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Чорноморський національний університет імені Петра Могили

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# **E-MIND**

Посібник

*з англійської мови*

*для студентів філологічних спеціальностей*



Миколаїв – 2026

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Посібник з англійської мови для студентів філологічних спеціальностей “E-Mind” призначений для студентів, а також для всіх, хто прагне підвищити рівень володіння англійською мовою. Посібник орієнтований на практику усного та писемного мовлення й побудований на основі комунікативного підходу та сучасних методик викладання іноземних мов. Видання повністю ґрунтується на автентичних матеріалах сучасного англомовного медіапростору (тексти, подкасти, радіо- та відеофрагменти) і містить 100% оригінальні вправи, спрямовані на розвиток іншомовної комунікативної компетенції. Структура посібника відповідає рекомендаціям Британської Ради для другого року навчання у закладах вищої освіти та охоплює вісім тематичних розділів, доповнених лексичним мінімумом, завданнями для парної й групової роботи, а також елементами проектної діяльності та цифрового навчання, що робить його ефективним як для аудиторної, так і для самостійної роботи студентів.

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# Unit 1. LEISURE

*"If man is to be liberated to enjoy more leisure, he must also be prepared to enjoy this leisure fully and creatively."  
Eleanor Roosevelt,  
This is My Story*

## VOCABULARY AND SPEAKING

1. Look at the list of activities and choose 10 that you enjoy doing at the weekend most of all. Speak with a partner using the expressions in the box and compare your lists. Do you share any activities?

### Expressing likes:

- I like...
- I love...
- I adore...
- I'm crazy about...
- I'm mad about...
- I enjoy...
- I'm keen on...
- I'm fond of...
- I don't mind...
- I fancy...
- I prefer ... to ...

### Expressing Indifference

- It doesn't matter to me.
- I couldn't care less.
- I don't care.
- It's all the same to me.
- It makes no difference to me.

### Expressing dislikes:

- I don't like...
- I dislike...
- I hate...
- I abhor...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...
- I can't put up with...
- I'm sick of...
- ... make(s) me mad.
- ... drive(s) me crazy.
- ... annoy(s) me.

- collecting
- cooking
- dancing
- doing jigsaw puzzles
- drawing
- eating out
- exercising/playing a sport/doing yoga
- fishing
- gardening
- going dancing
- going on a picnic
- going out/downtown
- going shopping
- going to a ball game/match
- going to a concert
- going to an amusement park
- going to the beach/seaside
- going to the cinema/theatre/museum/art gallery
- going to the park



- going to the zoo
- having a party
- listening to music
- painting
- playing a musical instrument
- playing board games
- playing cards/dice
- playing chess/ draughts (checkers)
- playing computer games/video games
- practising arts and crafts
- reading
- rollerblading
- sculpting
- singing
- surfing the internet
- taking photographs
- visiting friends/socializing/hanging out
- watching a movie
- writing a diary



2. How do you spend your free time? Write a list of things you do at leisure weekly into three columns: always/almost always; often/usually; seldom/sometimes. Are there any activities you would like to practice more often?

always/almost always

often/usually

seldom/sometimes

- ◆
- ◆
- ◆
- ◆

- ◆
- ◆
- ◆
- ◆

- ◆
- ◆
- ◆
- ◆

**3. Using Wordlist on p.191, complete each sentence with one word:**

1. I got \_\_\_\_\_ in fishing when I was 10 years old.
2. My mother is \_\_\_\_\_ about watching soap operas – she can't live a day without them.
3. Being a schoolgirl Rachel \_\_\_\_\_ up photography.
4. My best friend is \_\_\_\_\_ on reading novels about vampires.
5. Since childhood he \_\_\_\_\_ a lot of hobbies for other ones.
6. Tina is \_\_\_\_\_ of painting, and, I must confess, she does it professionally.
7. I \_\_\_\_\_ collecting model cars since I have no place to keep them.
8. Tim \_\_\_\_\_ on doing jigsaw puzzles as his new hobby.
9. I don't \_\_\_\_\_ jazz music, but I won't go to this concert – it's too expensive.
10. My sister can't \_\_\_\_\_ cats – she crosses the street whenever she sees one.

*To start/ to take up a hobby*  
*To get involved/ to get interested in*  
*To choose/ to decide on a hobby*  
*To change one hobby for another*  
*To give up/ to drop a hobby*

**4. Paraphrase the sentences using the word given in brackets. Consult the list of expressions in exercise 1.**

1. I hate this song – please turn it off! (STAND)
2. I think reggae music is OK. (MIND)
3. They'd rather go fishing than hunting. (PREFER)
4. Erica enjoys writing poems. (KEEN)
5. Their father is interested in science fiction. (FOND)
6. They hate going shopping. (BEAR)



**!!! When you have something in common with another person, you can use expressions like “So (do/ am/ etc.) I” or “Neither (do/ am/ etc.) I”.**

**5. Using “So (do/ am/ etc.) I” or “Neither (do/ am/ etc.) I”, agree with the following sentences:**

1. I detest vacuuming!
2. I can't stand people who brag about the fact that they have too many hobbies.
3. I've given up sports entirely.
4. I adore his style of painting.
5. I haven't decided on a new hobby yet.
6. I'm crazy about the Rolling Stones!
7. I didn't use to be fond of embroidering at school.
8. Fishing is boring for me - I can't bear it.
9. I'm not keen on collecting stamps any more.
10. I didn't enjoy playing draughts till last year.

**6. With a partner discuss the hobbies that people in your family/ your friends have. Are there any unusual/ strange ones? Report to the whole group.**

**7. Competition: Using active vocabulary from the unit, talk about your hobby (or hobbies) and the story how you took it up for 1 minute. The person who uses the most number of new expressions from the unit wins.**

# READING AND VOCABULARY

## 8. Skim through the text and match the paragraphs with their headings.

### How to Fill Your Free Time With Useful Things

Edited by Karm, Flickety, Ellen Etc., Nicole Willson and 39 others

abstracts

Lots of free time might come about through change of lifestyle, retirement, career changes, having your kids leave home, or graduating from school or college. Filling your free time with useful pursuits is a way of increasing your creativity, energy, enthusiasm, and sense of fulfillment from life. Using free time productively can help you to overcome the inability to relax because you're scared of "just doing nothing". And ultimately, using free time in a way that feels beneficial to you will ensure that you **feel well-rounded**, engaged fully in life, and very much a productive human being. In this article, you'll have the chance to explore various ways of filling your free time with useful and fulfilling activities.



- a. Focus on your spirituality.
- b. Get friendly.
- c. Turn cooking and gardening into joys instead of chores.
- d. Learn for the sake of learning.
- e. Indulge your hobby or pastime.
- f. Make a plan for your free time.
- g. Guard your free time from unnecessary stressors.
- h. Change your approach to media usage.
- i. Expand your comfort zone.

3. \_\_\_\_\_  
A great way to use free time usefully is to discover new things. By stepping beyond your usual comfort zone, your free time becomes a journey of self-discovery and helps you to grow. Moreover, it helps you to stay interested by sparking your curiosity and broadening your awareness. Try new things that you've always wanted to try but made excuses for not doing. Write down the things that excite and energize you. Consider some of the following hobbies that you can get started on your own: teaching yourself a new computer programming language, learning a new foreign language, writing a book/short story/play, making jewelry, graphic designing, amateur photography, learning a new type of dancing (pole dancing, belly dancing, zumba, tap, jazz, etc.), cooking, baking, or teaching private classes on something you already love doing.



1. \_\_\_\_\_  
Free time will only become useful to you if you've focused on how you'd like to use it. Simply expecting free time to turn productive, creative, or fulfilling won't bring it about because you haven't thought about the process needed to fill that time effectively.

2. \_\_\_\_\_  
If you want your free time to be truly useful, don't allow non-free time things to bleed into it. The reason for this is that your free time is needed to refresh you and improve your energy, your creativity, and your sense of self. If you let the usual mundane activities of everyday life creep into your free time under the pretense of being "useful", you won't gain anything from your free time and you will have very loose boundaries between free time and the rest of your time. Some of the things that it is suggested you *don't* do during free time include your usual work or chores, answering emails and voice messages, watching TV, constant action (free time needs to include some spaces for daydreaming and reflection), and playing with electronics if you tend to lose your sense of time with "gamer brain".



