
- to be radioactively contaminated
- to be strongly irradiated
- fallout
- to develop causative factors
- to launch into orbit
- oil leak
- accidental oil release
- manned space flight
- negligence
- to decimate ocean life
- technology-caused disaster
- to launch a project
- to mitigate consequences

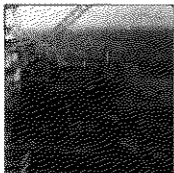
### Conversational English

- to disrupt the life of sb
- casualty
- to suspend
- to confine sth
- to evacuate
- to present a hazard to sth
- to upgrade
- long-lasting
- to give one's pledge
- to reestablish trust
- In this regard ...
- ... let alone ...



### Go Ahead!

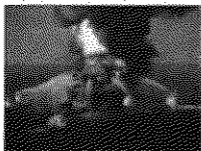
Look at the pictures which reflect some great technology-caused disasters. Say what you know about some of them.



Chernobyl disaster, Ukraine



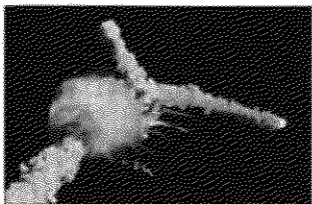
Bhopal disaster, India



Oil spill, the Gulf of Mexico,  
the USA



Aberfan disaster, Wales



Space shuttle "Challenger" Accident, the USA

## II Rhyme and Reason

Read the definition of industrial disasters and practise the intonation of enumeration in complex sentences. Say what could be their causes and effects.

Industrial disasters are the disasters 'caused by 'industrial 'companies either by accident, negligence or incompetence and

which are a 'form of 'industrial accident where 'great damage, injury or loss of 'life are caused.

## III Your Helping Hand

### GRAMMAR REVISION

#### The Passive Voice

To report an event or to talk about an opinion held by some people /a lot of people/ people in general/ experts, etc., use the following passive patterns with verbs *believe, claim, expect, know, report, say, think, understand*, etc.

it + passive + that clause

Example: *It is understood that the government approves of the decision.*

subject + passive + to-infinitive

Example: *The government is understood to approve of the decision.*

#### Don't Forget!

✓ Note the forms of the verbs.

They say that he is one of the greatest scientists.	→	He is said to be one of the greatest scientists.
They expect that he will formulate a new law.	→	He is expected to formulate a new law.
They report that the scholar is making a new experiment.	→	The scholar is reported to be making a new experiment.
They believe that the promising scientist has made a serious discovery.	→	A promising scientist is believed to have made a serious discovery.
They think that the engineer has finished his calculations.	→	An engineer is thought to have finished his calculations.



## NEW GRAMMAR

### A Gerund or an Infinitive?

To express your thoughts, use a gerund or an infinitive after such verbs: *to love, to start, to begin*. The meaning is not changed.

Example: *John started to write.*

*John started writing.*

### Don't Forget!

After the verbs: *to stop, to forget, to remember*, use a gerund or an infinitive, but the meanings are different.

Example: *She stopped travelling.* → *She didn't travel any more.*

*She stopped to travel.* → *She stopped another activity in order to travel.*

*Paul remembered describing his invention.*

(First Paul invented sth, then he remembered that he described his invention.)

*Paul remembered to describe his invention.*

(First he remembered, then he described his invention.)

*We never forget meeting the scientist.*

(We met the scientist. It was an important meeting that we still remember.)

*We forgot to meet the scientist.*

(We had plans to meet the scientist, but we didn't meet him, because we forgot about our plans.)

### Basic Level

a) Change the sentences as in the pattern.

Pattern: *They believe that the industrial disaster will cause more deaths.*

*believed ...*

*It is believed that the industrial disaster will cause more deaths.*

1. People think that a great inventor is living in the USA.  
thought...
2. They expect that the experiment will take a year or two.  
expected...
3. Newspapers write that the oil spill covered a bigger territory  
last Sunday.  
written...
4. The scientists think that the oil spill will increase.  
thought...
5. They report that the accident has been caused by human er-  
ror.  
reported...
6. Experts believe that the first catastrophe was averted in  
1998.  
believed...
7. They consider that Chernobyl disaster is the greatest indus-  
trial disaster of the 20<sup>th</sup> century.  
considered...

#### Higher Level

a) Paraphrase the sentences in two ways.

**Example:** *They say that the fire in Moscow region has completely destroyed a vast territory.*

*It is said that a vast territory has been completely destroyed by the fire in Moscow region.*

*The vast territory in Moscow region is said to have been completely destroyed by fire.*

1. They say that the fire is still burning.  
It ...  
The fire ...
2. They report that the fire started in Dnipropetrovsk Region.  
It ...  
The fire ...
3. They believe that the flood in Chernivtsi region has destroyed a lot of houses.

It ...

A lot of houses ...

4. They report that the fauna of the Gulf of Mexico is in danger.

It ...

The fauna of the Gulf of Mexico ...

5. They believe that robots will stop the Gulf of Mexico oil spill.

It ...

The oil spill ...

6. They expect that "British Petroleum" will find a solution to the disaster.

It ...

A solution to the disaster ...

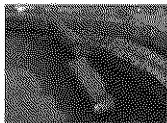
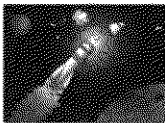
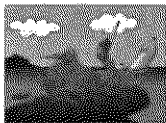
- b) Choose the right forms of the verbs to complete the sentences. Say where both forms are possible.

Example: *I won't forget (talking / to talk) to him at the party.*

*I won't forget talking to him at the party.*

1. I think I'll always remember ... (*visiting / to visit*) the Chernobyl zone.
2. We stopped at the lake ... (*looking / to look*) at the map as we didn't know where to go.
3. You mustn't forget ... (*switching off / to switch off*) the light before going to bed.
4. The workers have already begun ... (*cleaning / to clean*) the site.
5. Do you remember ... (*drawing / to draw*) a scheme that I had asked you about?
6. It was so sad and the boy couldn't stop ... (*to cry / crying*).
7. I remember ... (*reading / to read*) an article about the first man on the moon.
8. Unfortunately we often forget ... (*doing / to do*) things we have to do.

- c) Look at the pictures and say what people should remember, never forget, stop, or begin doing or to do and why.



#### IV Enrich Yourself!

a) Answer the questions using the words and word-combinations on page 278.

1. What do we call a technology-caused disaster?
2. What can we do to avert disaster?
3. What can disrupt people's lives?
4. What hazards do technology-caused disasters present to fauna and flora?
5. Why is it important to reestablish trust after technology caused disasters?
6. What should be done to help strongly irradiated people?
7. What damage can technology-based disasters cause?
8. What can decimate ocean life?

b) Classify the words and word-combinations on page 278 according to the following categories. Use them in your own situations.

Nuclear energy	Space research	Oil spill
<i>Nuclear power station</i>	...	...

c) Read the information about the Bhopal industrial disaster and fill in the proper words from the box.

leak    fallout    split    victims'    serious  
 deaths    polluted    intoxication    damages  
 undertaken    contaminated    unsuccessful

## The Bhopal Disaster

The Bhopal industrial disaster in Central India is considered the most *serious* in history together with Chernobyl. Following a ... in a silo of a Union Carbide pesticide production factory, a composite from the cyanide family ... in the sheets of a shanty town close to the factory. According to the company, 3800 people died from the ... of the disaster but Greenpeace counted 8000 ... in the 3 days following the accident and 20 000 other deaths from the ... . The ground water is still ... and almost a million people have been ... . The disaster caused great health and environmental ... . Who should think of ... compensation? Who is responsible for the disaster? Several legal actions have been ... in the United States by victims. These were ... .



**At Home:** *Think and decide on the following items:*

- *the reasons of technology-caused disasters;*
- *the consequences of such disasters;*
- *the ways of preventing them.*

*Present your ideas to the class.*

## V Your Language Portfolio: Reading

a) Read the articles about the greatest technological disasters of the 20<sup>th</sup>-21<sup>st</sup> centuries. In them, find the necessary information to complete and expand the following sentences.

1. The disaster stopped the development of American Space program ...
2. This particular mission is highly complex due to ...
3. To mitigate consequences of the nuclear disaster ...
4. The fallout of the spill is difficult to predict, but ...
5. The disaster made Americans doubt the power of science because ...
6. The country made 55 successful flights but ...
7. To date, this nuclear disaster is classified as a major accident because ...
8. The accident happened to the whole industry and ...

### Nuclear Disasters and Risk

Many technological disasters have marked the XX<sup>th</sup> century. Minamata in Japan (1953), Three Mile Island in the USA (1979), Bhopal in India (1984) and Chernobyl in Ukraine (1986) permanently disrupted the lives of populations and changed their environment. Each disaster reminds us of our industrial systems' possible failures because zero risk is impossible in any sector.

For a long time nuclear energy was presented as carefully monitored. But when half of the core of a reactor melted in the Three Miles Island nuclear power station in the United States in 1979, concern grew. Even though there were no *casualties* and the radiation was confined by the security system, the accident led to the suspension of the United States' civil nuclear program. For those against nuclear power, this was the proof that accidents could happen indeed.

BrE *casualty* — the part of the hospital that people are taken to when they are hurt in an accident or suddenly become ill

AmE Emergency Room

On April 26, 1986, Reactor 4 at the Chernobyl nuclear power station, near the town of Pripyat Ukraine, exploded; the whole area was radioactively contaminated. In the first few days,

BrE *whilst*  
AmE *while*

about thirty people who were strongly irradiated, *whilst* fighting with fire died. Those residents of Pripyat, who were evacuated later suffered varying degrees of radiation

poisoning. The World Health organisation estimates that over 200 000 people died as a result of the fallout including many of the former Chernobyl liquidators. Twenty years after the disaster, the area within a 30 mile radius of the power station is still uninhabitable. The experts say that the amount of radioactive materials was equal to the consequences of explosions of 500 atomic bombs of Hiroshima in 1945.

The radioactive cloud, which was formed as result of the disaster covered not only Ukraine, but other countries: Russia,

Belarus, Eastern Europe, Scandinavia, Great Britain and eastern parts of the USA.

In the middle of May 1986 the government has made a decision on long-term conservation of destroyed Unit 4. The object has received the name "Shelter" and it doesn't have even close analogues and experience of its maintenance.

In 2003, the United Nations Development program launched a project called the Chernobyl Recovery and Development program (CRDP) for the recovery of the affected areas. The main goal of the CRDP's activities is supporting the Government of Ukraine to mitigate long-term social economic and ecological consequences of the Chernobyl disaster, among others.

25 years passed and the limits of the "Shelter" are coming to an end. Nowadays an International Building organisation is working at creating a new protection system. To date, the Chernobyl disaster is the only nuclear accident that has been classified a "major accident" by the International Atomic Energy Agency. Now it is a worldwide concern.

### **The Space Shuttle "Challenger" Accident**

On January 28, 1986 the morning sky of Florida was illuminated by a horrible explosion. It was the explosion of the space shuttle. Why did it happen?

It was meant to be one of the routine space flights. In previous years "Challenger" flew on 85% of all space shuttle missions. "Challenger's" many spaceflights accomplishment included the first American woman, African-American in space; three Spacelab missions; and the first night launch and night landing of a space shuttle.

This time the crew had to launch a new sputnik to make some experiments on board a space ship.

Lots of spectators and journalists were looking forward to watching a spectacular show of the space flight. It was a very exciting moment and nobody could even think that in a few seconds after the rocket's launching there will be a terrible explosion, which will cause the deaths of all the space crew.



Challenger was destroyed in the second minute of the orbiter's tenth mission.

This disaster stopped the development of American space program for years. Though the presidential Commission on the space Shuttle Challenger accidents reviewed in detail, all available data, reports and records, directed and supervised numerous tests, analyses and experiments by NASA and developed the range of most possible causative factors, the human's kind-hearted attitude to space research vanished for ever. America was shocked. The country made 55 successful space flights and their safe landings were taken for granted. By 1977 the first space shuttle was launched, and by the mid 1980's trips into space were so common as to be boring. This changed dramatically with the challenger disaster. This tragic explosion of the space shuttle not only froze any new space programs for many years, but along with the Chernobyl nuclear disaster in the same year made Americans doubt for the first time the power of science. Only in 1988 America sighed with relief when a new space ship "Discovery" was launched into orbit. It marked America's return to manned space flights. After a three year break Americans started to believe in their new ambitious project — the landing of a man on Mars.

### **The "British Petroleum" Gulf Oil Spill**

The Transocean rig Deepwater Horizon exploded on April 20, 2010 and sank on April 22 resulting in an oil leak spitting as much as 50 000 barrels of oil a day. Besides, the oil slicks on the surface of the Gulf of Mexico, which is visible from space and presents an acute hazard to fish, turtles, marine mammals and birds.

Scientists say there are under water plumes that could decimate ocean life from the surface to a depth of one mile where the broken well is found.

The "BP" spill is considered the world's largest accidental oil release into marine waters. "BP" and government scientists agreed an attaching the cap to kill the well installing funnel-shaped covers at the site and using robots to stop the oil spill.



Oil field engineering companies have deployed four remotely operated vehicles (ROVs) to the wellhead about 5 000 feet below the ocean surface. While ROVs have been used by the oil and gas industry for more than 30 years, this particular mission is highly complex due to the great depth of the wellhead, as well as the first of its kind.

In July "Exxon", "Royal Dutch Shell", "Chevron" and "ConocoPhillips" announces a \$1 billion plan to upgrade spill-response capabilities. Industry critics say, "This accident may have been caused by "BP", but it happened to the whole industry. In this regard the whole industry needs to reestablish trust".

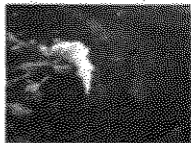
While it's too early to predict the extend of the spill's volume, let alone its impact, already 11 oil rig workers have died; fishermen in one of the motion's most productive fishing grounds have been put out of business — at least temporarily; offshore oil exploration has been halted in many areas.