4.

Turn off the TV and **leave it out of** your free time. Think about creative ways to use media in your free time instead. The Internet can provide you with ample opportunities for creating informative messages that you'd like to share with the world. How about taking a video that highlights something you're passionate or concerned about, and then setting it free on YouTube? Or perhaps you can write some poems or short stories, and add them to an online portfolio. Or if you're passionate about fashion, piece together some eye-catching pieces, find a model, and create your own fashion blog. Maybe music is more your thing and you'd like to compose a song and share it with people online.

5.

School, college, university, and continued learning on-the-job are usually focused on getting us into gainful employment. Sometimes learning for the sake of learning is lost underneath all the deadlines, necessities for grades, and fears of keeping jobs. Learning within free time can be free of these constrictions and can be completely different from our chosen professional path in life, free from the usual reason of honing skills to a specific job or promotion. Always fancied yourself getting involved in archaeology, ballroom dancing, jewelry making, wilderness first aid, or hang-gliding? This type of learning may be beneficial because it increases your ability to understand the world better. It also allows you to **"think outside the box"** and come up with new, creative solutions to your everyday activities.

6.



Free time is an excuse to get fully involved in doing something that you consider to be a hobby or pastime. Hobbies are useful because they give you the opportunity to expand knowledge, improve skills, and to be focused, diligent, and switched on. Be sure to reach out to others in the same hobby so that you can connect, share ideas, and brag. This is one area where showing off now and then does no harm provided it's all in good fun and you return the favor by complimenting the efforts of others in your hobby, too. Even within one hobby, there are many roads to take to keep yourself occupied. For example, art and craft is filled with ideas for possible hobby angles; within painting alone you could investigate acrylics, enamel, encaustic (wax), frescos, gouache, inks, oils, heat-set oils, water miscible oils, pastels and dry pastels, oil pastels, pastel pencils, spray paint graffiti, tempera, watercolor, sketching.

7.

These two activities can be a burden or a major source of therapeutic unwinding and inner joy; it really depends on how you approach them. Giving yourself free time to explore them will open up the possibilities for seeing them as useful and enjoyable things to do in place of a chore.



8.

Free time is the perfect time for all things spiritual, because you give yourself the space to unwind, reflect, and think about the bigger picture and life's purpose.



Learn to meditate. Sit quietly for 20 minutes and breathe naturally. Count your breaths, up to 10, then start over again. The idea is to have something on which to focus, so that you stay holistically present and don't drift off mentally (which you will tend to do, by the way!).

9.

Finally, but most importantly, don't hide yourself away all the time when it comes to free time. Reach out to others and spend time with people you care about. Schedule regular get-togethers with friends, hang out spontaneously now and then, and catch up with family members you haven't seen for a while to see how they're doing. Even if you're not keen on spending a lot of time socializing, build at least a small amount of it into your week to have a chance to share ideas, have fun, and be re-energized through your connections.



**9. Explain the meaning of the expressions highlighted in the text.**

**10. Match the expressions with their Ukrainian equivalents and without looking into the text try to remember in what situations they were used.**

1. to brag/ to show off
2. a useful pursuit
3. to share ideas
4. regular get-togethers
5. to provide you with ample opportunities for
6. to creep into your free time
7. sense of fulfillment
8. to hone skills to

- a. корисне заняття
- b. відчуття реалізованості
- c. регулярні зустрічі
- d. закрастися у вільний час
- e. створювати широкі можливості
- f. поділяти погляди
- g. відточувати майстерність для
- h. хвалитися

**11. Fill in the pronoun “yourself” where necessary and translate the expressions into Ukrainian.**

1. to give \_\_\_\_\_ the space to unwind, reflect
2. to keep \_\_\_\_\_ occupied
3. to enjoy \_\_\_\_\_
4. to indulge \_\_\_\_\_ in the hobby or pastime
5. to come \_\_\_\_\_ up with new, creative solutions to
6. to get \_\_\_\_\_ involved in
7. to fancy \_\_\_\_\_
8. to be \_\_\_\_\_ more your thing
9. to be \_\_\_\_\_ passionate or concerned about



**12. Complete the sentences with the expressions from exercises 9, 10 and 11.**

1. She has time now to follow such useful \_\_\_\_\_ as swimming and cycling.
2. All the people in our community \_\_\_\_\_ these \_\_\_\_\_.
3. Regular family \_\_\_\_\_ are really beneficial.
4. University time \_\_\_\_\_ you with \_\_\_\_\_ opportunities.
5. Do not let business \_\_\_\_\_ free time.
6. Only risk gave him a sense \_\_\_\_\_ that made his life worthwhile
7. To be good at mountain climbing you have to \_\_\_\_\_ your \_\_\_\_\_ all the time.
8. Give yourself \_\_\_\_\_ to \_\_\_\_\_ and \_\_\_\_\_ with the help of meditation or yoga.
9. Ray has enough money to \_\_\_\_\_ such a money-consuming \_\_\_\_\_ as collecting expensive wines.
10. More than 30 people were \_\_\_\_\_ in the animal rescue project.
11. Painting is definitely \_\_\_\_\_ because it makes me feel switched on.



12. I am really \_\_\_\_\_ and \_\_\_\_\_ about collecting stamps, though some people consider it to be an absolute waste of time.

13. If you want to feel well-rounded but have nothing to \_\_\_\_\_ about so far come up with new, \_\_\_\_\_ to make your life more useful and enjoyable.

## VOCABULARY AND SPEAKING

13. Divide into two teams and, without looking into the text, try to name as many hobbies and free time activities mentioned in the text as you can.

14. Use the correct form of these expressions to complete the dialogues.

to bring  
to come along  
to get together  
to go round  
to hang out (\*2)  
to have a party  
to meet up  
to socialize

1. It's Jim's birthday on Friday, so he is \_\_\_\_\_ on Friday night. Why don't you \_\_\_\_\_ too? You can \_\_\_\_\_ Kate, if you like. I'm sure she'd like it.

2. A. What are you up to this evening?  
B. Not much really. I might \_\_\_\_\_ to see Molly and Peter later.

3. A. I didn't expect to run into you here. Let's go out together sometime. Are you doing anything tonight?  
B. Nothing special. I'm just \_\_\_\_\_ with a few friends for a drink. But we can meet on Monday.

4. A. Have you got anything special this Sunday?  
B. Yes, I have actually. I'm seeing my second cousin Tina. We used to be very close, but now she lives in another city. We try to \_\_\_\_\_ every couple of months to keep in touch.

5. A. Can you tell me where Jim \_\_\_\_\_?  
B. I don't really know where and who he \_\_\_\_\_ with.

6. A. How's your new job? Do you get along well with your colleagues?  
B. Frankly speaking, I can't fit in. I never \_\_\_\_\_ with people from work.



15. Answer the questions.

1. Why should not people let their everyday chores creep into their free time?

2. How do you understand the notion "a comfort zone"? How can you expand your comfort zone?

3. Compare learning on-the-job and learning for the sake of learning. What is beneficial about each type? Can you personally get sheer enjoyment out of learning?

4. What is useful about being involved in a hobby?

5. How much time do you spend watching TV and surfing the Net? Do you consider it a useful activity or a waste of time? What are the creative ways to use media in your free time?

6. Are there any things that you can turn into joys instead of chores?
7. What do you think of meditation? Why do people meditate?
8. What part of their free time do people spend with their friends? Why do they need it? How much time do you spend socializing?
9. Suggest your own method of using free time productively.