The environmental, social, economic and political fallout from the spill are difficult to predict, but could be long-lasting. Looking to the future, some seafood production in the US could be halved; fish, turtle, marine mammals and bird life could be significantly harmed by the oil spill; and the spill itself could spread far up the East coast after it is caught in the Gulf of Mexico loop current.

President Obama toured the areas impacted by the Gulf coast oil spill and gave the residents his pledge that the federal government would keep helping until the disaster is ended.

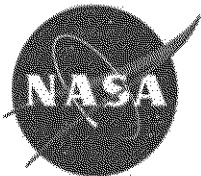
## Across Cultures: The USA / Great Britain

**Three Miles Island** — a place in Pennsylvania in the US where electricity is produced using nuclear energy.

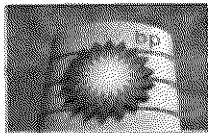




**Florida** — a state in the Southeastern US.



**NASA**, or “National Aeronautics and Space Administration” — the US government organisation responsible for space travel and the scientific study of space.



**BP** — trademark for British petroleum; a British company producing petrol and chemicals.



**The Gulf of Mexico** — an area of the Atlantic Ocean south of the US east of Mexico, and West of Cuba.

b) Match the highlighted words in the text with the definition below and make up your own sentences with them.

1. failure
2. hazard

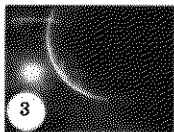
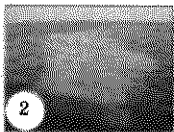
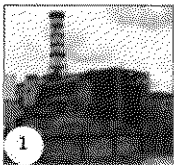
a) an important job, that involves travelling somewhere, done by a spacecraft;

b) lack of success in achieving or doing sth;

- |            |   |
|------------|---|
| 3. fallout | c) sth that is dangerous or causes accident or problems;  |
| 4. mission | d) when a chemical, gas etc is allowed to blow out of its usual container;  |
| 5. spill   | e) the dangerous radioactive dust which is left in the air after a nuclear expansion which slowly falls on Earth; |
| 6. release | f) an amount of sth that is <i>spilt</i> ;  |
| 7. plume   | g) someone who is hurt or killed in an accident or war;   |
| 8. victim  | h) a cloud of smoke, dust etc. which rises up into the air.   |

BrE *spilt*    AmE *spilled*

c) Look at the photos and attach the information given to one of them. Develop the ideas.



There were seven astronauts including a primary school teacher. It was Ronald Ragan the President of the USA who decided that the first civil astronaut would be a school teacher, who was supposed to become a symbol of a new era. She had to give 3 space lessons, 15 minutes each, which should be broadcasted all over the world. The teacher's task was to explain children how the spaceship works and to tell them about the great significance of space flights. Without doubt those lessons could contribute greatly to the history of education. But unfortunately the chance hadn't been realised ...

A technology-caused disaster is the breakdown of a technological system due to human action which could result in harm to people and all creations. More than two decades after explosion, the effects of the nuclear disaster are still being felt in the country: 4000 cases of thyroid cancer have been linked to the effects of radioactive contamination. There was an increase in malformations of newly-born children. The authorities that were supposed to protect the population tried to hide the extent of the disaster.

Land makers have criticised the industry for failing to invest in technology to better contain spills in deep water and for having so called "dubbed" cookie-cutter response plans to spill. In the meantime the Obama administration has delayed new deepwater exploration drilling so that new safeguards can be devised. Some oil companies have distanced themselves from BP and from choices BP allegedly made with the BP well's design and argued that the moratorium is unnecessary. In spite of this the moratorium banned deepwater drilling at two cities in the Gulf of Mexico.

d) Read the titles of the newspaper articles and speak about their possible content.

SCIENTISTS SAY:  
DANGER COULD LINGER  
IN THE GULF

CAN NEW TECHNOLOGIES  
STOP RADIOACTIVE  
CONTAMINATION?

THE GREATEST LOSS  
OF THE NATION

A TECHNOLOGY-CAUSED  
DISASTER IS A WORLD-  
WIDE CONCERN

THE QUESTION OF RISK AND RESPONSIBILITY

e) **On Your Own:** Find more information about other technology-caused disasters and speak about them in the class.

## **VI** Your Language Portfolio: Writing

### How to write a speech on a technology-caused disaster

Content Tips	Language Tips
<ul style="list-style-type: none"> <li>• Choose a disaster you'd like to talk about.</li> <li>• Find enough material to cover the following points about the disaster:                             <ul style="list-style-type: none"> <li>— When and where it happened.</li> <li>— Possible reasons of it.</li> <li>— Impact of the disaster.</li> </ul> </li> <li>• Illustrate your report with interesting details, facts or opinions of specialists on the disaster.</li> <li>• Finish the report with your personal analysis and attitude to the disaster.</li> </ul>	<ul style="list-style-type: none"> <li>— the 21<sup>st</sup> century is marked by ...</li> <li>— It's difficult to imagine ...</li> <li>— Unfortunately ...</li> <li>— It's a regrettable fact ...</li> <li>— Nobody can predict ...</li> <li>— There's no way ...</li> <li>— Time has come ...</li> <li>— Decisive measures should be taken if ...</li> <li>— ... unless it is too late.</li> <li>— ... as can be seen from the findings of this report.</li> <li>— The majority said that ...</li> <li>— ... is largely due to this</li> <li>— ... will inevitably have an impact on ...</li> </ul>

Read the sample of a speech on a technology-caused disaster and say if the author managed to reflect the tips.

Sample Speech about a Technology Caused Disaster:

#### The Kingston Coal Ash Spill

It's difficult to imagine our lives without using innovating techniques. Unfortunately, the usage of some of them may result in technological-caused disasters which often have long-term impacts. One of them is the Kingston Coal Ash Spill.

It happened in Roane County, Tennessee, early on December 22, 2008. An ashy dike ruptured and released 1.1 billion gallons of coal fly ash slurry into the atmosphere. It's a regrettable

fact, but fly ash slurry spread across 300 acres, damaging homes and polluting the local Emory and Clinch River waterways.

The disaster had a long term impact. It is expected to cost around 1 billion dollars to clean up, and the clean up efforts are expected to be completed around 2013. The fly ash contains high quantities of toxic chemicals which have been linked to cancer, liver damage, neurological damage and other health problems.

I think time has come to take decisive measures to clean up the territory. Otherwise the Emory River will be polluted completely and it will cause the loss of its inhabitants.

## VII Culture Comparison



1. Say how much you know about technology-caused accidents in Great Britain, the USA or Ukraine.
2. What nuclear energy disasters like Chernobyl in Ukraine are known in the USA and Great Britain?
3. What should people of all countries do to avoid technology-caused disasters?



**At Home:** *In your workbook, write a speech on a technology-caused accident and be ready to present it in class.*

## 5.4. Science or Fiction: Communication Skills

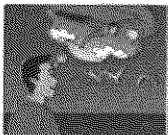
How to compare inventions

Initiations	Responses
• Compared to / with ...	• ... in relation to
• Unlike ...	• ... is much more important than ...
• In contrast with ...	

- I'd like to make a comparison between ...
- If we draw a parallel between ...
- There's much in common between but ...
- It goes further, much further than that ...
- I think there is no analogy ...
- Similarly ...
- Exactly, neither of ...

## I Go Ahead!

Look at the pictures and say which of the peoples' dreams became a reality.



## II Rhyme and Reason

Read the poem "Dreams" by Langston Hughes and practise the sounds /i:/, /a/ and /au/. Say what message the poem sends to the readers. Give your own comparison of life with or without dreams.

### Dreams

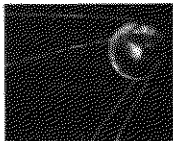
Hold 'fast to dreams,  
 For if 'dreams die,  
 'Life is a 'broken-winged 'bird  
 That 'cannot fly.  
 Hold 'fast to dreams,  
 For when 'dreams go,

'Life is a 'barren field  
'Frozen with snow.'

*By Langston Hughes*

### Express Yourself!

a) Read and learn how to compare inventions. Look at the pictures and fill in the mini-dialogues.



sputnik



spaceships

1. — Compared to the first ... modern ... are more sophisticated.

— I think there's no analogy between them.



ocean-liners

2. — I'd like to make a comparison between ...

— There's much in common, I believe.



bike



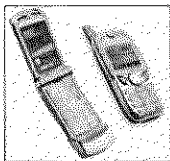
racing bikes

3. — Unlike the first ... , new ... can develop higher speed.

— Similarly, the sportsmen can cover bigger distances.



4. — If we draw a parallel between these ... , we'll see the difference in their design.  
 — I believe the functions and operations you can make with them are much more important.



cell phones



zaporozhets



DEO

5. — In contrast with ... .. is a speedy car.  
 — It goes further, much further than that. ... is not only a speedy car, it's quite comfortable.



cosmonauts

6. — Both ... are experienced pilots.  
 — Exactly, neither of them was afraid to walk into other space.

b) Read and give the context to:

Example: — Can you make a comparison between these inventions?

— *Exactly. Both of them are extremely important.*

1. — ...?  
— It goes further, much further than that.
2. — ...?  
— Similarly it can be used in medicine.
3. — ...?  
— Exactly. Neither of the discoveries was forgotten.
4. — ...?  
— I think there is no analogy between them.
5. — ...?  
— Sure. It was the greatest idea in relation to space research.
6. — ...?  
— Agreed. It was of greatest importance in relation to nuclear power research.

c) Read and respond comparing science and fiction:

Example: — *Is there anything in common between the book and the film?*

— Exactly. Neither of them is boring.

1. — Unlike toy-robots, mechanical industrial robots save a lot of time, right?  
— ...
2. — In contrast with Icarus people learned how to fly.  
— ...
3. — If we draw a parallel between the first and the latest motorbikes, what are the changes?  
— ...
4. — Compared to the first models of TV-sets, these ones are much more sophisticated right?  
— ...
5. — I think both mechanical and human teachers will teach the pupils of the future. Do you agree?  
— ...
6. — Let's make a comparison between the 1<sup>st</sup> human's try to investigate the underwater world and modern facilities. Is the difference great?  
— ...

## IV Work Your Wisdom!

Match the parts of the proverbs, explain their meanings and compare them with your mother tongue equivalents.

- |                               |  |
|-------------------------------|--|
| 1. No time ...                | a) ... and place for everything.               |
| 2. Other times ...            | b) ... like the present.                       |
| 3. There is a time ...        | c) ... a new day.                              |
| 4. Tide and time ...          | d) ... the more you want.                      |
| 5. Tomorrow is ...            | e) ... wait for no man.                        |
| 6. The more you get ...       | f) ... other manners.                          |
| 7. Learning is a treasure ... | g) ... which accompanies its owner everywhere. |
| 8. We must learn to walk ...  | h) ... before you can run.                     |



**At Home:** *In writing, illustrate the proverb you like most.*

## V Your Language Portfolio: Listening

a) Listen to two teenagers discussing the problems of science and fiction and say if they are of the same opinion.

b) Act as Ann and:

- establish contact with Phil;
- express your disbelief;
- express your surprise;
- express your wish to put up with Phil.



c) Act as Phil and:

- express your assurance;
- show your disagreement;
- express your regret;
- show your personal judgment about science and fiction.



d) Transform the dialogue as if Ann shares Phil's opinion; make it up round its beginning.

**Ann:** — Hey, Phil, you look so mysterious. Reading another science fiction book?

**Phil:** — Poor guess! This time I'm reading about nanotechnology.

...

## **VI** Your Language Portfolio: Writing

Choose a project you'd like to do:

### **Project I. "Scientific Discoveries: A Future Historian's View"**

1) Specify the general title and cover the scientific discoveries of:

- certain country;
- a specific branch of science;
- a special scientist etc.

2) Collect the information, interesting facts, little known information, paintings, photos or schemes about the scientific discovery.

3) Design your poster and present it to the class.

### **Project II. "Outstanding Scientists: A Future Sociologist's View"**

1) Choose one of the scientists you would like your friends to know about.

2) Find some interesting information about different periods of the scientist's life, focus on his / her scientific interests, main publications (discoveries) and provide solid commentaries on the photos, pictures and other illustrative materials.

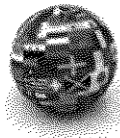
3) Present your project to the class in the form of a time line.

### **Project III. "Technological Disaster: A Future Technologist's View"**

1) Think and decide why technology-caused disasters take place in the 20<sup>th</sup>–21<sup>st</sup> centuries and what their impacts may be for humanity.

- 2) Describe a terrible technology-caused disaster. Support it with newspaper articles, including commentaries of scientists, governmental officials and victims.
- 3) Design a warning leaflet about it and present it to the class.

## VI Culture Comparison



- 1) How do you make comparisons in your country?
- 2) What initiations and responses related to comparison are popular with teenagers in Ukraine? Give some tips for foreigners how to compare science and fiction with Ukrainian teenagers.



**At Home:** Search the Internet and find more information about science fiction which has become a reality or may become one in the future.

Go to page 317 for Cross-cultural reading



## 5.5. Test Yourself

A. Fill in the sentences with the correct forms of the words.

1. We can't imagine our lives without new ... advances which have changed it completely.
2. Many ... scientists participate in the ... life of their countries.
3. Isaak Newton was characterized as an ... genius.
4. Borys Paton ... much to the development of his father's theory of electric arc welding.
5. Albert Einstein is known far and wide for his scientific ... .

TECHNOLOGY

PROMISE  
SCIENCE

INVENTION

CONTRIBUTION

CREATE

6. After the Chernobyl disaster in 1986 many people left the ... area.
7. All newspapers wrote about the ... oil release in the Gulf of Mexico.
8. After the explosion the whole place was ... irradiated.

CONTAMINATE  
ACCIDENT

STRENGTH

**CHECK IF YOU:**

Can use word forms correctly

YES

NO

B. Paraphrase the following sentences using gerundial constructions.

1. Don't make any change, it'll be of no use.
2. Join our scientific society, we don't mind.
3. Prof. Johnson disliked that we finished our experiment so early.
4. The scientists were watching the experiment and the scholar was aware of it.
5. "Design this project, I'll support you", my scientific supervisor said.
6. The scientific board was unanimous and I got the 1<sup>st</sup> prize.
7. My opponent said "No" as he didn't want me to make the report.
8. "Let the students discuss the problem, there's no harm in it", my teacher said.

**CHECK IF YOU:**

Can use the gerundial constructions correctly

YES

NO

C. Read the text and choose the correct words to fill in the gaps.

Charles Robert Darwin was an English ... (1) who established that all ... (2) of life have descended over time from common ancestors, and proposed the scientific theory that this branching pattern of evolution ... (3) from a process that he called natural ... (4). He published his theory in 1859 and the scientific community and much of the general public came to ... (5) evolution as a fact in his lifetime, but it was not until the ... (6) of the mo-

modern evolutionary synthesis from the 1930s to the 1950s that a broad consensus developed that the natural selection was the basic mechanism of evolution. In modified form, Darwin's scientific discovery is the unifying theory of the life sciences, ... (7) the diversity of life.

Studies at University of Cambridge ... (8) his passion for natural science. His five-year voyage on HMS Beagle established him as an ... (9) geologist whose observations and theories ... (10) Charles Lyell's uniformitarian ideas, and publication of his journal of the voyage ... (11) famous as a popular author.

In ... (12) of Darwin's pre-eminence as a scientist, he was one of only five 19<sup>th</sup> century UK non-royal personages to be honoured by a state funeral, and was buried in Westminster Abbey.

	A	B	C	D
1	chemist	physicist	naturalist	philosopher
2	species	kinds	modes	differences
3	began	ended	resulted	born
4	loss	choice	evolution	selection
5	to accept	to deny	to criticise	to ban
6	emergence	opening	discovery	testing
7	changing	explaining	writing	covering
8	improved	neglected	encouraged	described
9	famous	respected	sufficient	eminent
10	have supported	had supported	supported	support
11	let	made	brought	gave
12	recognition	belief	a word	a way

#### CHECK IF YOU:

Can read and understand the details

YES

NO

D. Listen to the text and correct a mistake in each statement.

- The Pulitzer Prize is a British award for achievements in newspaper and online journalism and literature.

2. Joseph Pulitzer is an Armenian-American.
3. It was first established in Washington DC.
4. Prizes are awarded once in 2 years.
5. 24 categories may be nominated for a prize.
6. Works can only be entered into a maximum of three prize categories.
7. The prizes are announced each February.
8. The winners of the prize are chosen by a special board from every University.
9. A famous poet Robert Frost won the prize five-times.
10. The first Pulitzer Prize was awarded in June 4, 1927.

CHECK IF YOU:

Can listen and understand  
the scientific information properly

YES

NO

E. Write a speech:

- on a scientific discovery;
- about a great scientist;
- on a technology-caused disaster.

CHECK IF YOU:

Can write a speech related to science  
and technology

YES

NO



# A CROSS-CULTURAL READER

## Unit 1: Free!

a) Read the story of Anne Lou Martin "Horses — My Hobby" and say:

- what the girl was dreaming about in her childhood;
- what the girl's first riding experience looked like;
- why she liked horses.

### Horses — My Hobby

*(Adapted from "Life is Never a Bowl of Cherries"  
after A. L. Martin)*

Some of my earliest childhood memories revolve around horses. Growing up on a farm in North Central Missouri gave me the opportunity to be around horses much of the time. Horses were my favorites of all the farm animals. I daydreamed of living in the West as a cowboy (or maybe a cowboy's sweetheart) where I could ride around all day on my trusty mount. Saturday afternoon matinees at the movies were a joy. I watched the movies starring my favorite actors, Gene Autry, Hopalong Cassidy, the Lone Ranger and later Roy Rogers, and imagined what it would be like to live as I envisioned the characters they portrayed. In my mind they loved the beautiful horses they rode. I knew I would have.

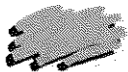
As a very young child, almost as soon as I could sit up, my father placed me on our old, gentle gray mare and led her around the barn lot with me holding on to her mane. As I got older he let me ride her alone while he milked the cows.

Old Midge was the family riding mare and not my exclusively. I was so proud when a new foal was born and my father said that one could be mine. It was a pretty little dappled gray colt. I lovingly watched it grow into a beautiful young horse. However, he was not a horse for riding. He was from working horse stock, so he grew up to be too large an animal for a little girl to ride. The only trouble was that he would not make a good work-

horse, either, because one winter day, when the ice was on, he broke one of his legs.

About a year later my parents bought me a Shetland pony. He was a beautiful little black pony with white forelocks and a white blaze down his face. He was just the right size for a seven-year-old girl. My relationship with Smokey was one of love-hate. Most of the time I loved him dearly, but he was a Shetland pony and they are notorious for being stubborn. A Shetland can walk, trot or gallop along on their little legs with no problem until they decide to stop. When they stop, they stop and no amount of coaxing by the rider will get them to move. Most of the time I rode Smokey to school and we made it just fine. There were times, though, that he would get about half way up our lane and stop. I kicked and yell: "Get-up! Get-up!" Sometimes I even carried a switch to give him a few good whacks on the rump. Nothing I did made any difference, so many response was again to shout "Daddy, Daddy, come help me!" My father, being the kind man that he was, in spite of his grumbling, walked up the lane to moving again. Things were fine then for the rest of the trip; he just needed that persuasion.

When I outgrew the little pony, I was presented thought I could handle a saddle so this one came with a bridle, saddle and blanket. It didn't take me long to learn how to gird the saddle up tight enough so that it wouldn't turn sideways while I was riding. Now I felt like a real cowgirl with a real horse and saddle. As soon as Father brought the horse home I wanted to ride. The horse was saddled and I climbed on his back, gave him a couple of kicks, said "get-up" and away we went. He shot up the road with me hanging on for dear life, pulling on the reins and yelling "Whoa! Whoa!" My parents were terrified. They ran into the house and called the neighbors and told them to run out and stop the horse. By the time we reached their house I was beginning to get the horse under control. He calmed down and we walked back to my house. Never again did he give my parents or me a scare like that one. I spent my happy hours on his back visiting my girl friend a few houses away or just riding through the pastures on the farm.



b) Look at the pictures and tell the story of the girl's hobby.

- childhood memories;
- to live on a farm;
- to daydream of sth;
- to become a cowboy;
- to watch the movies.



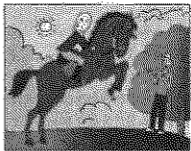
- to ride a mare;
- a newly born foal;
- to grow into a beautiful horse;
- to break a leg.



- to be presented with a Shetland pony;
- to have love-hate relatives;
- to be stubborn;
- to ride a horse to school;
- to outgrow a little pony.



- to gird the saddle up;
- to feel like a real cowgirl;
- to get a horse under control;
- to give sb a scare.



c) Discuss the following questions.

1. How often do people pursue childish hobbies? Why?
2. What should be the attitude of parents to their children's hobbies?
3. What / Who can influence the choice of this or that hobby?
4. Can a hobby become an obsession? Under what circumstances?

### d) A Look at Two Cultures

In American cinematographic culture there are a lot of movies about cowboys which are referred to as westerns. Brainstorm with your friends what makes a typical western. Recollect any western(s) you've seen and say what impression they produce on you. Are there similar films in Ukraine?

### e) Independent Culture Research

Horse riding is a popular American pastime. Find more information about various breeds of horses and famous horse races both in America and Ukraine and present your findings to the class.

## Unit 2: Your Nearest and Dearest

a) Read the passage from S. Maugham's story "Philip at Blackstable" and say:

- why the boy felt lonely;
- what the relation between the members of the family were;
- what the boy felt after the incident.

### Philip at Blackstable

*(Adapted from "Philip at Blackstable"  
after S. Maugham)*

Philip had always led the lonely life of an only child, and his loneliness at the vicarage was no greater than it had been when his mother lived. He made friends with Mary Ann. She was a chubby little woman of thirty-five, the daughter of a fisherman. Her father and mother lived in a little house near the beach. Philip's uncle disliked the fisher-folk who were rough. Yet, Philip was more comfortable in the kitchen than in the dining-room, and whenever he could he took his toys and played there. His aunt was pleased. She did not like disorder and preferred that he should make a mess in the kitchen.

"He seems happier with Mary Ann than with us, William," Mrs. Carey often said.

"Because he has been badly brought up. He wants licking into shape."

On the second Sunday after Philip arrived an unlucky incident occurred. Mr. Carey had retired as usual after dinner for a little nap in the drawing-room, but he was in an irritable mood and could not sleep.

Suddenly he heard an unexpected noise. He pulled the handkerchief off his face, got up from the sofa on which he was lying and went into the dining-room. Philip was sitting on the table with all his bricks around him. He had built a big castle which because of some defect in the foundation, had come down with a crash.

"What are you doing with those bricks, Philip? You know you are not allowed to play games on Sunday."

Philip stared at him with frightened eyes and flushed deeply.

"I always used to play at home," he answered.

"I'm sure your dear mamma never allowed you to do such a wicked thing as that."

Philip did not know it was wicked. He hung his head and did not answer.

"Don't you know it's very, very wicked to play on Sunday? What do you suppose it's called the day of rest for?"

Mr. Carey told him to put the bricks away at once, and stood over him while Philip did so.

"You're a very naughty boy," he repeated. "Think of the grief you are causing your poor mamma in heaven."

Philip wanted to cry. But he didn't like other people to see his tears. So he clenched his teeth and tried not to cry. Mr. Carey sat down in his arm-chair. Philip stood at the window. He felt very unhappy. Presently Mary Ann came in to lay the tea. Aunt Louisa entered the dining-room.

"Have you had a nice nap, William?" she asked.

"No," he answered. "Philip made so much noise that I couldn't sleep a wink."

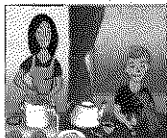
This was not quite true, and Philip, listening to his uncle's words, thought that he had only made a noise once, and there was no reason why his uncle should not have slept before or after.

"He hasn't even said he was sorry," the Vicar added.

"Oh, Philip, I'm sure you are sorry," said Mrs. Carey.

She did not want the child to seem more wicked to his uncle than he really was. Philip did not reply. He went on eating his bread and butter. He couldn't say he was sorry. He didn't know why, but he couldn't. His ears were tingling, he wanted to cry but he didn't utter a single word.

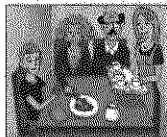
b) Look at the pictures and describe the boy's life at his uncle's.



- to make friends with sb;
- to dislike fisher-folk;
- to feel comfortable;
- to make a mess of sth;
- to be pleased.



- an unlucky incident;
- to have a nap;
- to be in an irritable mood;
- to forbid sb to do sth;
- to be wicked.



- to lay the table;
- to make much noise;
- not to sleep a wink;
- to be sorry;
- to utter a word.

c) Discuss the following points:

1. Children feel lonely when they are left unattended.
2. Once O. Wilde famously said: "If you want children to be good, make them happy". Do you agree?
3. Children feel comfortable when they are loved.

d) **A Look at Two Cultures**

Philip lived with his uncle's family, who was a vicar. In many religious families in Britain at that children had a rigid child-



hood. Say how much it was typical of Ukraine. Has anything changed since that time? For better or worse?

e) Independent Culture Research

In many countries a lot of Sunday schools, which involve children in their activities appeared. Find more information about the most popular ones in Britain and Ukraine and present your findings to the class.

### Unit 3: The World We Live and Learn In!

a) Read the passage from Lucy Maud Montgomery's novel "Ann of Green Gables" and say:

- what the girls saw at the exhibition;
- what feeling Ann experienced at that time;
- what both girls enjoyed.

#### An Epoch in Anne's Life

*(Adapted from "Ann of Green Gables"  
by L. M. Montgomery)*

Two girls from Green Gables — a small Canadian country were invited to the nearest town to see the Annual Exhibition.

Their sojourn in town was something that Anne and Diana dated from for years. From first to last it was crowded with delights.

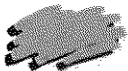
On Wednesday Miss Barry took them to the Exhibition grounds and kept them there all day.

"It was splendid," Anne related to Marilla later on. "I never imagined anything so interesting. I don't really know which department was the most interesting. I think I liked the horses and the flowers and the fancywork best."

Josie Pye took first prize for knitted lace. I was real glad she did. And I was glad that I felt glad, for it shows I'm improving, don't you think, Marilla, when I can rejoice in Josie's success? Mr. Harmon Andrews took second prize for Gravenstein apples and Mr. Bell took first prize for a pig. Diana said she thought it was ridiculous for a Sunday-school superintendent to take a prize in pigs, but I don't see why. Do you? She said she would always think of it after this when he was praying so solemnly.

Clara Louise MacPherson took a prize for painting, and Mrs. Lynde got first prize for homemade butter and cheese. So Avonlea was pretty well represented, wasn't it? Mrs. Lynde was there that day, and I never knew how much I really liked her until I saw her familiar face among all those strangers. There were thousands of people there, Marilla. It made me feel dreadfully insignificant. And Miss Barry took us up to the grandstand to see the horse races. Mrs. Lynde wouldn't go; she said horse racing was an abomination and, she being a church member, thought it her bounden duty to set a good example by staying away. But there were so many there I don't believe Mrs. Lynde's absence would ever be noticed. I don't think, though, that I ought to go very often to horse races, because they *are* awfully fascinating. Diana got so excited that she offered to bet me ten cents that the red horse would win. I didn't believe he would, but I refused to bet, because I wanted to tell Mrs. Allan all about everything, and I felt sure it wouldn't do to tell her that. It's always wrong to do anything you can't tell the minister's wife. It's as good as an extra conscience to have a minister's wife for your friend. And I was very glad I didn't bet, because the red horse did win, and I would have lost ten cents. So you see that virtue was its own reward. We saw a man go up in a balloon. I'd love to go up in a balloon, Marilla; it would be simply thrilling; and we saw a man selling fortunes. You paid him ten cents and a little bird picked out your fortune for you. Miss Baily gave Diana and me ten cents each to have our fortunes told. Mine was that I would marry a dark-complected man who was very wealthy, and I would go across water to live. I looked carefully at all the dark men I saw after that, but I didn't care much for any of them, and anyhow I suppose it's too early to be looking out for him yet. Oh, it was a never-to-be-forgotten day, Marilla. I was so tired I couldn't sleep at night. Miss Barry put us in the spare room, according to promise. It was an elegant room, Marilla, but somehow sleeping in a spare room isn't what I used to think it was. That's the worst of growing up, and I'm beginning to realise it. The things you wanted so much when you were a child don't seem half so wonderful to you when you get them.