## VOCABULARY AND READING

**16. Match the names of different leisure activities with the pictures.**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. beadwork and beading</li> <li>2. blacksmithing</li> <li>3. candle making</li> <li>4. ceramics</li> <li>5. crochet/crocheting</li> <li>6. cross stitching</li> <li>7. doll making</li> <li>8. engraving</li> <li>9. knitting</li> <li>10. leather crafting/working</li> </ol> | <ol style="list-style-type: none"> <li>11. macramé</li> <li>12. origami</li> <li>13. papier-mâché</li> <li>14. pottery</li> <li>15. pyrography/woodburning</li> <li>16. quilling</li> <li>17. sewing</li> <li>18. soap making</li> <li>19. weaving</li> <li>20. wood carving/woodworking</li> </ol> |
|--|---|



**17. Fill in the gaps with the words from the boxes to find out about embroidery and decoupage. Translate the texts.**

fabrics	linen	painstaking	thread (×2)
hoop (×2)	needle	stitching (×3)	



**Embroidery** is the art of decorating fabric or other materials, by (1) \_\_\_\_\_ designs, using thread, yarn, and a (2) \_\_\_\_\_. Hand embroidery involves (3) \_\_\_\_\_ designs by hand onto the fabric. This process is time-consuming and (4) \_\_\_\_\_, but produces amazing results.

Embroidery as an art form can be traced back to the Iron Age. Primitive man discovered that he could use (5) \_\_\_\_\_ to join pieces of fur to make clothes. As a natural progression, he also discovered that the same (6) \_\_\_\_\_ could be used to make decorative patterns on the clothes.

Though embroidery began in the dimly remembered past in different regions, there are no variations in the basic (7) \_\_\_\_\_. The techniques have been the same since forever. While patterns and materials change according to fashion and availability, the process of adding the stitches remains the same everywhere.

Embroidery uses many different kinds of (8) \_\_\_\_\_ and threads. It depends a lot on location. Silk, wool and (9) \_\_\_\_\_ are very popular in embroidery, both as a fabric and a thread.



The most important piece of equipment an embroider needs is the embroidery (10) \_\_\_\_\_. This is a frame which is composed of two wooden circles that fit each other. A piece of fabric is placed in between the rings. The embroidery (11) \_\_\_\_\_ holds the fabric flat and helps embroiders a lot.

**Decoupage**

By: Lisa Bower



appreciated	layer
decorate	ornaments
furniture	

The practice of layering objects with cutouts lathered in glue may seem like a new craft, but the history of decoupage has deep roots.

Decoupage comes from the French word, *decouper*, and means «to cut». This refers to the act of cutting paper and fabric to (1) \_\_\_\_\_ onto various objects. The craft was used to mimic some of the hand-painted lacquered items that came from Asia. In fact, the history of decoupage can trace its roots to the twelfth century in China. The Chinese used the technique (2) \_\_\_\_\_ lanterns and windows, among other objects.

Although decoupage crafts have been around for a while, they gained immense popularity during the eighteenth century. The word was first used in France and Italy. The technique became so popular that famous folk including Marie Antoinette enjoyed and (3) \_\_\_\_\_ its beauty.

Decoupage became even more popular during the nineteenth century. Women who considered themselves fashionable used cutouts to dress up screens and (4) \_\_\_\_\_ with unique designs. The craft was especially popular with England's upper and growing middle classes. During the twentieth century, people would decoupage everything from their purses to holiday (5) \_\_\_\_\_ to their dresses.



**18. Find equivalents for the following words and phrases in the texts above.**

1. пряжа
2. трудомісткий, такий, що займає багато часу
3. первісна людина
4. декоративний візерунок
5. різновид (варіант) чогось, зміна в чомусь
6. техніка (прийом, спосіб)
7. процес додавання стібків
8. імітувати; наслідувати
9. здобути величезну популярність

★19. Complete the texts using words derived from the words in brackets. Translate the texts.



1) A **scrapbook** is simply a \_\_\_\_\_ (1. to decorate) photo album that also preserves the stories behind the photos (called *journaling*); it can also hold memorabilia (tickets, certificates, letters, etc.). You might have a family album as well as smaller theme albums for vacations, home \_\_\_\_\_ (2. to improve) or a baby's first year. Some scrapbookers create an album for each family member. Some scrapbookers put separate themes in separate books, whereas others reserve each individual spread — two adjacent pages of a book — for different themes. A theme can vary from a particular event, a holiday, or what life was like at a particular moment of time. One spread, for example, may be reserved for a birthday party, another for a \_\_\_\_\_ (3. to wed), and another for Halloween.



Scrapbooking is a hobby that has been growing in \_\_\_\_\_ (4. popular). The underlying goal is to preserve memories in a unique and \_\_\_\_\_ (5. to create) way. A scrapbooker starts with a book and a set of memories — usually photos, clippings, and other small mementos — that he or she wants to preserve for the future.



Instead of just \_\_\_\_\_ (6. to place) photographs in a photo album, a scrapbooker aims to capture the feeling and the mood associated with his or her memories. Photographs are embellished with all sorts of \_\_\_\_\_ (7. addition) items to help set the mood of a spread. Backgrounds, rubber stampings, cut-outs, die cuts, drawings, newspaper clippings, \_\_\_\_\_ (8. to stick), cards and other flat items are used to embellish the photographs to set the tone. When someone looks at a page in a photo album, he sees just a few photographs; when a person enjoys the pages of a well-executed scrapbook, he may be transported to a \_\_\_\_\_ (9. to differ) time.



2) **Patchwork** is a type of needlework in which pieces of small material are sewn together to make a much larger \_\_\_\_\_ (1. to finish) piece, such as a quilt or a skirt. While patchwork has its origins in a desire to use up scraps of fabric or to \_\_\_\_\_ (2. work) older garments, it has evolved into an art form in several countries around the world. Some very \_\_\_\_\_ (3. beauty) examples of patchwork can be seen in museum \_\_\_\_\_ (4. to collect), or in private homes, where quilts may be passed down through several generations.

There are numerous different styles of patchwork, ranging from block quilting to crazy quilting. Styles like block quilting are very carefully arranged, using \_\_\_\_\_ (5. to repeat) patterns to build up a larger finished textile, while crazy quilting is freehanded, with pieces of all different shapes and sizes being sewn together. The finished patchwork product may be \_\_\_\_\_ (6. far) ornamented with \_\_\_\_\_ (7. to embroider), appliqué, and other accents, depending on the taste of the craftsman.



In quilting, patchwork is used to make the top layer of a quilt. A layer of batting is placed between the patchwork and a single sheet on the bottom of the quilt, or patchwork may be used to make both outer layers. The pieces of patchwork are sewn together with lines of thread which break the quilt up into small sections, ensuring that the stuffing remains \_\_\_\_\_ (8. even) distributed for the life of the quilt. In some cases, the quilting may be accomplished with tufts which are tied off at even intervals, to accomplish the same effect.



★20. Arrange the words to make sentences. Translate the sentences into Ukrainian.

1. in / can / be / of / ways. / decorated / an / limitless / Pottery / number / almost
2. of / the / a / yarn / process / creating / fabric / is / from / using / Crochet / crochet hook.
3. art / into / which / «folding paper», / is / folding. / the / translates / paper / Origami, / of / art / directly / through / creating / Japanese
4. the / is / using / objects / techniques. / craft / of / types / of / Woodworking / and / with / wood / creating / carving / cutting / all
5. most / two / popular / and / checkers. / board games / enduring / chess / history / are / The / and / in

21. Fill in the gaps with the prepositions below. Translate the extracts into Ukrainian.

around	from	throughout
by	in×2	to×3
for ×3	of	with

1) If you are looking (1) \_\_\_ a hobby that will get you outdoors, is environmentally friendly, and doesn't take a big investment (2) \_\_\_ instruction or equipment to get started, then

bird watching may be (3) \_\_\_ you.

2) One of the earliest forms of entertainment that has lasted the test of time is also one of today's most common hobbies. Card games have been around (4) \_\_\_ centuries, at least since playing cards was invented, which was somewhere (5) \_\_\_ the seventh century, and they don't seem to be going anywhere any time soon. The first main group of card games is called Solitaire games, which means that they are designed to be played (6) \_\_\_ one player. Companion card games, or card games that require 2 or more people to play, make up a majority (7) \_\_\_ the card games that are known (8) \_\_\_ the world. These games vary (9) \_\_\_ country (10) \_\_\_ country and culture (11) \_\_\_ culture, but most of them are essentially the same game (12) \_\_\_ different names and usually tweaked rules.

3) Coin Collecting or Numismatics as it is also known is an easy hobby to start and get involved (13) \_\_\_. As one of the most popular and oldest hobbies it is often referred (14) \_\_\_ as the "King of Hobbies".

22. Translate the passages paying attention to the words in bold.



1. Candle making is not a very difficult task; however, you would certainly like to create something that could be made a focal point in your room. The best thing about this hobby is that in case your **design** is not good, you can melt the candle and **make one all over again**.

Candle making will not only help you relax but once you see the result it will also give you **tremendous creative satisfaction**. This hobby can be a very **enjoyable experience** for anyone. The only limitation you have is your imagination.

2. Knitting is a truly unique and old fashioned hobby that is easy to learn and yet it can take years of practice and study **to master all of the techniques**. This hobby allows for you to be able to create just about anything out of a few **knitting needles** and plenty of **yarn** to do the job. The best thing about getting started is that you will not have to spend much money at all and it is something that all ages can learn.





3. There are few people that don't remember paper-mâché as **a favourite pastime** and art project in school. While paper-mâché certainly is **terrific** for younger children, it is also **a great medium for creating** sculptures, reliefs, masks and virtually any other type of dimensional art. Paper-mâché is definitely very **environmentally friendly** and can be created completely from recycled materials and basic household kitchen ingredients.

It is durable, long lasting, lightweight and can be finished with a variety of types of covering.

4. Sewing can be a very **useful and rewarding** hobby. There are a number of different types of sewing and they all serve their own unique purposes. You can also choose **to sew by hand** or learn **to sew by machine**, with each **offering their own benefits** and their **detractions**. Sewing is seen by many as a dying art



but it can be a very **relaxing** and rewarding hobby, as you are able **to create beautiful masterpieces** and repair clothes. Sewing can be used to tailor clothes, and to create quilts, bags or just about anything. You can even learn to decorate and personalize a variety of different items.

### 23. Discuss the following questions.

1. Do you enjoy making things by hand? Why/Why not? What do you think about craft hobbies?
2. Have you ever tried any craft hobbies mentioned above? Which ones?
3. Do you know any other craft hobbies? What are they?
4. Would you like to try any crafts/any new crafts? What would these crafts be?
5. Why do people enjoy/hate hand making?
6. What is DIY?
7. What are the easiest/the most difficult craft hobbies as for you?
8. Do you think that handmade things are useful? Can you give any examples of such things?
9. Do you believe that handmade things are worth the time spent for creating them?
10. What is your opinion on scale model building? What models do people usually create?
11. Do you think that a handmade present (such as a birthday card, a piece of jewellery etc.) is better than a present made typically by machines? Why/Why not? Have you ever made/given/received such presents?



## WATCHING A VIDEO AND SPEAKING



24. You are going to watch a video about geocaching. Before watching, answer the questions below.

- ⇔ Do you know what geocaching is? Can you guess what its main aim is?
- ⇔ What is required for geocaching?

**25. Watch the video (<http://discoverahobby.com/learn/Geocaching>) and say whether the statements below are true or false. Correct the false sentences.**

- The basic idea of geocaching is to go outside and locate hidden containers, called geocaches, using a GPS enabled device.
- You can explore only far locations if you are geocaching.
- You do not have to identify the exact location of the cache because your GPS device clearly states the coordinates.
- It is prohibited to take anything from the cache, because it should be left for the next geocachers to find.
- You have to re-hide the cache exactly as you found it.



**26. Watch the video again and answer the questions below.**

1. Where can you find the coordinates of geocaches? How should you use these coordinates to find the cache?



- 2. What is often the best reward in geocaching?
- 3. What do you have to do when you find a cache?
- 4. What should you do when you return from your geocaching adventure?
- 5. What do you need to start geocaching?

**27. Discuss the following questions.**

- 1. Have you ever tried geocaching? If you haven't, would you like to try it? If you have, could you speak about your experience?
- 2. What do you think attracts people to geocaching most?
- 3. What equipment, besides GPS device, should you use for geocaching?
- 4. What caches could be hidden?
- 5. What should you think about while planning your geocaching adventure? What safety precautions should be taken?
- 6. What locations are not good places to hide a geocache? Think about planting a cache legally and about permission for planting.



**28. Name at least three activities that**

- \* are useful and enjoyable
- \* are beneficial
- \* are mundane
- \* are absorbing
- \* are relaxing
- \* are boring
- \* are exciting
- \* are time-consuming
- \* are money-consuming
- \* are major source of therapeutic unwinding
- \* are environmentally friendly
- \* are insane, unreasonable, risky
- \* make you feel inner joy
- \* make you feel focused
- \* make you feel diligent
- \* make you feel switched on
- \* make you feel well-rounded
- \* make you feel engaged fully in life
- \* give tremendous creative satisfaction to you

## GROUP WORK

### 29. Answer the questions.

1. Why do you think people keep pets? Is it difficult to keep a pet?
2. Have you got a pet or have you ever had a pet?
3. What are the most popular pets?
4. What things are necessary to consider if you want to get a pet?
5. Have you heard of any unusual or exotic pets? Why do people choose unusual pets? If you had a possibility, what unusual pet would you keep?



### 30. Read the introduction to the text 'Top 10 Peculiar Pets That Are Legal To Own'. Can you guess what the most popular peculiar pets are?

You're probably familiar with all the typical categories of pet devotees. Dog and cat lovers are so devoted to their favored species that it's been a long-running debate about which is the better pet, and each side makes its feeling known far and wide. Even people with less common pets like lizards or ferrets are mostly understood for their fanatic ways, but that's not as unusual as it gets. But would you own a pet skunk, donkey or cockroach? Believe it or not, there are many people who do call these unconventional creatures their pets. Find out which ones are the most popular of the ever-growing exotic pet trend, and learn what it really takes to care for these 10 peculiar pets.

### 31. You are going to read the text 'Top 10 Peculiar Pets That Are Legal To Own'. Before reading, make sure that you understand the words and phrases below.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• a balanced diet</li> <li>• a diet rich in sth</li> <li>• friendly dispositions</li> <li>• simple care needs</li> <li>• to accept (an animal) into the family</li> <li>• to adopt an animal</li> <li>• to be (not) ideal for a household with small children</li> <li>• to be accustomed to</li> <li>• to be considered affectionate/entertaining/educating/tolerant/gentle/intelligent/timid/sensitive animals</li> <li>• to be easy to care for/to train</li> <li>• to be good with children</li> <li>• to be in charge of cleaning/handling</li> <li>• to be litter-trained/low-maintenance/odour-free/tame</li> <li>• to handle an animal</li> </ul> | <ul style="list-style-type: none"> <li>• to hurt inexperienced handlers</li> <li>• to lead to aggressive behavior</li> <li>• to locate a vet in your area</li> <li>• to maintain (a balanced diet)</li> <li>• to make a good match for a family with small children</li> <li>• to make a good/excellent (first) pet</li> <li>• to need ... enclosures</li> <li>• to plan bonding time</li> <li>• to prove too challenging</li> <li>• to recommend a diet of...</li> <li>• to require regular vaccines/shelters/open space/diet</li> <li>• to roam</li> <li>• to supplement the pet's diet with...</li> <li>• to take on an animal</li> <li>• to thrive on a diet of ...</li> <li>• to trim an animal</li> </ul> |
|--|---|

### 32. Translate the words below.

bramble	porcupine	ferret	omnivore	marsupial
ivy	cricket	squealer	rodent	breed (n)

### 33. Work in pairs or in groups of three – four. Read the extract from the text

- Group 1. Go to Appendix 2.
- Group 2. Go to Appendix 4.
- Group 3. Go to Appendix 6.
- Group 4. Go to Appendix 9.
- Group 5. Go to Appendix 12.