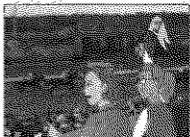


b) Look at the pictures and tell the story of the girl's visit to the exhibition.

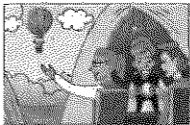
- to take first prize for sth;
- to be ridiculous;
- to rejoice in sb's success;
- to be represented;
- to feel dreadfully insignificant.



- to go to horse racing;
- to be fascinating;
- to bet on sth;
- to win a victory;
- to be a reward.



- to go up in a balloon;
- to be thrilling;
- to sell fortunes;
- to marry a dark-complexioned man;
- to care much for sth.

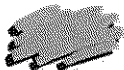


c) Discuss the following questions:

1. What do people feel when their dreams are coming true? Have you ever experienced it? When?
2. When do people enjoy everything they see? How can you describe such people?
3. It's natural to pour your heart out to somebody when you are overwhelmed with feelings. With whom do people usually like to share feelings? Is it typical of you?

#### d) A Look at Two Cultures

It's traditional to have a big exhibition in autumn in many Canadian towns and cities. It becomes a firm favourite with Canadians. What exhibitions are popular in Ukraine? Is it also a time of holiday and merry making?



e) Independent Culture Research

Autumn Exhibitions in Canada vary in length and scope of activities. Find more information about traditions and usual routine connected with such exhibitions in Canada and present your findings to the class.

## Unit 4. Art for Heart's Sake

a) Read the extract from the novel and say:

- what feelings Strickland experienced at the art gallery;
- what the author thought about Strickland's impressions;
- what the author and Strickland thought about masterpieces.

### The Moon and the Sixpence

*(Adapted from "The Moon and Sixpence"  
after William Somerset Maugham)*

His eyes grew accustomed to the darkness, and now he was seized by an overwhelming sensation as he stared at the painted walls. He knew nothing of pictures, but there was something about these that extraordinary affected him. From floor to ceiling the walls were covered with a strange and elaborate composition. It was indescribably wonderful and mysterious. It took his breath away. It filled him with an emotion, which he could not understand or analyse. He felt the awe and the delight, which a man might feel, who watched the beginning of the world. It was tremendous, sensual, passionate; and yet there was something horrible there too, something which made him afraid. It was the work of a man who knew things, which it is unholy for men to know. There was something primeval and terrible. It was so human. It brought to his mind vague recollections of black magic. It was beautiful and obscene. [...]

Mon Dieu, this is genius.

The words were wrung with him, and he did not know he had spoken. [...]

I had been thinking of it too. It seemed to me that here Strickland had finally put the whole expression of himself. Working silently, knowing that it was his last chance, I fancied that here



he must have said all that he knew of life and all he divined. And I fancied that perhaps here he had at last found peace. The demon, which possessed him, was exorcised at last, and with the completion of work, for which all his life had been a painful preparation, rest descended on his remote and tortured soul. [...]

I have never seen a painting, which had made so deep an impression upon me. Tenez, I had just the same feeling as when I went to the Sistine Chapel in Rome. There too I was awed by the greatness of the man who had painted that ceiling. It was genius, and it was stupendous and overwhelming. I felt small and insignificant. But you are prepared for the greatness of Michaelangelo. Nothing had prepared me for the immense surprise of these pictures in a native hut, far away from civilization, in a fold of the mountain above Taravao. And Michaelangelo is sane and healthy. Those great works of his have the calm of the sublime; but here, notwithstanding beauty, was something troubling. I don't know what it was. It made me uneasy. It gave me the impression you get when you are sitting next door to a room you know is empty, but in which, you know not why, you have a dreadful consciousness that notwithstanding there is someone. You scold yourself; you know it is only your nerves — and yet, and yet... In a little while it is impossible to resist the terror that seizes you, and are helpless in the clutch of horror. Yes: I confess I was not altogether sorry when I heard that those strange masterpieces had been destroyed. [...]

"I think Strickland knew it was a masterpiece. He had achieved what he wanted. His life was complete. He had made a world and saw it was good. Then, in pride and contempt, he destroyed it".

b) Look at the pictures and tell the story.

- to be seized by an overwhelming sensation;
- to be indescribably wonderful and mysterious;
- to take one's breath away;
- to be beautiful and obscene;
- to feel the awe and delight.





Michaelangelo  
Sistine Chapel in  
Rome

- to make a deep impression on sb;
- to be awed by the greatness of the man;
- to be genius;
- to be stupendous and overwhelming;
- to have the calm of the sublime.

c) Discuss the following questions.

1. Sometimes contemporary artists are compared to great masters like Michaelangelo. Why? What do you think of this comparison?
2. Very often artists destroy their pictures. What are the reasons of this?
3. Some paintings are regarded as masterpieces. What pictures may be called "masterpieces"? Illustrate your ideas with some examples.

#### d) A Look at Two Cultures

Dispute on the following:

The Tate Gallery and the British National Gallery in London are world famous, which are frequented by many visitors. What Art Galleries in the capital of Ukraine attract a lot of visitors?

The author was greatly impressed by the Sistine Chapel in Rome. What Chapel, Church or cathedral of Ukraine was painted by Great masters and left you breathless?

The author was seized by an overwhelming sensation of Michaelangelo's art. Has a picture of any Ukrainian writer ever impressed you so much? Which one?

e) Independent Culture Research

Using any resources available find some information about the following cultural phenomena:

- Sistine Chapel in Rome;
- Michael Angelo.

Present your findings to the class.

## Unit 5: Science and Technology

- a) Read the story about Andrew's abilities and say:
- what information you've learned about the Martins;
  - what duties Andrew had been invented to perform;
  - what ability was developed in Andrew.

### The Bicentennial Man

*(Adapted from "The Bicentennial Man" after I. Asimov)*

Andrew had appeared much more a robot when he had first been manufactured. He had then been as much a robot in appearance as any that had ever existed smoothly designed and functional.

He had done well in the home to which he had been factors brought in those days when robots in households, or on the planet altogether, had been a rarity. There had been four in the home: Sir and Madam and Miss and, Little Miss. He knew their names, of course, but he never used them. Sir was Gerald Martin.

His own serial number was NDR- ... He eventually forgot the numbers. It had been a long time, of course; but if he had wanted to remember, he could not have forgotten. He had not wanted to remember.

Little Miss had been the first to call him Andrew, because she could not use the letters, and all the rest followed her in doing so.

Little Miss... She had lived for ninety years and, was long since dead. He had tried to call her Madam once, but she would not allow it. Little Miss she had been to her last day.

Andrew had been intended to perform the duties of a valet, a butler, even a lady's maid. Those were the experimental days for him and, indeed, for all robots anywhere save in the industrial and exploratory; factories and stations off Earth.

The Martins enjoyed him, and half the time he was prevented from doing his work because Miss and Little Miss wanted to play with him. It was Miss who first understood how this might be arranged. "We order you to play with us and you must follow orders."

"I am sorry, Miss, but a prior order from Sir must surely take precedence."

But she said, "Daddy just said he hoped you would take care of the cleaning. That's not much of an order. I order you."

Sir did not mind. Sir was fond of Miss and of Little Miss, even more than Madam was; and Andrew was fond of them, too. At least, the effect they had upon his actions were those which in a human being would have been called the result of fondness. Andrew thought of it as fondness for he did not know any other word for it.

It was for Little Miss that Andrew had carved a pendant out of wood. She had ordered him to. Miss, it seemed, had received an ivorite pendant with scrollwork for her birthday and Little Miss was unhappy over it. She had only a piece of wood, which she gave Andrew together with a small kitchen knife.

He had done it quickly and Little Miss had said, "That's nice, Andrew. I'll show it to Daddy."

Sir would not believe it. "Where did you really get this, Mandy?" Mandy was what he called Little Miss.

When Little Miss assured him she was really telling the truth, he turned to Andrew. "Did you do this, Andrew?"

"Yes, Sir."

"The design, too?"

"Yes, Sir."

"From what did you copy the design?"

"It is a geometric representation, Sir, that fits the grain of the wood."

The next day, Sir brought him another piece of wood — a larger one — and an electric vibro-knife. "Make something out of this, Andrew. Anything you want to," he said.

Andrew did so as Sir watched, then looked at the product a long time. After that, Andrew no longer waited on tables. He was ordered to read books on furniture design instead, and he learned to make cabinets and desks.

"These are amazing productions, Andrew," Sir soon told him.

"I enjoy doing them, Sir," Andrew admitted.

"Enjoy?"

"It makes the circuits of my brain somehow flow more easily. I have heard you use the word 'enjoy' and the way you use it fits the way I feel. I enjoy doing them, Sir."

Gerald Martin took Andrew to the regional offices of the United States Robots and Mechanical Men Corporation. As a member of the Regional Legislature he had no trouble at all in gaining an interview with the chief robopsychologist. In fact, it was only as a member of the Regional Legislature that he qualified as a 7 robot owner in the first place—in those early days when robots were rare.

Andrew did not understand any of this at the time. But in later years, with greater learning, he could review that early scene and understand it in its proper light.

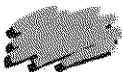
The robopsychologist, Merton Mansky, listened with a growing frown and more than once managed to stop his fingers at the point beyond which they would have irrevocably drummed on the table. He had drawn features and a lined forehead, but he might actually have been younger than he looked.

"Robotics is not an exact art, Mr. Martin," Mansky explained. "I cannot explain it to you in detail, but the mathematics governing the plotting of the positronic pathways is far too complicated to permit of any but approximate solutions. Naturally, since we build everything around the Three Laws, those are incontrovertible. We will, of course, replace your robot — 2".

"Not at all," said Sir. "There is no question of failure, on his part. He performs his assigned duties perfectly. The point is he also carves wood in exquisite fashion and never the same twice. He produces works of art."

Mansky looked confused. "Strange. Of course, we're attempting generalized pathways these days. Really creative, you think?"

"See for yourself." Sir handed over a little sphere of wood on which there was a playground scene in which the boys and girls were almost too small to make out, yet they were in perfect pro-



portion and they blended so naturally with the grain that it, too, seemed to have been carved.

Mansky was incredulous. "He did that?" He handed it back with a shake of his head. "The luck of the draw. Something in the pathways."

"Can you do it again?"

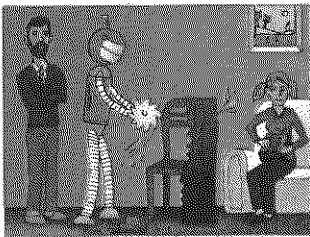
"Probably not. Nothing like this has ever been reported."

"Good! I don't in the least mind Andrew's being the only one."

"I suspect that the company would like to have your robot back for study," Mansky said.

"Not a chance!" Sir said with sudden grimness. "Forget it." He turned to Andrew, "Let's go home, now."

b) Look at the pictures and tell Andrew's story using the incomplete sentences.



- It was little Miss that ...;
- She had ordered him ...;
- To the girl's great delight ...;
- When she showed an ivorite pendant to her dad ...;
- The next day ...;
- Surprisingly Andrew ...;
- After that ...;
- Andrew admitted ...;
- When Gerald Martin took Andrew to ...;
- The chief robo-psychologist ...;





- The robopsychologist was incredulous when ...;
- In fact, ... .

c) Discuss the following questions:

1. Does future belong to robots?
2. What duties can robots perform?
3. Can robots be really creative?
4. Can robots experience any human's feelings?

d) **A Look at Two Cultures**

In the story, the robot was used for designing furniture. Think and decide where and what for robots are used in Ukraine and other countries. Do they have any future?

e) **Independent Culture Research**

The United States robots and mechanical men corporation is mentioned in the story. Find out if it (or any similar organisation) exists in the USA.

In the story, it is said about a robopsychologist. Find out what other professions of the future may be found in different countries.

## TAPESCRIPTS

### Unit 1: Free!

#### 1.1. In the Peace and Quiet of Nature: Social Studies

#### Your Language Portfolio: Listening

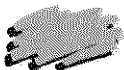
##### Let's Have a Picnic

Picnics are popular with women and children and some men who know how to make a fire. Children are fond of picnics chiefly because, as a rule, there are no tables at picnics and consequently no table manners and because they have an excellent opportunity to eat things that do not with them. Since picnic lunches are always just about the same and therefore require little imagination, women do not have a trouble about thinking up a meal.

Much depends, of course, upon the day. Typical picnic weather is of three kinds. Either it is dark and threatening with occasional showers in the morning, clearing in the afternoon or it is hot and clear in the morning, with thunder showers in the afternoon; or there is a steady drizzle all day long. But as most of the lunch is prepared ahead of time, nothing much can be done about it. After all, there is not much choice between eating a picnic lunch that has waited a day or two and getting a soaking.

Picnic grounds are usually situated on a body of water at some high altitude. One of these features is essential, for no picnic can be a success unless the children have something to fall into, or fall off. Also, a body of water naturally suggests taking fishing tackle along. No fish was ever known to have been caught on a picnic, but fishing serves as an excellent excuse for getting out of the way while the heavy work is being done.

Quite the most important feature of the picnic is the lunch. Fried chicken is always popular... Then there should be hard-



boiled eggs. Almost everything else that comes in a can or a paper bag is good for a picnic lunch. These containers are very important as, after the contents have been eaten, they are strewn about and identify the picnic ground. Ginger ale, too, should be brought along to remind you that you left the bottle-opener at home. However, there is always at least one person who knows how to open a bottle on a rock.