'Top 10 Peculiar Pets That Are Legal To Own'. **Write a short summary** (3 – 4 sentences) of the extract using the plan/questions below to help you. While reading the text, you may consult the list of the words and their definitions (Appendix1) to make sure you understand their meaning.

### 1. Description of the pet

- ◆ What does it look like?
- ◆ What is its size?
- ◆ What are its peculiar features?

### 2. Caring for the pet

- ◆ How does the pet behave?
  - ◆ Does it need any special conditions (space, temperature, etc.)?
  - ◆ Does it require any diet?
  - ◆ What activities can it be involved in?
- Can it be trained?

### 3. Choosing the animal as a pet (the main focus of the summary that should be based on the previous facts)

- ◆ Who is this animal suitable/unsuitable for? Why?
- ◆ Why will it be a good pet?
- ◆ Can you own this pet if you have children?
- ◆ Do you have to adjust your schedule to the animal's way of life?

34. Present the information you have read to other groups to find out **the whole list of 10 peculiar pets**. Use the vocabulary from Appendix 1 to help you.

- |    |    |    |    |     |
|----|----|----|----|-----|
| 1. | 3. | 5. | 7. | 9.  |
| 2. | 4. | 6. | 8. | 10. |

Discuss whether you would or wouldn't choose these animals as pets.

35. Role-play the situations. Use the phrases from the box in exercise 31.

#### Group 1.

**Student A.** You are a teenager who wants to buy a pygmy goat or a potbellied pig as a pet. Try to convince your parents that these animals are good for your family.

**Student B.** You are a father of a teenage son/daughter. Your child wants to buy a pygmy goat or a potbellied pig as a pet. Explain your child why these animals are not suitable for your family.

**Student C.** You are a mother of a teenage son/daughter. Your child wants to buy a pygmy goat or a potbellied pig as a pet. Explain why you are against any exotic animals.

#### Group 2.

**Student A.** You are an owner of a stick insect/a Madagascar hissing cockroach and you are fond of your pet. Unfortunately, not all your friends share your affection. Explain to your friend who sees your pet for the first time why this is a good pet. Suggest that your friend buy such a pet, too.

**Student B.** You come to a friend and see a stick insect/a Madagascar hissing cockroach for the first time. You can't understand your friend's admiration of this pet because you find it disgusting. In a polite way, explain why you wouldn't like to own such a pet.

#### Group 3.

**Student A.** You have got a sugar glider. You have to go on a business trip for two weeks, and you cannot leave your pet alone. Convince your friend to take care of your pet.

**Student B.** Your friend asks you to take care of his/her sugar glider but you have never seen such an animal, so you don't know any details about this animal and its maintenance. You are not sure that you would be able to take care of the pet. Talk to your friend and explain your point of view.

#### Group 4.

**Student A.** You are a vet. A person with a potbellied pig comes to you complaining that the pig is becoming obese. Find out details about the animal, its maintenance and diet. Give recommendations.

**Student B.** You are an owner of a potbellied pig. You are visiting a vet because you think that the pig is becoming obese. Describe your pet's way of life and ask for recommendations.

### Group 5.

**Student A.** You are an owner of a pet shop. You have got a lot of different exotic pets. Give advice to the family who want to own an exotic pet.

**Student B.** You are a 5-year old child who has come to a pet shop to choose an animal. You like a capybara, a skunk and a hedgehog. Convince your mother to buy one of these animals.

**Student C.** You are a mother of a 5-year old child. You have come to a pet shop to choose an animal for your family. Ask your child what he/she likes. Then consult the owner to find out which pet will suit your family.

**36. Complete the sentences using the words from the box to make the tips for keeping a pet. How many other pieces of advice can you add to this list? Write down your own ideas.**

✘ aggressive	✘ handled	✘ match	✘ sociable
✘ balanced	✘ household	✘ mixes	✘ supplement
✘ bonding	✘ implications	✘ nocturnal	✘ roam
✘ daytime	✘ inexperienced	✘ recommend	✘ weight
✘ enclosures	✘ low-maintenance	✘ regular vaccines	



1. To keep your pet healthy, visit a vet at least once a year because animals require \_\_\_\_\_.

2. If you have a big animal, make sure that you have plenty of land or space for it to \_\_\_\_\_.

3. The \_\_\_\_\_ of such pets as fish, parrots, rodents, turtles should be kept at the necessary temperature and cleaned out weekly.

4. \_\_\_\_\_ animals can generally make good first pets for children, because adults can easily teach their children to be in charge of cleaning and handling duties.

5. It's important to maintain a pet's \_\_\_\_\_ diet. Usually you can buy such food \_\_\_\_\_ at pet stores that are specially formulated for the animals and \_\_\_\_\_ their diet with some kind of treats. You can always consult veterinarians, and they will \_\_\_\_\_ a diet for your pet.

6. Animals should often be \_\_\_\_\_ while they are young to adjust to humans in general or to a particular family.

7. If an animal is capable of \_\_\_\_\_ with people, spend plenty of time handling your pet, especially when it is young to make a connection.

8. You should be committed to regular \_\_\_\_\_ checks to ensure that the animal is not eating too much or too little.

9. In case a pet is very \_\_\_\_\_ and is happier in a herd atmosphere, it is advisable to adopt a pair of animals.

10. It is important to take into consideration the fact that some animals are \_\_\_\_\_ (mostly sleep all day and are up all night) and rarely adapt to \_\_\_\_\_ activities. So you might have to adjust your schedule to plan some bonding time during odd hours.

11. Sometimes animals are not ideal for a \_\_\_\_\_ with small children because of their sharp teeth and claws that can hurt \_\_\_\_\_ handlers. Some animals don't make a good \_\_\_\_\_ for a family with small children because of their \_\_\_\_\_ behaviour. Therefore, you should choose a type of pets very carefully.

12. Also, you should seriously consider the financial \_\_\_\_\_ and commitment before purchasing or adopting a pet.



# READING AND VOCABULARY

37. Scan the texts and match the questions 1 – 10 to the waterparks (A – F). Some letters can be used more than once.

- |   |  |
|---|--|
| <b>A. Aquatica (Orlando, Florida)</b>           | <b>E. WaterWorld Waterpark (Ayia Napa, Cyprus)</b> |
| <b>B. Area 47 (Innsbruck, Austria)</b>          | <b>F. World Waterpark (Alberta, Canada)</b>        |
| <b>C. Siam Park (Tenerife, Spain)</b>           |  |
| <b>D. Tropical Islands (Krausnick, Germany)</b> |  |

- Which waterpark ...
- |  |   |
|--|---|
| 1. ... was not originally built as a waterpark?  | 6. ... gives a possibility to try bungee jumping?         |
| 2. ... gives you a chance to swim with dolphins? | 7. ...has got private accommodation available to rent?    |
| 3. ... can be visited along with going shopping? | 8. ... contains an indoor rainforest?                     |
| 4. ... is connected with mythology?              | 9. ... provides you with an opportunity to learn surfing? |
| 5. ... cannot be visited in winter?              | 10. ... gives you a chance to swim in hot water?          |

## THE WORLD'S BEST WATER PARKS

By Tamara Hinson, for CNN

Some of us are lucky enough to live within a rogue inflatable ball's reach of the world's best beaches. Some of us can paddle out for a ride on the greatest waves **on a whim**. For those of us who live further inland, or prefer something less salty, there are still watery joys to be had, in the form of the world's best water parks.

### A. Aquatica (Orlando, Florida)

One enormous wave pool obviously wasn't enough for the team behind Aquatica, so they built two, side by side.

Elsewhere, the Dolphin Plunge water slide takes passengers on a **white-knuckle** ride through a dolphin-filled aquarium and riders brave enough to take on the Omaka Rocka blast down a series of flumes and funnels. There's a sandy beach covered with 1,360 tons of soft, white sand and South Seas-inspired gardens with



more than 60,000 species of plants. Aquatica's gardens have 250 species of shrubs, grasses and vines. The entire park contains 3.3 million gallons of water kept at a temperature of 82 degrees. Private cabanas are available to rent.



### B. Area 47 (Innsbruck, Austria)

An Alpine lake is the location for this outdoor water park, which opens from April to the end of September. This Austrian water park is located in an Alpine lake and has five water slides and a water catapult. There's a separate lake area for swimmers and children. There are water rides, a diving tower and a hydro-speed slide. On dry land there's a high-ropes course, bridge swing and climbing wall.



### C. Siam Park (Tenerife, Spain)



Siam Park is a Thai-themed water park on the island of Tenerife. The park's most popular ride is the 91-foot-high (27 meters) Tower of Power, on which riders **plunge** down a vertical drop before shooting through an aquarium filled with stingrays and sharks. This Thai-themed water park offers surf lessons in the wave pool, which is capable of creating waves up to nine feet (three meters) high. A lazy river and surf lessons in the park's wave pool offer slightly more **sedate** activities.



### D. Tropical Islands (Krausnick, Germany)

Housed inside the largest free-standing hall in the world – the structure was originally built as a hangar for dirigibles – Tropical Islands can **accommodate** 6,000 visitors a day and has one of the world's largest indoor pools, measuring 656 feet (200 meters) in length. Away from the water, there's a rainforest with 50,000 plants, a hotel and a nightclub.



An artificial beach complements the world's largest indoor rainforest at Tropical Islands in Krausnick. It's also home to Germany's tallest water slide tower. It's even possible to go for a balloon ride – all without stepping outside.

### E. WaterWorld Waterpark (Ayia Napa, Cyprus)

Foam parties aren't the only way to cool off in Ayia Napa. The WaterWorld Water Park has a Grecian theme, with lots of pillars and Trojan horse-shaped monuments. Poseidon's Wave Pool has Greek ruins, **geysers** and shipwrecks, the River Odyssey lazy river has crumbling stone pillars and the **vertigo-inducing** Drop to Atlantis shoots riders out of an enormous Roman temple. Inspired by Mount Olympus, the thrill rides at WaterWorld Waterpark include tube slides, whirlpool rides and a wave pool. Other attractions include a fish spa and go-kart track.



### F. World Waterpark (Alberta, Canada)

Located inside Alberta's West Edmonton Mall, this is the world's second-largest indoor water park and has the world's largest indoor wave pool, with 2.7 million gallons of water. Attractions include a looping water slide and Blue Thunder, a bungee jump tower suspended over the wave pool. World Waterpark has the world's largest indoor wave pool, 17 water slides and attractions and a 452-foot (138-meter) zip line that runs the length of the wave pool.



**38. Make a list of all the names of different attractions that you can find in water parks.**

★ **39. Work in pairs. Looking at the words and expressions that you have written out of the text, in turns, ask each other to explain their meaning or to give a description of an attraction.**

A. *What is 'a water slide'?*

B. *It's a construction incorporating an inclined smooth slope for sliding down in a water park.*

**40. Match the words and expressions highlighted in the text with their definitions below.**

1. on a whim	a) a spring that discharges steam and hot water
2. white-knuckle	b) causing or experiencing fear or anxiety
3. to plunge	c) slow, calm and relaxed
4. sedate	d) causing the feeling of dizziness and fear, and of losing your balance (in some people when they look down from a very high place)
5. to accommodate	e) having a sudden wish to do or have sth, especially when it is sth unusual or unnecessary
6. geyser	f) to provide enough space for sb/sth
7. vertigo-inducing	g) to move or make sb/sth move suddenly forwards and/or downwards; to move or dash violently or with great speed or impetuosity

## READING AND SPEAKING

**41. Discuss the questions below.**

1. What unusual attractions of water parks were mentioned in the text 'The world's best water parks'? Which of them were surprising to read about?

2. Have you ever been to a water park? Describe your experience. Mention different types of attractions and rides that you enjoyed or disliked.

3. Do you like petrifying, white-knuckle and vertigo-inducing rides or do you prefer more sedate activities? What attractions of water parks do you enjoy most?

4. If you had a possibility to visit one of the water parks mentioned in the text, what would it be? Explain your choice.

5. What is an amusement park or a theme park?

6. What attractions can be found in amusement and theme parks? Who usually visits amusement and theme parks?

7. Have you ever been to an amusement or theme park? What was your visit like? Did you enjoy yourself?

8. Do you think that water parks and amusement parks are risky and dangerous? Prove your opinion.



★ **42. Skim through the text 'The World's Best Amusement Parks' and find the answers to the questions below.**

1. What do amusement parks combine?

2. Where is the oldest amusement park located?

3. How many people attended the most visited park in the world in 2001?

4. Why are amusement parks big business?

# The World's Best Amusement Parks

By Christina Valhoulis

3/21/2002

You might think of amusement parks as being noisy places with overpriced food where your kids want to drag you off to every year – and you'd be right. As any parent knows, enduring amusement parks is as much a part of raising children as braces and funny haircuts. The only thing you can do is suck it up and hope that at least there's a decent golf course nearby.

Amusement parks such as Coney Island, the pier at Santa Monica and even the Atlantic City boardwalk have become iconic symbols of Americana because of their blend of outdoorsy wholesomeness combined with adrenaline thrills, and unhealthy (but tasty) fast food. But most people would be surprised to learn that the oldest operating amusement park in the world is not American but Danish: Bakken, in Klampenborg, Denmark, opened in 1583. The oldest in the U.S. is Lake Compounce in Bristol, Conn., which opened in 1846, according to Susie Story of the International Association of Amusement Parks and Attractions.

Parks are a growing industry, and U.S. parks account for only 54% of the worldwide revenue that, according to New York-based consultant Wilkofsky Gruen Associates, totalled \$19 billion in 2001. The most visited park in the world is Tokyo Disneyland, which had over 17 million attendees last year. What makes the global success of theme parks even more surprising is the disastrous debut of Euro Disney in 1992.

The French, as usual, practically revolted against the intrusion of American low culture on Gallic soil. But Disney retooled the park to tone down the American-ness, placed the emphasis on the rides and voilà.

"Disney toned down the American arrogance, and now it's just fun," says Tim O'Brien, a senior editor at Amusement Business Weekly. "They also made it more of a European park than just a French one." (What does that mean? Serving wine and snails instead of Coke and hot dogs?) Its formula worked so well that Disney just opened a second park there.



Romania even has plans to create a Dracula theme park – not in the count's alleged hometown but in Sighisoara, a city that ponied up free land. Later this year amusement parks will also be opening in such far-flung spots as Tunisia; Guatemala; Anchorage, Alaska; and Gelendjik, Russia.

One reason parks are multiplying so quickly is because they're big business. The average price of a one-day ticket is around \$25. Multiply that by a family of four and add Grandma and Grandpa, overpriced food, plush-toy souvenirs, mouse ears and perhaps a night or two in a hotel...and you're looking at some serious dough.

But there are bargains to be found. Many parks offer package deals (with deeper savings on their Web sites), and few people may realize that the cost of a season pass is often just a few dollars more than the price of a one-day ticket. Now if the parks could only do something about the lines.

★43. Here is the list of world's most famous and popular amusement parks. Look through the list and find information about one of the parks. Then, imagine that you are a manager of the park you have chosen. Your task is to advertise the park and attract new clients. Prepare a presentation about the park following the plan below.

### 1. General information

Include some details about the location of the park, its size, age, etc.

### 2. Attractions

Speak about the main attractions of the park. Focus on various activities for different people (children, teenagers, adults).

### 3. Special features

Pay attention to the features and facilities that make this park different from other parks. You can include pictures and video of the park to support your presentation.