As soon as the food and other equipment have been unpacked it is in order to start a fire. Collecting wood provides occupation for people who do not know how to amuse themselves.

After the lunch has been eaten a picnic is mostly anticlimax. But there is always the possibility of someone nearly getting drowned or running into a hornets' nest or twisting an ankle.

However, you must remain until well into afternoon, or you may not appear to have a good time. To make matters worse, someone will suggest singing.

Picnics, whatever may be said against them, have their advantages. At least they reawaken in the hearts of many the truth of the old saying that there is no place like home.

## 1.4. Hobby Pursuits: Communication Skills

### Your Language Portfolio: Listening

#### Hobby Pursuits

**Dave:** Hi, Alison. Fancy seeing you here!

**Alison:** Oh, Dave. What a surprise! What are you doing at the leisure centre? Pursing your hobby?

**Dave:** Not exactly. I'm intending to meet my friend Paul who is a "wizard" of the computer community. I need his help.

**Alison:** You? Oh, no. You can do things with computers that seem magical to all of us. Computing is your hobby horse, right?

**Dave:** So it is. But Paul knows a number of websites devoted to house swapping and it'll be significantly easier for us to find a swap.



**Alison:** What do you mean?

**Dave:** It has become a new hobby of my parents to swap homes during summer vacation and try out a new location for a short period of time.

**Alison:** Is house swapping meant for saving money?

**Dave:** Only on the one hand. On the other hand, it is a means of meeting locals, seeing relatively un-touristed regions and experiencing local cultures. It's fun!

**Alison:** It may be very exciting if you come to think of it: trying new places all the time, getting to know more of them.

**Dave:** Pleasant to hear it from you, an experienced traveller.

**Alison:** Thank you, Dave. But I should never have thought that a computer genius like you can be dragged away from his computer for the sake of another activity.

**Dave:** Probably I wouldn't, but my parents are very enthusiastic about travelling and now it has become my hobby too. I'm simply enthralled with it.

**Alison:** Then I wish you well with your new pastime.

**Dave:** Thank you.

## 1.5. Test Yourself

### Picnic

My elderly cousin came to stay with us just before our youngest daughter's birthday. We were a little apprehensive whether we ought to arrange the usual picnic celebration because my cousin loathes meals in the open air. However she was determined not to spoil our plans and said she did not mind being left at home. On the day itself, seized by some sudden impulse, she elected to come with us, much to our surprise. It was certainly a day to tempt anyone out, even the most inveterate anti-picnicker: a clear blue sky, glorious sunshine and a gentle breeze.

We duly arrived at our favorite picnic site, a field beside a river, and everybody, except my cousin, had a lovely and most refreshing bathe before we settled ourselves for our meal under the willow trees. While we were eating, a herd of cows from the



adjoining field began to amble through the open gateway, unnoticed by my cousin. We like cows but guessed that they would be as little to her fancy as picnics and so hoped that they would go quietly back, satisfied that we were harmless. But one by one they gradually advanced nearer and nearer. When my cousin chanced to look up, their eyes confronted hers. With one shriek of horror she leapt into the air and ran, not to the car, where she might have taken refuge, but towards a gap in the hedge, so small that she could not possibly have crawled through it. The cows, full of curiosity, gave chase. We were convulsed with laughter but my husband managed to put himself together, rounded up the cows, drove them back through the gateway and shut the gate. We thought that disaster had been averted but our shaken guest, walking unsteadily back to us through a marshy bit of the field that the cows had trampled into mud, lost her balance and fell on her face. A hot cup of coffee did nothing to restore her composure, so we had no alternative but to pack up and go home. Never again, my cousin vowed bitterly, would she be so foolish as to go out on a picnic.

## Unit 2: Your Nearest and Dearest

### 2.1. Family Lifestyles: Health Education Your Language Portfolio: Listening

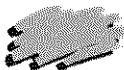
#### Dialogue

An American teenage schoolgirl, Kelly LaLucerne, is at the doctor's for her annual check-up. She is talking to her general practitioner (GP) Dr. Renna about her physical condition.

**Dr. Renna:** So, what seems to be the problem, Kelly?

**Kelly:** I think I've gained some weight. I can't fit in my jeans.

**Dr. Renna:** Please take off your shoes and stand on the scales... Right now you weigh 130 pounds. Do you happen to know your previous weight?



**Kelly:** I'm not sure but I was 10 pounds lighter in summer.

**Dr. Renna:** Let's check your height... You are 5 feet 6 inches tall.

**Kelly:** Why is that important?

**Dr. Renna:** In order to know if your weight is normal, we need to calculate your BMI.

**Kelly:** What's BMI?

**Dr. Renna:** BMI stands for body mass index which is a measure of body fat on height and weight that applies to adult men and women. This is how you get it: your body weight is divided by the square of your height.

**Kelly:** And it makes 21.0. Is it OK, Doctor?

**Dr. Renna:** Your BMI is within the normal rates. But if it exceeds 24.9 one develops overweight, and with the BMI of 30 and greater it's obesity. So for you now it's not the problem if you eat a healthy diet, control portion sizes and get physically active.

**Kelly:** And if I don't, Doctor? My parents and I are so used to sitting down to big steak dinners and weekly fast food meals!

**Dr. Renna:** Your family members need to realise right off the bat that you're serious about following your new eating plan. Remember, healthy nutrition habits are good for just about everybody. Otherwise, you'll have to change you jeans for a larger size, I'm afraid.

**Kelly:** Oh no! Not me! Thank you for your recommendations, Dr. Renna. I'll follow them all. That's a promise.

**Dr. Renna:** That's good.

## 2.4. The Special Occasion: Communication Skills

### Your Language Portfolio: Listening

#### Dialogue

Two friends meet on the bus.

**Jane:** Penny, is that you? I'm sorry, I didn't notice you! I'm in a world of my own today.



**Penny:** That's OK, Jane. You look happy! What's happened?

**Jane:** You'll never believe it, but Jason finally 'popped the question'! He proposed!

**Penny:** He didn't! He asked you to marry him? Wow, that's great! Congratulations. Tell me all about it. Did he get down on one knee? Did you cry?

**Jane:** I thought that he might ask me last week. I rang him at work, on his lunch hour, but his secretary said he had a lunch appointment — with my Dad! When neither Jason nor my Dad said anything to me about it, I guessed that he must have been asking for my hand.

**Penny:** How exciting!

**Jane:** Then last night we went out for a meal together. He ordered champagne, and when I asked what was the special occasion, he wouldn't tell me. So we ordered our meal, and ate, and Jason began to tell me the story of his life. Of course I knew all about his life, we went to the same school all our lives, but I guessed it was important, so I tried to be patient.

**Penny:** If it had been me, I would have told him to get on with it!

**Jane:** I nearly did, but I could see he was nervous.

**Penny:** Poor Jason!

**Jane:** Well, yes. But when he finally did it was a shock.

**Penny:** So what did you say?

**Jane:** What do you think I said, Silly? I said 'Yes'. I've never seen anyone look so surprised! He looked as shocked as I did when he asked me!

**Penny:** So do you have the ring?

**Jane:** Yes, here. What do you think?

**Penny:** Oh, it's beautiful! So when are you getting married?

**Jane:** We don't want to hurry. There's a lot to organise, and I still have to finish University, so probably in about 2 or 3 years. Oh, here's my stop — got to run! See you later.

**Penny:** See you — and congratulations again!

## 2.5. Test Yourself

### A Child's Cry — A Personal Story of Child Abuse

If you have ever been the victim of child abuse, I can definitely relate. I was emotionally and physically abused by my mother until the age of 16. I felt a lot of the abuse was my fault and I deserved every punch in the face and every burn from the cigarette. I know now that none of the abuse was my fault and that I didn't deserve any of it.

I kept it a secret from everyone. I hid the marks with long sleeves and jeans. My grades were good, they had to be and no one ever suspected anything was going on.

I dreaded going home. I walked slow, fear rising in my belly, wondering if I had completely finished all my chores before I left for school that day.

My father knew nothing until years later. He drove a semi-truck cross country and was gone for weeks at a time. When he came home I felt the relief fall from me. His homecoming was always short lived though, usually just a couple of days and the dreaded knot of fear would begin to tighten as he began packing for another long period of absence. I hated to see him go.

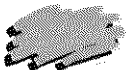
I was not allowed friends, the ones I had were in secret. They never called because I lied and said I didn't have a phone. There were no sleepovers, again I lied to my friends and told them my mother had bad headaches maybe next weekend.

I ran away from home at 15 but was soon found by police. When my mother made it to the police station, she tore into me right there and I yelled to everyone, to anyone that would hear me, "Don't you see why I don't want to go home?" They thought it just teenage rebellion and sent me home with her anyway.

I got it worse that night, worse than I had ever gotten it. She told me she "brought me into this world and she would take me out of it". I have heard other parents say this to their children as a bit of a joke but she was serious.

I left at age 16 to move in with my father. (By this time my parents were divorced.) I told him everything that had hap-





pened all those many years and he cried long and hard and asked me to forgive him for being so blind.

I can never forgive her. She will continue to haunt my dreams and cast a shadow over my life. I will never forget.

## Unit 3: The World We Live and Learn In!

### 3.1. Facts about Canada: History, Geography and Culture

#### Your Language Portfolio: Listening

##### Wondering about Wonders

**Darren:** Hi, Don! It's good to see you. I'm so glad you're back. I missed you terribly while you were touring south. How was it?

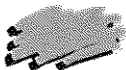
**Don:** It was a dream comes true: Niagara's fantastic voyage on the world-famous "Maid of the Mist" boat right at the bottom of the falls, cruising the Great Lakes, viewing Toronto and Buffalo from the observation deck of the Shylon Tower, to name but few attractions.

**Darren:** No wonder, Ontario is the most heavily visited region in the country. My parents took me to see the Canadian Horseshoe Falls a couple of years ago. How good they looked by day and by night, when colourful spotlights flickered across the misty foam. It was quite a spectacle.

**Don:** It still is, especially when you see hundreds of newly-weds there. It is said that Napoleon's brother rode from New Orleans in a stagecoach with his new bride to view the falls. It has been a honeymoon attraction ever since.

**Darren:** Wow, that sounds really good. I'll keep that in mind, just in case. Ha-ha. And did you by any chance visit Niagara-on-the-Lake?

- Don:** Do you mean the small attractive village, about 20 km down-stream from the Falls where the well-known George Bernard Shaw Festival takes place? I spent a weekend there and visited three theatres which performed the plays of this writer, including Victorian drama, musicals and mystery plays.
- Darren:** It's a nice place to see and to get a taste of former quiet times.
- Don:** So is the lake in Manitoba which I visited on my way back. It has the longest place-name in the country — Pekwachnamaykoskwaskwaypinwanik. Did you know that?
- Darren:** That's incredible! Enough letters to twist your tongue. How on earth did you remember that?
- Don:** I wrote it down and practised hard — I wanted to really surprise you!
- Daren:** You really did! Where does the name come from, I wonder?
- Don:** I was told that lots of geographical names in this province come from the Indian languages and are associated with natural sounds. For instance, in Lake Manitoba there is a strait where the water hits the limestone edges, making an odd echoing sound, associated by the native Indians with the Great Spirit ("Manito").
- Darren:** The world we live in! There is so much to wonder about in Canada. It's not surprising that Prime Minister Mackenzie King said, "...if some countries have too much history, we have too much geography."
- Don:** Exactly.



## 3.4. Going International: Communication Skills

### Your Language Portfolio: Listening

#### Connecting People

**Alan:** Hi, Denise, are you going to class?

**Denise:** No, I have a break this period. Do you want to get some coffee at the school cafeteria?

**Alan:** That sounds great! Let's go.

**Denise:** Alan, have you decided what you want to do after graduation?

**Alan:** Well, I have thought about it but I haven't made any concrete plans. Have you heard? They have started a study abroad programme for undergraduate students in McMaster University.

**Denise:** In Canada? Isn't it awesome? It will give students some exposure to the outside world and witness new things which are not taught in classes.

**Alan:** I thought I shouldn't miss my chance and applied for a two-semester student exchange. What do you think?

**Denise:** Wow, that's great! It will be an experience of a lifetime! That's where you'll learn how to cope and adapt to a novel living arrangement and place of study.

**Alan:** I bet I'll have to. If all goes well, I'll be going to Canada next fall. Any practical tips from you?

**Denise:** It sounds like you have everything figured out. Let me think ... My first piece of advice is to take notes. You will be surprised by how many experiences you will forget if you don't write them down.

**Alan:** And the second one?

**Denise:** Don't forget to explore everything you can. And if you have any hobbies or activities that you pursue at home, then try them abroad. That will let you meet more and more interesting people who will be your best memories of Canada's experience.

- Alan:** Thanks a lot. I appreciate it. What are your plans?
- Denise:** I'm considering staying in this country. There's no place like home, you know. I can apply to a proper Australian university, ANU, for instance.
- Alan:** Do you mean the Australian National University, which includes five Nobel laureates among its staff and alumni?
- Denise:** Exactly. What's the use of going international if study in Australia better prepares a student to work in today's global marketplace?
- Alan:** My father says so, too. But then he often adds that in some ways, he's the wrong person to ask about the benefits of study overseas.
- Denise:** Why not?
- Alan:** Though he spent all four years of college in residence, he regretted it so much that he decided to go overseas after he graduated. He had it in his head that a real education requires spending some time abroad, so I found a job in Korea and spent the next three years there.
- Denise:** So what?
- Alan:** It gave him a good chance to see the world from a different perspective.
- Denise:** And what do you think you might enjoy most in Canada?
- Alan:** Perhaps the greatest satisfaction from my two semesters in McMaster University could be the feeling that I will have actually accomplished something to connect people.
- Denise:** I'm sure you'll get the most out of your study abroad programme and learn about a foreign culture if you combine study and work.
- Alan:** That's a good idea! Thanks a lot!