\* Blackpool Pleasure Beach, Lancashire, United Kingdom

\* Busch Gardens in Williamsburg, Virginia and Tampa, Florida, USA

\* Canada's Wonderland, Vaughan, Ontario, Canada

\* Cedar Point, Ohio, United States

\* Dreamworld on The Gold Coast, Australia

\* Efteling Park in Kaatsheuvel, Netherlands

\* Europa Park in Rust, Germany

\* Everland Resort in Yongin, South Korea

\* Happy Valley, Beijing, China

\* Legoland (Denmark; Windsor, England, United Kingdom; Germany; San Diego County, California, USA; Malaysia; Winter Haven, Florida, USA)

\* Liseberg, Gothenburg, Sweden

\* Ocean Park in Hong Kong

\* Parc Astérix, Plailly, France

\* Port Aventura, Salou, Spain

\* Six Flags Great Adventure and Wild safari, New Jersey USA

\* Six Flags Magic Mountain in Los Angeles, California, USA

\* Tivoli Gardens, Copenhagen, Denmark

\* Tokyo Disneyland at Tokyo Disney Resort Tokyo, Japan

\* Universal Studios, Singapore

\* Universal's Islands of Adventure, Orlando, Florida

\* Walt Disney World in Orlando, Florida, USA

\* Wisconsin Dells in Wisconsin, USA



★44. Make your presentations in groups of 3-4 and discuss them.

1. What were the most interesting and unusual attractions?

2. What presentations were more convincing? Why?

3. Which park would you choose if you were going to visit an amusement park?

## LISTENING AND SPEAKING

# Extreme places, daredevils, heart pounding hobbies

45. What high-risk activities and extreme sports do you know? Can you say what people are doing in these pictures?



46. Try to guess what people might do if they indulge in such hobbies as

- Cave diving
- Freediving
- Freeflying
- Freestyle scootering
- Freeskiing
- Ice climbing
- Ice canoeing
- Land windsurfing
- Motocross
- Sandboarding
- Snowmobile

47. Read the newspaper paragraphs and give your characteristic to the people described using words and expressions from the box. Speak of their possible motivation.

- ☞ a daredevil
- ☞ a frightening experience
- ☞ a hair-raising experience
- ☞ a heart-pounding sport
- ☞ to scream in cold sweat
- ☞ to faint with fear
- ☞ thrilling/ terrifying/exciting/ scaring

- ☞ a personal challenge
- ☞ thrill seeking/sensation-seeking
- ☞ insane, unreasonable, risky
- ☞ adrenaline rush
- ☞ danger for the fun of it
- ☞ getting addicted to the risk of it



✧ As a keen young mountaineer, **Edurne Pasaban** made her hobby into a record breaking profession by becoming the world's first woman to climb all 14 peaks over 8,000 meters.

✧ Austrian daredevil **Felix Baumgartner** jumps from more than 24 miles above Earth, breaking the speed of sound before he releases his parachute.

The 43-year-old broke the record for highest jump set by Joe Kittinger at 19.5 miles in 1960. Kittinger was in the control room in Roswell, New Mexico, together with Baumgartner's family.



✧ **Martin Strel** swam The Amazon.



On February 1st, 2007 he embarked on this one of a kind swim with an escort of boats ready to pour blood in the water just in case Martin started to get attacked by flesh eating piranhas. He completed the swim in 66 days on April 7th. It was also a record-breaking distance of 5,268 kilometers (3,273 mi) and longer than the width of the Atlantic Ocean.

48. You are going to listen to the podcast with the title "Why do people do extreme sports?". Researchers and adventurers are discussing motivation for engaging in high-risk activities. Predict what they might say by coming up with a list of reasons for pursuing extreme hobbies.

49. Explain the meaning of the highlighted words and expressions which you will hear in the podcast.

1. Big wave surfing requires courage and passionate **commitment**.
2. By doing bungee jumping or base jumping people are trying **to push their boundaries** physically, mentally and emotionally.
3. Ordinary people consider all the expeditions set out by the adventurers and sensation-seekers to be really **daunting**.
4. Risk-taking means **going beyond your fears**.
5. **A typical adrenaline junky** probably enjoys intense, complex music like rock and techno and can't stand couch potatoes.
6. Some scientists claim that skydivers and other sensation-seekers have a subconscious **death-wish**.
7. Though parachuting is a heart-pounding sport, I am glad I did it, because it is really the **experience of a lifetime**.

**50. Listen to the podcast and match the names of the people involved into the discussion 1-5 with who they are A-E.**

1. Justin Jones and James Castrission

2. Jan Lewis

3. Dr. Eric Brymer

4. Glenn Singleman

5. Elyse Denman

A. a sport psychologist at the University of Queensland, who is trying to find out why people engage in extreme activities.

B. a person who jumped from the edge of 300 foot crane.

C. a person who is conducting a research on extreme sports, works at Queensland University of Technology

D. adventurers set out on the daunting expedition across the Tasman Sea.

E. a lecturer on psychology and extreme sports at Central Queensland University

**51. The quotations below belong to some of these people. Try to recollect who said them.**

*By both of us pushing our own boundaries so far physically, mentally, emotionally, all those boundaries so far, we got to see what we were capable of as well.*

*When Roosevelt said we've got nothing to fear but fear itself...*

*I couldn't believe it; I just thought this is it. It's not going to open. I really thought for a couple of seconds, it is not going to open. And whack! It was open and I looked up and there it was. And it's so alive, so alive.*

**52. Listen to the podcast again and decide whether the statements are true or false.**

1. Glenn Singleman had trouble opening the parachute when jumping from the edge of a 300 foot crane.

2. Dr. Eric Brymer treated Glenn Singleman and made him a prime subject for his medical research on people who jumped from extreme heights and hurt themselves badly.

3. Dr. Brymer considers extreme sports people to be thrill seekers putting their lives in danger for an adrenaline rush.

4. Jan Lewis and Glenn Singleman agree that those who enjoy extreme activities are motivated people with high ambition.

5. Justin Jones and James Castrission wanted to push their own boundaries and see what they were made of by swimming across the Tasman Sea from Australia to New Zealand.

6. Improving technology makes X-sports a real challenge.

**53. Write down the list of reasons which make people engage in extreme activities, given by the researchers and adventurers. Compare them with those you came up with.**

54. Get ready to take part in a debate on high-risk activities.



# It's up for debate

Topic: **High-risk activities**

Resolution: **People involved in high risk activities are insane.**

→ Select a moderator who will direct the debate. The moderator should be able to speak clearly and keep everyone on task in a respectful manner. The moderator introduces the resolution and gives instructions (For the detailed descriptions of the steps, see Appendix 24).

→ Divide into two sides (teams), the affirmative team and the negative team. The affirmative team, “pro”, supports the resolution. The opposing or negative team, “con”, opposes the resolution.

→ In teams, carry out a research on the topic. Each team develops arguments and gathers facts and examples that support their point of view. Use the template below to guide your research and take notes.

<b>Opinion:</b>
Reason1
Arguments
Examples:
Reason 2
Arguments
Examples:
Reason 3
Arguments
Examples:

### Student Tips for Success in Debate

1. While preparing your speech, include facts, opinions, and examples.
2. Come up with at least 5 questions that you can ask your opponents during the cross-examination.
3. Anticipate that your opponents will ask at least 5 questions in the cross-examination. Prepare answers to them. Think of what questions you would ask if you were on the opposing team.
4. Prepare a powerful final conclusive argument/statement which will be given at the end of your debate. This should be no longer than 1 minute.
5. Take notes during the debate to tailor this statement to your team's strengths and your opponents' weaknesses
6. When speaking, use useful vocabulary (see Appendix 25).

# WRITING

## 55. How to Spend Your Summer Holiday at Home ...

1. Imagine that you do not have the possibility to go abroad or far from your region for your summer holidays, so you stay at home. You want to have fun during your summer holidays. Plan what activities you would like to indulge in. Think about activities that you enjoy and that you would like to start.

2. Pair work. Compare your plan with your partner and discuss places you can visit in your region. These can be sights, clubs and cafes, amusement and water parks, countryside locations. If you know anything about your partner's activities, give your advice to him/her about the place to do these activities, the equipment needed, etc.

2. Develop the plan into a post for your Internet blog "**How to Spend Your Summer Vacation at Home**" describing the places you can visit in your region and activities that you have chosen.