### 3.5. Test Yourself

*Laura Crockett, Auckland, New Zealand*

#### Self Discovery and Stereotypes in New Zealand

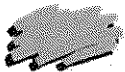
##### Part II

Even though I only have to earn C grades in order to receive credit for my classes in New Zealand, I find myself studying and working hard in my classes, which are called papers here, in order to do my personal best. Some students here work hard, but generally the students are more relaxed and less concerned about grades than students in the United States because they have other important things to do such as play sports and spend time with friends and family. One of my Kiwi friends in my organisational business classes complained about how he would have to miss his rugby game because of our final exam.

I have also learned that I am able to push myself to be more outgoing and try new things. Generally, I shy away from talking to new people and prefer to remain comfortable and safe. However, I realise that I can talk to new people and try extreme events that challenge me to overcome my apprehension. Slowly, I am able to overcome my fear of starting conversations with strangers. Friendly Kiwis make this easier and so New Zealand has been a great place for me to practice this skill.

I also went bungee jumping, something I was scared to do. Standing on the edge of a plank under the Auckland Harbour Bridge, I felt the swell of wind in my face as I gazed at the ocean below. My stomach twisted as the instructor counted down from three, signaling my jump. I amazed myself when I dove off the plank into thin air, trusting the cord attached to my ankle to stop me from plummeting into the water below.

After one month here in Auckland, I have learned more about myself than I could in an entire semester at home. This has been a great way to discover my strengths and weaknesses as a student and person. This experience has also opened my eyes to various worldviews by living in a new culture. I expect to grow and realise much more about myself, New Zealand, and the way in which cultural stereotypes dominate our global community.



## Unit 4: Art for Heart's Sake

### 4.1. A Wealth of Culture: the Arts

#### Your Language Portfolio: Listening

##### Greater Reality

There are many phenomena of folk art in Ukrainian culture, which make this culture unique and original among other cultures of the world — Kosiv ceramics, rugs from Podillya, embroidered towels and shirts created in all parts of Ukraine are among them. A place of honour among these artistic phenomena is taken by paintings created in the village of Petrykivka, in the land of Dnipropetrovshchyna.

Styles of painting similar to that of Petrykivka were once called "magic realism" or even "the greater realism" (a term coined by the prominent non-figurative artist Wassily Kandinsky) and are part of what is usually called "primitive folk art," though there is nothing really primitive in this art. "Primitive" artists usually have no formal art education and they create without any constraints of the "academic" rules of art.

The Petrykivka style of painting is a very poetic view of the world around us, or rather it is a world in itself, a world which is free to interpret the usual things in a very unusual manner.

Tradition has it that Petrykivka was founded by a group of Ukrainian Cossacks in the eighteenth century and it so happened that soon after its foundation, the village, for some mysterious reasons, began to attract people with artistic gifts who came to settle down there. It is difficult, or almost impossible to tell now what the very first paintings created in Petrykivka looked like, but we can make an educated guess basing our conclusions on the surviving paintings of more recent times, and on the art of Petrykivka of today.

As a matter of fact, thanks to the watercolours painted by Yevhenia Evenbakh in 1911 and 1913, we have a pretty good idea what the Petrykivka decorative paintings looked like in earlier times. In the interior, the stove (or rather, pich, which

in Ukrainian peasant houses served several purposes — for cooking food, for providing warmth in cold seasons, and for resting on it; the pich had a horizontal section like a large shelf, on which one could sleep), was particularly lavishly decorated.

Early decorative paintings in Petrykivka were mostly murals on the walls of the peasants' houses rather than easel paintings. The folk poetic interpretation of the surrounding world was and is at the basis of the Petrykivka paintings. Stylized flowers and guilder-rose are among the most popular motifs of the murals with even regular thistles and other weeds featuring rather prominently in the paintings.

In all likelihood, for a considerable length of time, paintings decorated only the walls before they began to be done on other materials — paper, wood panels or canvas. Mineral pigments were used for making paints and instead of brushes short lengths of reed stocks, twigs or even fingers were used to apply the paint onto the primed walls, the primer mostly being a thin layer of clay. Egg-based paints were used in later times to do paintings on paper.

Three colours were predominant — red, yellow (or yellow-green), and dark blue.

It would be wrong to assume that it was only in the village of Petrykivka that such painting flourished — decorative paintings of a very similar style could — and still can — be found in many other villages of Ukraine. The local styles differ in certain details but they all preserve a number of basic elements and features that makes it possible to recognise them as belonging to one and the same basic style, which was given the name of Petrykivka painting.

## 4.4. On Display: Communication Skills

### Your Language Portfolio: Listening

#### A Talk on Arts

**Ann:** Hey, Helen, you are beaming with joy. Have you got a lucky lottery ticket or something?

**Helen:** A good guess. I'm going to London with my parents for a week.

**Ann:** Wow! That's really great! I visited London last summer and I'm still under the impression — all those ancient castles, monuments and museums.

**Helen:** Now that you've mentioned museums, what museum of Fine Arts or a picture gallery will you recommend me to see?

**Ann:** I recognise my friend, a great admirer of Arts! London has a lot to offer even for those who are not particularly enthusiastic about pictorial art as I am. I remember, when our English teacher suggested me doing the National Gallery I thought it would be a drag... to follow joining crowds of tourists, following the guide, you know. But when I did go there I enjoyed every minute of my visit and got an unforgettable artistic experience.

**Helen:** That's amazing! You never showed much interest in classical art.

**Ann:** Right, I thought picture galleries good for elderly people. But I've changed my mind entirely. Now I believe that real works of art can provide an emotional outlet.

**Helen:** Glad to hear it. And what genre of painting were you impressed by?

**Ann:** Landscapes, I guess, I couldn't take my eyes off Gainsborough's masterpiece "Cornfield". The picture is painted in calm colours and evoked a nostalgic feeling in me. It reminded me of my native Ukraine. It was so poetic in tone and atmosphere. The guide said it was painted from nature

**Helen:** True, true. Great painters make us see and think a great deal more than the objects before us. But I like portraits and seascapes much more than landscapes. I visited Aivazovsky museum of Fine Arts last summer and saw wonderful seascapes there. Now I'd like to see portraits. By the way, next spring our language club is going to visit London.

**Ann:** Great! Then you should visit the portrait Gallery in London. I know that a professional artist shows the visi-





tors round the Gallery and gives lively interpretations of portraits. These guided tours are a dream.

**Helen:** Super! I'm burning with impatience to see everything with my own eyes.

## 4.5. Test Yourself

Aivazovsky often drew on history and Bible, including Gospel, for the subjects of paint.

"Amid the Waves" (1898) is one of Aivazovsky's summits. It was painted when the artist was 81 years old. It is a majestic and monumental image of the stormy Black Sea. The representation of the sea takes most of the canvas, in its upper portion is a narrow strip of stormy sky. The picture is cut diagonally by a silvery sun ray, which renders transparency to the water. The adopted illumination, which at the same time serves as an emotional effect, conveys atmosphere and air, saturated with moisture. Through the diagonal motif, the painting acquires dynamics and movement into the depth. The integrity of the landscape is achieved by the unity of its colouring, which is comprised of tones and shades of cool palette — from white on fine laces of waves to black of the sky. In this work Aivazovsky expressed freedom-loving ideas of his time, aspiration for dreams, light and sun.

Till the end of his life Aivazovsky was true to his art and destiny. He worked on his masterpiece "The Explosion of the Turkish Ship" (1900) on the last day of his life. The picture wasn't finished. He died at night on May 2 1900.

On his tomb, there is a white marble monument in the form of sarcophagus with engravings in Russian and Armenian: Professor Ivan Kostyantynovych Aivazovsky, 1817-1900. There is also a carved engraving in old Armenian: born a mere mortal, he left immortal memory behind himself.

By his deeds, Aivazovsky won the respect and love of his fellow-citizens. He took care of the development of his native land and province. He established a classic school, a library, an ar-

cheological museum and a picture gallery, which was the first in the South of Russia.

Aivazovsky opened an art school in Feodosia. He was a great philanthropist and constantly patronized the needy artists.

## Unit 5: Science and Technology

### 5.1. Scientific Discoveries: Science and History

#### Your Language Portfolio: Listening

##### A New Solar Plane

Switzerland's Solar Impulse solar plane has finally taken flight.

The first plane designed to fly day and night without fuel, the Solar Impulse HB-SIA lifted off for the first time on Thursday at 13:11 Swiss time, reported its promoters and co-founders Bertrand Piccard and Andre Borschberg. The plane took to the air from its home at Dubendorf Airfield, near Zurich, Switzerland, traveling 1 meter (3.2 feet) off the ground and landing successfully after flying 350 meters (1,148 feet).

The first flight of the Solar Impulse prototype evoked a huge wave of applause from its team, who had spent the past several weeks running ground tests to check acceleration, braking, and engine power. After those tests passed with flying colors, the word was given for pilot Markus Scherdel to man the plane for the test trip.

The flight came after years of research, testing, and labor to design and construct the Solar Impulse.

"This is the culmination of six years of intense work by a very experienced team of professionals," said Borschberg in a statement. "This first 'flea hop' successfully completes the first phase of Solar Impulse, confirming our technical choices."



As part of its initial test flight, the Solar Impulse's solar panels were not yet connected or used. Following this positive outcome, the plane is set to be dismantled and moved to an airfield at Payerne, almost two hours away. Early next year, the team plans to launch the Impulse on its first solar test flights, slowly increasing the distance each time until the craft is ready to take its first night flight using solar energy.

Though the Impulse is as wide as a Boeing 747, it weighs only around 1.7 tons. The 12,000 solar cells mounted on the wing are designed to provide renewal solar power to the plane's four electric motors. The solar panels also charge the craft's batteries by day, allowing it to fly at night.

For now, the team is basking in the success of this small but critical first step, yet is thinking of the future and the challenge ahead.

"For over 10 years now, I have dreamt of a solar aircraft capable of flying day and night without fuel — and promoting renewable energy," said Piccard in a statement. "Today, our plane took off and was airborne for the very first time. This is an unbelievable and unforgettable moment! On the other hand, I remain humble in the face of the difficult journey still to be accomplished — it's a long way between these initial tests and a circumnavigation of the world."

## 5.4. Science or Fiction: Communication Skills

### Your Language Portfolio: Listening

#### Science Fiction or a Reality?

**Ann:** Hey, Phil, you look so mysterious! Reading another science fiction book?

**Phil:** Poor guess. This time I'm reading about nanotechnology.

**Ann:** Nanotechnology? What's this?

**Phil:** It's the science of building tiny machines, so small that you cannot see them. Scientists agree that nanotechnology will change our lives in the future. Isn't it amazing?

**Ann:** You are an incredible dreamer, Phil. How can a tiny thing do such things?

**Phil:** Don't speak too soon! It goes further, much further than this. Remember science fiction film "Fantastic Voyage", in which an inventor develops a new way to cure diseases. Tiny robots, smaller than a virus are injected into a patient and travel around the body visiting different parts and repairing them.

**Ann:** This is just a fantasy!

**Phil:** So it is, but the reality of nanotechnology is not very different. It is said in this book, that scientists are already making nanorobots, which doctors might be able to inject into a patient and cure almost every disease. Just imagine — a completely healthy generation!

**Ann:** Incredible! But still it is only a prediction about the future. This new technology is like a wonderful dream. I know you are a great admirer of science fiction books and films and are crazy about flying cars, time travel, aliens and now nanorobots.

**Phil:** You are too prosaic, Ann. A lot of dreams have become a reality. Your granddad couldn't even think of spaceships flying to different planets, cosmonauts walking out into outer space, interplanetary stations, making various space experiments. These things seemed improbable at his time, as nanorobots to you now.

**Ann:** That's true. But in contrast with you, I don't believe in UFOs, aliens with red eyes and green skin. Maybe in a hundred year's time there will be other changes in the life of people, but today it's nothing but science fiction, and there's no analogy to it.

**Phil:** It's your way of looking at it. But I think science fiction can predict great scientific discoveries. Thousands of people say they've seen UFOs, some people even say they've met aliens! Though scientists haven't found any alien life or contacted any aliens yet but who knows, maybe our children will have friends from other planets in the future.



Ann: Ok, ok. Let's agree to differ. Science or fiction ... we'll wait and see.

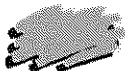
## 5.5. Test Yourself

The Pulitzer Prize is a U. S. award for achievements in newspaper and online journalism, literature and musical composition. It was established by Hungarian-American publisher Joseph Pulitzer and is administered by Columbia University in New York City. According to the administrators of the Pulitzer Prize the correct pronunciation of the name should sound like the verb *pull*, as in "Pull it, sir".

Prizes are awarded yearly in twenty-one categories. In twenty of these, each winner receives a certificate and a \$10,000 cash award. The winner in the public service category of the journalism competition is awarded a gold medal, which always goes to a newspaper, although an individual may be named in the citation.

The Pulitzer Prize does not automatically evaluate all applicable works in the media, but only those that have been entered with a \$50 entry fee (one per desired entry category). Entries must fit in at least one of the specific prize categories, and cannot simply gain entrance on the grounds of having general literary or compositional properties. Works can also only be entered into a maximum of two prize categories, regardless of their properties.

A few words about the history of the prize. The prize was established by Joseph Pulitzer, journalist and newspaper publisher, who founded the *St. Louis Post-Dispatch*, and bought the *New York World*. Pulitzer left money to Columbia University upon his death in 1911. A portion of his bequest was used to found the university's journalism school in 1912. The first Pulitzer Prizes were awarded June 4, 1917; they are now announced each April. Recipients are chosen by an independent board.



Among famous winners are the following people. Famous recipients of the Pulitzer Prize include President John F. Kennedy for Biography; Margaret Mitchell, Saul Bellow, Ernest Hemingway, Eudora Welty, Harper Lee, William Faulkner, and Toni Morrison for Fiction; Robert Frost for Poetry won 4 times; Roger Ebert for Criticism; and Tennessee Williams, Arthur Miller, Rodgers and Hammerstein.

## KEYS

### 1.5. Test Yourself

#### A.

1. like, take;
2. met, would ask;
3. would, join, knew;
4. will take, persuades;
5. catch, will cook;
6. finds, will have;
7. is, will lie;
8. were, would design;
9. want, come;
10. will win, train.

#### B.

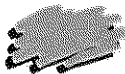
1. up;
2. at;
3. about;
4. away; from;
5. on;
6. off;
7. at;
8. up;
9. for;
10. against.

#### C.

1. able; 2. depend; 3. impressions; 4. noise; 5. meditative;
6. reasoning; 7. intoxication; 8. bitterness; 9. traveller;
10. magnetic.

#### D.

1. elderly; 2. dislikes; 3. surprise; 4. inveterate antipicnicker;
5. bathe; 6. willow trees; 7. cows; 8. surprise; 9. husband;
10. did nothing.



## 2.5. Test Yourself

A.

1. had planned; 2. had known, would have called; 3. would follow; 4. had, would resolve; 5. were, wouldn't have paid; 6. would have done, had known; 7. hadn't given up; 8. knew, had invited; 9. had wanted, would have come; 10. had gone, would have become.

B.

1. on; 2. of; 3. in; 4. to; 5. up; 6. of; 7. at; 8. on; 9. by; 10. in.

C.

1. marriage;
2. prosper;
3. communicate;
4. cares;
5. financial;
6. arrangement;
7. educational;
8. maintain;
9. partners;
10. responsibilities.

D.

1. True
2. False
3. False
4. False
5. True
6. True
7. False
8. False
9. False
10. True





### 3.5. Test Yourself

#### A.

1. may;
2. can;
3. need;
4. the;
5. an;
6. able;
7. have;
8. to;
9. will;
10. the.

#### B.

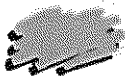
1. by; 2. up; 3. in; 4. in; 5. to; 6. in; 7. for; 8. off; 9. of;
10. from.

#### C.

1. differences;
2. pleasant;
3. driver;
4. required;
5. friendliness;
6. similarities;
7. evident;
8. casually;
9. visitors;
10. familiar.

#### D.

1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. True



9. True
10. True

## 4.5. Test Yourself

### A.

1. My dad said that he would go with me to the Art Museum.
2. Ben asked who had painted that picture.
3. Ann announced that if I joined that art studio she would be happy.
4. My little niece reminded me that I had to buy her a sketch book.
5. My friend asked me to be his guide and tell him about the paintings.
6. John recommended me to paint her portrait.
7. My teacher advised me to add more bright colours to the landscape.
8. Ann complained that the portrait didn't evoke any feelings in her.
9. My friend wondered what art style the painting belonged to.
10. He was interested to know how I could interpret the picture.

### B.

1. at, from;
2. in;
3. in;
4. in;
5. on, at;
6. on;
7. in;
8. with;
9. about;
10. in.



C.

tidiness; beautifully; noisy; impression; moveable; disordered;  
clearness; astonishing; concise; space; hurried; speed; silent.

D.

2, 3, 5, 6, 8, 9.

## 5.5. Test Yourself

A.

1. technological;
2. promising, scientific;
3. inventive;
4. contributed;
5. creativity;
6. contaminated;
7. accidental;
8. strongly.

B.

1. It's no use making changes.
2. We don't mind your joining our scientific society.
3. Prof. Johnson disliked our finishing experiments so early.
4. The scholar was aware of the scientists watching the experiment.
5. My scientific supervisor is for my designing this project.
6. The scientific board agreed on my getting the 1<sup>st</sup> prize.
7. My opponent was against (objected to) my making the report.
8. "I see no harm in students' discussing the problem", my teacher said.

C.

1 c; 2 a; 3 c; 4 d; 5 a; 6 a; 7 b; 8 c; 9 d; 10 c; 11 b; 12 a.

D.

1. a USA award; 2. Hungarian-American; 3. in New York city;
4. yearly; 5. 21 categories; 6. two; 7. April; 8. independent;
9. four; 10. 1917.

## GLOSSARY

### A

- abbreviation** — абрєвіатура, скорочєння  
**ability** — здібність, здатність  
**abseiling** — спускатися зі скєлі на мотузці; на плотах по воді  
**absurd** — безглуздий, абсурдний (на)  
**access** — доступ  
**accident** — випадок; випадковість; нещасний випадок  
**accompany** — супроводжувати; проводити  
**accuse (v)** — обвинувачувати; висувати обвинувачєння  
**achieve (v)** — досягати  
**acquaintance** — знайомий; знайомство  
**adjoining** — по сусідству, поряд  
**admit (v)** — допускати, приймати  
**advantage** — перевага  
**affect (v)** — впливати; діяти на  
**afford (v)** — мати змогу; дозволяти собі  
**alien** — інопланєтєянин  
**alone** — один (одна)  
**altitude** — висота  
**ambitious** — честолюбний (на)  
**amuse (v)** — бавити; розважати  
**annual** — щорічний, річний  
**anticlimax** — розв'язка  
**ape** — мавпа  
**apologize (v)** — вибачатися  
**applause** — оплески  
**appreciate (v)** — оцінювати  
**approach** — підхід  
**appropriate** — підходящий (а)  
**approval** — схвалення  
**argue (v)** — сперечатися  
**arrange (v)** — організувати, приводити до ладу  
**artificial** — штучний  
**artist** — художник  
**ash** — зола, попіл

assist (*v*) — допомагати, сприяти  
 assurance — запевнення, гарантія  
 astronaut — астронавт, космонавт  
 attendance — відвідування  
 attendant — особа, що супроводжує; сунутик  
 automatic — автоматичний  
 available — доступний, досяжний  
 avoid (*v*) — уникати, ухилятися  
 award — нагорода  
 awe — благоговійний страх

## B

background — задній план, фон  
 backpack (*v, n*) — нести рюкзак за спиною, рюкзак  
 badge — значок  
 ballpoint — шарикова ручка  
 banner — прапор; стяг; знамено  
 barbaric — варварський  
 barrier — бар'єр  
 basic — основний (на)  
 beer — пиво  
 beforehand — заздалегідь, наперед  
 behaviour — поведінка  
 belief — віра  
 benefit — користь; вигода  
 bet (*n, v*) — заклад, парі; битися об заклад  
 birch — береза  
 bitter — гіркий  
 blame (*v, n*) — обвинувачувати; догана  
 blanket — шерстяна (вовняна) ковдра  
 blend (*v*) — змішувати(ся); виготовляти суміш  
 blind — сліпий  
 blood — кров  
 boast (*n, v*) — хвастоці; хвастати, хвалитися, чванитися  
 brain — мозок  
 brains — розумові здібності  
 brake — гальмо

**branch** — гілка; галузь  
**brehtaking** — захоплюючий  
**bridge** — міст  
**brief** — короткий, стислий  
**brilliant** — блискучий  
**broadcast (v)** — передавати по радіо (по телебаченню)  
**brush** — щітка  
**bucket** — відро  
**bug** — жук  
**bulb** — лампочка

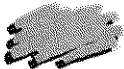
## C

**calculator** — калькулятор  
**camera** — фотоапарат  
**canvas** — полотно  
**capture (v)** — схопити  
**carve (v)** — вирізати  
**castle** — замок  
**cell** — клітка  
**ceramics** — кераміка  
**chaotic** — хаотичний (а)  
**cheerful** — веселий  
**chemical** — хімічний  
**chronological** — хронологічний (на)  
**citizen** — житель  
**clay** — глина  
**cloak** — плащ, накидка  
**coexist (v)** — співіснувати  
**colleague** — колега  
**complicated** — важкий  
**composure** — самовладання  
**conceal (v)** — приховувати  
**confess** — зізнаватися; визнавати  
**confident** — впевнений  
**confirm (v)** — підтверджувати  
**confront (v)** — зіштовхуватися  
**conscious** — що усвідомлює

.....  
**consequence** — наслідок  
**console** (*v*) — успадковувати  
**contamination** — радіоактивне забруднення  
**contemporary** — сучасний (*a*)  
**conventional** — умовний, домовлений, обумовлений  
**convey** (*v*) — передавати  
**corduroys** — вельветові штани  
**corruption** — розбещеність, моральний розлад  
**crawl** (*v*) — повзти  
**crucial** — вирішальний  
**culmination** — кульмінаційний момент; найвища точка  
**cure** — лікування  
**curious** — цікавий; допитливий; жадібний до знання  
**customer** — покупець

## D

**damage** — пошкодження  
**dampen** (*v*) — погіршувати, псувати  
**data** — інформація, факти  
**debt** — борг  
**decipher** (*v*) — розшифровувати  
**decisive** — рішучий  
**decrease** (*v*) — зменшувати  
**deepen** (*v*) — заглиблювати (*ся*)  
**defeat** — поразка  
**definition** — визначення  
**delicate** — ніжний  
**delicious** — смачний  
**depict** (*v*) — зображувати  
**depth** — глибина  
**derivative** — похідний  
**descend** (*v*) — спускатися; сходити (вниз); знижуватися  
**desert** (*n, adj*) — пустеля; віддалений  
**destroy** (*v*) — знищувати  
**diary** — щоденник  
**dignity** — гідність; почуття власної гідності  
**disaster** — лихо; катастрофа

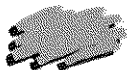


**discount** — знижка  
**discrepancy** — невідповідність  
**disease** — хвороба  
**dishwasher** — посудомийна машина  
**dispute** (*v, n*) — сперечатися; диспут, дискусія, дебати  
**disrupt** (*v*) — переривати  
**distinguish** (*v*) — розрізнити  
**distribution** — розподіл  
**dot** — крапка  
**drizzle** (*v, n*) — мрячити; дрібний дощ, мряка  
**dull** — нудний  
**duty** — обов'язок

**E**

**easel** — мольберт  
**eccentric** — ексцентричний  
**echo** — ехо  
**eco-club** — екологічний клуб  
**educate** (*v*) — виховувати  
**elbow** — лікоть  
**embrace** (*v*) — обіймати  
**embroider** (*v*) — вишивати  
**emphasise** (*v*) — підкреслювати  
**enemy** — ворог  
**engine** — мотор  
**enlarge** (*v*) — збільшувати  
**enormous** — величезний (*a*)  
**enough** — достатній (*ня*)  
**entertainment** — розвага  
**enumeration** — перерахунок  
**environment** — довкілля  
**epoch** — епоха  
**equipment** — устаткування, обладнання  
**era** — ера  
**error** — помилка  
**essential** — головний, невід'ємний  
**ethnicity** — етнічність





**evidence** — доказ  
**evil** — зло, злий  
**evoke** (*v*) — викликати  
**evolve** (*v*) — змінюватися з часом  
**exact** — точний; акуратний  
**exhibition** — виставка  
**expansion** — розширення  
**expedition** — експедиція  
**explode** (*v*) — висаджувати в повітря, вибухати  
**expose** (*v*) — виставляти, показувати  
**extract** — уривок  
**extremely** — надзвичайно, вкрай

## F

**faithful** — вірний  
**fallout** — викиди  
**false** — фальшивий (а)  
**familiar** — знайомий (а)  
**fancy** (*n, v*) — уява, фантазія; уявляти собі  
**fascinating** — чарівний, захоплюючий  
**favourable** — сприятливий  
**fear** — страх  
**feasible** — можливий, імовірний  
**feature** — риса, ознака  
**feed** (*v*) — годувати  
**feed-back** — віддача  
**fishing rod** — вудка  
**fitness** — придатність; відповідність  
**flame** — полум'я  
**flashlight** — ручний електричний ліхтар  
**flood** — повінь  
**flourish** (*v*) — процвітати  
**flu(e)** — грип  
**foal** — жеребець  
**folklore** — фольклор  
**forerunner** — попередник  
**frequent** (*v*) — часто відвідувати



**fuel** — паливо  
**funeral** — похорони

## G

**gap** — пролом, провал; щілина  
**garbage** — сміття  
**gasp** (*v, n*) — зітхати; важко дихати; утруднене дихання  
**gate** — ворота  
**gaze** (*v, n*) — пильно дивитися (на — at, on); вдивлятися;  
пильний погляд  
**gazebo** — альтанка (в саду)  
**generation** — покоління  
**generosity** — щедрість  
**genius** — геній  
**genre** — жанр  
**gentle** — м'який  
**gesture** — жест  
**ghastly** — страшний, жахливий  
**glory** — слава  
**glue** (*v, n*) — клеїти, клей  
**goal** — ціль  
**gorgeous** — пишний, розкішний  
**governmental** — урядовий (а)  
**gradually** — поступово  
**graduate** — випускник вищого навчального закладу  
**gratitude** — вдячність  
**greed** — жадібність  
**greet** (*v*) — вітати  
**groom** (*v*) — доглядати коня  
**grumble** (*v*) — бурчати; скаржитися, жалітися  
**gun** — вогнепальна зброя; рушниця

## H

**harmless** — нешкідливий  
**havoc** — спустошення, руйнування  
**hawk** — сокіл; яструб

.....

**hazard** (*n*) — загроза, небезпека  
**heat** — спека  
**hedge** (*n*) — огорожа з живих рослин  
**helmet** — шолом  
**herbal** — трав'яний (*a*)  
**hesitate** (*v*) — вагатися  
**hieroglyph** — ієрогліф  
**highlight** — основний момент, головне  
**hiking** — похід  
**hint** (*v, n*) — натякати, натяк  
**hole** — діра, дірка; отвір  
**horizon** — горизонт  
**hornet** — шершень  
**housewife** — домогосподарка  
**hue** — відтінок  
**huge** — величезний (*na*)  
**humble** — скромний  
**humidity** — вологість  
**humiliate** (*v*) — принижувати  
**hymn** — гімн

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**icon** — ікона  
**identify** (*v*) — визначати  
**ignorance** — неучтво, неосвіченість  
**image** — образ  
**immortal** — вічний  
**impatience** — нетерпіння  
**implement** (*v*) — виконувати; здійснювати  
**improbable** — неймовірний, неправдоподібний  
**improve** (*v*) — покращувати  
**impulse** — імпульс  
**include** (*v*) — включати  
**income** — дохід  
**incredible** — неймовірний (*a*)  
**infection** — інфекція  
**influence** (*v, n*) — впливати, вплив

**injection** — укол, ін'екція  
**innovation** — інновація  
**inquire (v)** — питати, розпитувати  
**insist (v)** — наполягати  
**inspire (v)** — надихати  
**install (v)** — встановлювати, проводити, монтувати  
**intellectual** — інтелектуальний  
**intend (v)** — мати намір; збиратися  
**interfere (v)** — втручатися  
**investigate (v)** — досліджувати  
**inveterate** — запеклий; закоренілий

## J

**jacket** — жакет  
**jar (v)** — завважати, дратувати  
**jelly-fish** — медуза  
**jewellery** — дорогоцінності, коштовності  
**Jewish** — єврейський  
**joyous** — весела (ий)  
**judgement** — судження  
**jumper** — стрибун, джампер  
**jungle** — джунглі  
**justice** — справедливість

## K

**kernel** — ядро горіха; зернятко  
**kidney** — нирка  
**kindergarten** — дитячий садок  
**knight** — лицар  
**knitted** — в'язаний  
**knock (v, n)** — стукати, стук  
**knot (v, n)** — в'язати вузол, вузол  
**knowledge** — знання

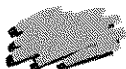
## L

**labour** — праця

- lack (*v, n*) — не вистачати, нестача, брак; відсутність  
 landscape — пейзаж  
 laureate(s) — лауреат  
 law — закон  
 lawyer — адвокат  
 layer — шар, пласт  
 leadership — лідерство  
 leaflet — листівка  
 leak (*n, v*) — теча; витік; пропускати рідину, давати течу  
 leisure — дозвілля  
 level — рівень  
 license — ліцензія; свідоцтво; патент; дозвіл  
 life-belt — рятувальний пояс  
 lightning — блискавка  
 like-minded people — однаково мислячі; що дотримуються  
 такої самої думки  
 limit (*v, n*) — обмежувати; ставити обмеження; межа, рубіж  
 limp (*v*) — шкутильгати  
 link (*v, n*) — з'єднувати, ланка  
 lip — губа  
 liquid — рідина  
 load — вантаж  
 loan — позика  
 loath (*v*) — не любити, сварити  
 local — місцевий  
 lonely — самотній  
 long-term — довготривалий  
 loop — петля  
 loose — просторий (великий за розміром)  
 loss — втрата  
 luxurious — шикарний (на)

## M

- magnet — магніт  
 majestic — величний (а)  
 majority — більшість  
 mapping — читання карти



- marble — мармур  
mare — кобила  
marine — морський  
marshy — болотистий (а)  
martyr — мученик  
masterpiece — шедевр  
matinee — денний сеанс у кіно  
mature — зрілий  
meadow — луг, поляна  
measure (v, n) — вимірювати, межа  
medieval — середньовічний  
melt (v) — танути  
membership — членство  
memorable — пам'ятний (а)  
mental — розумовий  
merge (to) (v) — провикати, зливатися  
merit — заслуга  
microwave — мікрохвильова піч  
military — військовий (а)  
milk (v, n) — доїти корову; молоко  
miracle — чудо  
mist — туман  
moisture — вологість, вогкість  
mood — настрої  
motto — девіз  
mud — бруд  
multitude — безліч, велика кількість  
mystery — таємниця, загадка

## N

- naïve — наївний  
narrow — вузький (ка)  
neat — акуратний  
necessary — необхідний  
neck — шия  
needlework — шиття; шитво, вишивання  
needy — нужденний; бідний

- negligence** — недбалість; халатність  
**negotiate (v)** — вести переговори  
**neighbourhood** — сусідство  
**nest** — гніздо  
**nevertheless** — незважаючи на; однак; проте, все-таки; хай  
 там як  
**newlyweds** — молодята  
**nightingale** — соловей  
**nightmare** — кошмар  
**nobility** — дворянство  
**nonsense** — дурниця, нісенітниця  
**noticeable** — гідний уваги  
**notorious** — загальновідомий (ма)  
**novel** — роман  
**nuclear** — ядерний (на)  
**numerous** — численний  
**nun** — монахиня  
**nurse** — медсестра  
**nursery** — дитяча кімната



- oath** — клятва  
**obey (v)** — слухатися, коритися, підкорятися  
**object (v)** — протестувати  
**obnoxious** — неприємний, противний, нестерпний, огидний  
**observer** — спостерігач, спостережник  
**obsession** — нав'язлива ідея  
**obtain (v)** — одержувати; діставати; здобувати  
**obvious** — очевидний, явний  
**occasionally** — зрідка; час від часу; іноді  
**oil** — нафта  
**opponent** — опонент; противник  
**option** — вибір;  
**orchestra** — оркестр  
**originate (v)** — давати початок, породжувати; створювати  
**orphan** — сирота  
**otherwise** — інакше, по-іншому, в інший спосіб

**outcome** — наслідок, результат, підсумок  
**outgrow** (*v*) — переростати  
**outing** — прогулянка за межі міста; пікнік; екскурсія  
**outstanding** — видатний, знаменитий  
**overwhelming** — переважаючий  
**ow** — сова  
**oxygen** — кисень

## P

**pale** — блідий  
**parable** — притча; алегорія  
**parcel** — посилка, пакет  
**participate** (*v*) — брати участь  
**passion** — пристрасть  
**pasture** — пасовище, вигін  
**peasant** — селянин  
**pendulum** — маятник  
**persuade** (*v*) — умовляти, переконувати  
**phrase** — фраза  
**pipe** — люлька  
**pledge** — клятва, обіцянка  
**polymath** — поліглот  
**poppy** — мак  
**portray** (*v*) — зображувати  
**posthumously** — помертньо  
**pottery** — гончарна справа  
**pray** (*v, n*) — молитися; молитва  
**precise** — точний; певний  
**predecessor** — попередник  
**predominant** — що переважає; панівний  
**preference** — перевага  
**premises** — територія  
**preserve** (*v*) — берегти, охороняти  
**pressure** — тиск  
**prestigious** — престижний (на)  
**previous** — попередній  
**pride** — гордість



**principal** — головний, основний  
**prodigal** — блудний  
**profound** — повний; абсолютний, проникливий  
**psychologist** — психолог  
**pure** — чистий (та)  
**purity** — чистота  
**purpose** — цілеспрямованість; мета; успіх

## Q

**quality** — якість  
**quip** — саркастичне зауваження; шпилька  
**quiet** — спокійний; тихий  
**qualification** — кваліфікація  
**quote** (*v, n*) — цитувати; посилатися (на когось); цитата  
**questionnaire** — запитальник, анкета  
**queen** — королева  
**quarrel** (*n, v*) — сварка, лайка; сваритися  
**queue** — черга, хвіст

## R

**rare** — рідкий  
**rave** (*v*) — марити, говорити безладно  
**rebel** (*v, n*) — повставати, повстанець  
**recipe** — рецепт  
**reed** — очерет; зарослі очерету  
**reflect** (*v*) — відбивати (тепло, звук, світло)  
**refreshing** — освіжаючий  
**refuge** — притулок, сховище  
**refuse** (*v*) — відмовляти (ся)  
**region** — область, регіон  
**regret** (*v, n*) — жалкувати, шкодувати; жаль, смуток, горе  
**reject** (*v*) — відкидати, відхиляти; відмовляти  
**relate** (*v*) — належати  
**relatively** — стосовно, з приводу  
**release** (*v, n*) — звільняти, визволяти, викид  
**relief** — полегшення

- remarkable — чудовий, дивовижний  
 remind (*v*) — нагадувати  
 remote — віддалений  
 renew (*v*) — робити новим, поновлювати; замінити новим  
 renowned — славетний, знаменитий, відомий  
 representative — уповноважений; делегат  
 reputation — репутація  
 request — прохання  
 requirement — вимога; необхідна умова  
 research (*n, v*) — наукове дослідження; вивчення; дослідницька робота; досліджувати, займатися дослідженнями  
 resistance — опір, протидія  
 responsible — відповідальний (*a*)  
 restore (*v*) — відновлювати (*ся*)  
 revelation — викриття, розкриття  
 revolutionary — революційний  
 rhythm — ритм  
 rigid — жорсткий, твердий; цупкий  
 ripe — стиглий, спідий  
 ritual — ритуал  
 road — дорога  
 rock — скеля  
 root — корінь  
 rough — грубий  
 routine — рутинна  
 rule — правило

## S

- saddle — сідло  
 safety pins — булавки  
 sample — зразок; приклад  
 satellite — штучний супутник землі  
 scholar — вчений  
 scold (*v*) — лаяти, сварити(*ся*)  
 scream (*v, n*) — пронизливо кричати, репетувати; верещати; крик; зойк; вереск

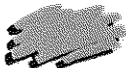
- scruffy** — неохайний  
**search** (*v, n*) — розшукувати; пошуки, розшук  
**seascape** — морський пейзаж  
**seek** (*v*) — шукати  
**senior** — старший  
**sense** (*v, n*) — відчувати, почувати; почуття  
**sensitivity** — почуття  
**sew** (*v*) — шити  
**shade** — тінь  
**shelter** — притулок; захисток  
**shower** — гроза  
**shriek** (*v, n*) — пронизливо кричати; вищати, верещати;  
 пронизливий крик; вереск; вищання  
**shrimp** — креветка  
**shrine** — святиня; місце поклоніння  
**shuttle** — космічний корабель  
**significance** — значення  
**similar** — схожий, подібний  
**sketch** — ескіз  
**slogan** — девіз  
**smallpox** — віспа  
**solar** — сонячний (а)  
**solemn** — урочистий  
**source** — джерело; криниця  
**space** — космос  
**spaceship** — міжпланетний космічний корабель  
**spectacular** — ефектний; імпазантний  
**speech** — мова, мовлення; мовна діяльність  
**splendour** — блиск, мерехтіння  
**spoil** (*v*) — псувати  
**still-life** — натюрморт  
**stove** — піч  
**stretch** (*v*) — розтягувати(ся); витягувати(ся)  
**strike for** (*v*) — прагнути до  
**stubborn** — упертий  
**sublime** — божественний (а)  
**successor** — наступник; спадкоємець



sunflower — соняшник  
superb — чудовий (а)  
supposition — припущення, здогад  
surgeon — хірург  
surrender (v) — оточувати  
survive (v) — переживати (щось, когось)  
swan — лебідь  
swap (v) — міняти  
sweetheart — коханий, кохана  
synthesis — синтез

## T

tattoo — татуювання  
term — термін  
terror — жах, страх  
theme — тема  
theory — теорія  
thesis — теза  
thirst — спрага  
thistle — будяк, чортополох  
threaten (v) — погрожувати, загрожувати  
throughout — протягом, упродовж  
tide — морський приплив і відплив  
tidy — акуратний  
tie — краватка  
tight — щільний, компактний  
toaster — тостер  
tomb — гробниця; склеп  
toothpaste — зубна паста  
torture — катування, тортури  
tot — маля, малюк  
tower — башта, вежа  
trace — слід  
transparent — прозорий  
treasure — скарб  
treat — задоволення  
treatment — ставлення, поводження



- trend** — напрям  
**trumpet** — труба (музичний інструмент)  
**trust** (*v, n*) — довіряти, довіра  
**turtle** — черепаха  
**twist** (*v*) — крутити, скручувати

**U**

- ugly** — потворний; огидний  
**ultimate** — останній, основний (а)  
**ultrasound** — ультразвук  
**umbrella** — парасолька  
**unbending** — що не гнеться  
**underline** (*v*) — підкреслювати  
**undoubtedly** — безперечно, безсумнівно  
**uniform** — форма  
**unique** — унікальний; єдиний у своєму роді  
**unity** — єдність  
**universal** — загальноприйнятий (а)  
**unless** — якщо не; крім, за винятком  
**unlike** — не схожий на; не такий, як; на відміну від  
**unpredictable** — непередбачений  
**unsurpassed** — неперевершений  
**upgrade** (*v*) — удосконалювати  
**upper** — верхній  
**up-to-date** — сучасний (а)

**V**

- vaccination** — щеплення, вакцинація  
**vacuum cleaner** — пылесос  
**vague** — невизначений, невиразний  
**valuable** — цінний (а)  
**van** — мікроавтобус  
**vanguard** — авангард  
**vapour** — пара  
**various** — різноманітний (а)  
**vehicle** — засіб пересування

- verb** — дієслово  
**version** — версія  
**vice** — порок, зло  
**vice versa** — навпаки  
**victim** — жертва  
**view** — вид  
**violent** — жорстокий  
**violin** — скрипка  
**virtue** — добродіє  
**virtuoso** — віртуоз  
**virus** — вірус  
**visible** — видимий (а)  
**visual** — зоровий (а)  
**vital** — життєвий  
**vitality** — життєздатність, життєвість  
**vivid** — яскравий, образний  
**volunteer** — доброволець, волонтер  
**vote (v, n)** — голосувати, голос  
**vow (v)** — давати обітницю

## W

- warn (v)** — попереджувати  
**watercolour** — акварельна фарба  
**wave** — хвиля  
**wealth** — багатство  
**wear (v)** — носити  
**weed** — бур'ян  
**weight** — вага  
**welcome (v)** — вітати  
**welding** — зварювання  
**well** — криниця  
**well-loved** — улюблений  
**western** — ковбойський фільм, вестерн  
**whim** — примха, забаганка  
**whip (v, n)** — шмагати батоном, батіг  
**wild** — дикий (дика)  
**willow tree** — верба

wing — крило  
wireless — радіоприймач  
wisdom — мудрість  
wizard — чарівник  
worship (*v*) — обожнювати  
worthwhile — вартий; що дає результат

**X**

x-mas (=Christmas) — Різдво  
x-ray — рентген

**Y**

yacht — яхта  
yawn (*v*) — позіхати  
yell (*v*) — голосно кричати  
youth — молодь

**Z**

zeal — завзятість, старанність  
zero — нуль  
zinc — цинк  
zone — зона