## PROJECT

### Hobbies shape the world around us

**56. Hobbies differ like tastes. Some people enjoy doing things, others making things, collecting things, and learning things. Doing a classroom project is a hobby itself. Choose one of the tasks below as your classroom project.**

1. If you have a hobby you would like to share with your groupmates, prepare a short presentation about it. Bring some of the objects that are connected with your hobby. These can be your pieces of work, equipment or gear (e.g. some special trainers), etc. Think of any creative ways to present your hobby. You may even organize a short workshop to teach your groupmates something that you do.

2. If you enjoy doing projects and presentations, prepare a pecha-kucha presentation on the topic "**The most unusual hobbies I've ever heard about**". These can be hobbies you have found out about on the Internet or some pastime your best friend is involved into. To find out how to make a pecha-kucha presentation go to Appendix...

**Enjoy doing your project.**

## 57. Revise the active vocabulary. Translate into English.

1. Заняття людей у вільний час залежать від їхнього характеру. Для когось **улюбленим заняттям є колекціонування різноманітних речей, хтось полюбляє складати пазли, хтось захоплюється грою в шахи, шашки чи кості, а хтось не проти пограти на музичному інструменті чи послухати музику.**

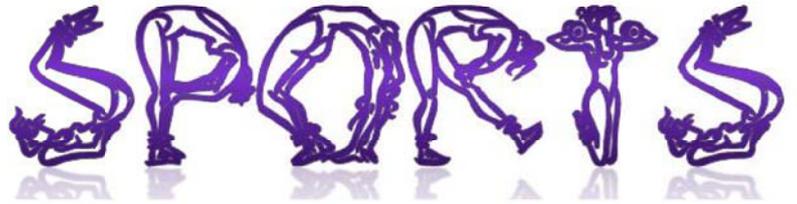
2. Якщо Ви – **відчайдушна людина** і любите **прилив адреналіну**, Ви можете обрати такі екстремальні види спорту як **парапланеризм, стрибки з парашутом, серфінг на великих хвилях** та багато інших. Багато людей вважають такі заняття **божевільними, нерозважливими та ризикованими**. Утім, якщо Ви наважитесь спробувати **стрибки з еластичним тросом (банджо) чи спуск у печеру, ці заняття, від яких волосся стає дибки, точно стануть подією/досвідом усього життя**. Менш екстремальним, але також **захопливим** може бути похід в аквапарк. Ви можете **пірнати** вниз із численних **гірок та спусків**. Ті члени Вашої сім'ї, які **не поділяють Ваших поглядів** та не хочуть **знепритомніти від страху** на висоті, можуть спробувати більш **спокійні атракціони**, наприклад, «**повільна ріка**».

3. Не всі люди **обожають** також хобі, пов'язані з **ручною роботою та ремеслами**, оскільки вважають їх **нудними та ординарними**. Утім, такі заняття як **шиття, в'язання спицями чи гачком, вишивання та вишивка хрестиком, гончарство, ткацтво є корисними (= вигідними, що приносять користь)** заняттями, оскільки їхні результати можна застосовувати. Незважаючи на те, що ручна робота може **забирати багато часу та грошей**, вона **дає широкі можливості для створення прекрасних шедеврів та приносить величезне творче задоволення**.

4. Якщо Ви **захоплюєтеся тваринами** та хочете **взяти домашнього улюбленця**, ви повинні подумати, перш за все, про **поводження** Вашої родини з твариною. Наприклад, деякі великі собаки **не зможуть добре підійти для родини з маленькими дітьми**. Пам'ятайте, що важливо **підтримувати збалансоване харчування тварини та відвідувати ветеринара**, оскільки тварини **потребують регулярних щеплень**.

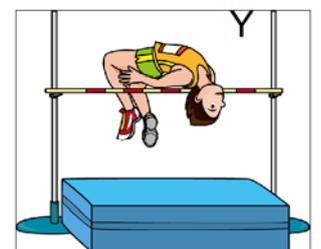
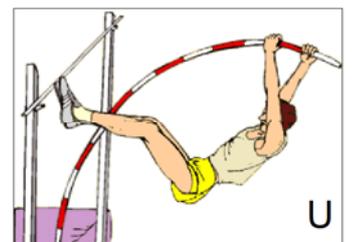
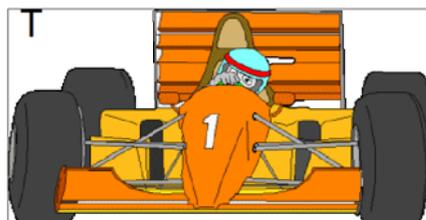
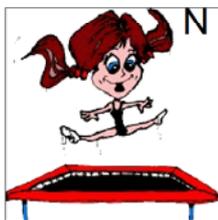
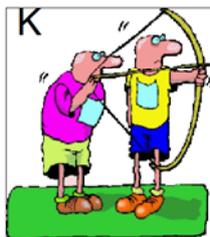
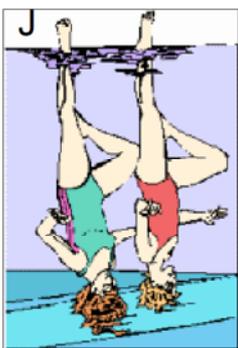
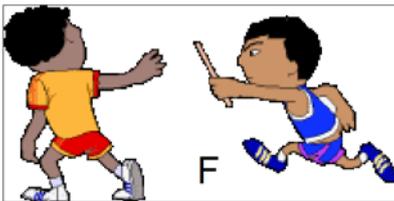
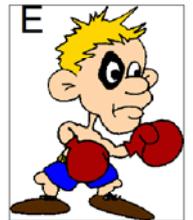
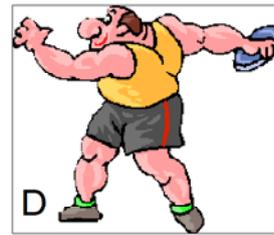
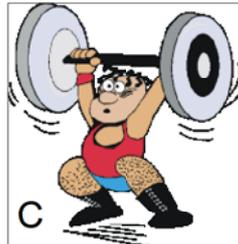
# Unit 2.

## VOCABULARY



1. Match the sports with the pictures.

- |                         |                        |                     |                           |
|-------------------------|------------------------|---------------------|---------------------------|
| 1. archery              | 7. high jump           | 14. motor racing    | 21. synchronized swimming |
| 2. boxing               | 8. horse racing        | 15. mountain biking | 22. trampolining          |
| 3. cross-country skiing | 9. hurdles             | 16. pole-vault      | 23. weightlifting         |
| 4. cycling              | 10. ice hockey         | 17. relay race      | 24. windsurfing           |
| 5. discus (throwing)    | 11. ice-skating        | 18. rowing          | 25. wrestling             |
| 6. gymnastics           | 12. javelin (throwing) | 19. shot-put        |                           |
|                         | 13. long jump          | 20. snowboarding    |                           |



do

- athletics
- weightlifting
- gymnastics
- yoga

go

- skiing
- cycling
- surfing
- jogging

play

- baseball
- soccer
- darts
- billiards

We can also say you **go to yoga, judo, aerobics**. This means that you have got classes in this sport.

**A sprint** is a short race –100 meters. The 800, 1500, and 3000 meter races are **middle-distance events**. **A long-distance race** is 5000 meters or more.

If you are a serious sportsperson, you **practise your sport**, which means you do something regularly in order to improve your skills and to prepare for competitions. In other words **to train**. If you are a tennis player you might **practise to ace**.

You can also **work out** at the gym, which is to exercise in order to improve your appearance, strength, burn off the calories.

People who do sports **-er** can be used for many sports: *high-jumper, footballer, cricketer* etc.

**Player** is necessary: *tennis-player, darts-player, snooker-player*. We can also say *football-player, cricket-payer*.

In some sports there are special words for sportsmen: **canoeist, cyclist, mountaineer, jockey, gymnast, archer** (not **archerer**)

There are two types of **athletic events**: **track events** are all those which take place on the running track. All other events, except the marathon, are **field events**.

The event when you have to hop, step and jump is called **the triple jump**.

**2. Match the following activities with do, play, go, practise.**

- |               |                  |              |              |
|---------------|------------------|--------------|--------------|
| gymnastics    | aerobics         | surfing      | cycling      |
| fishing       | sailing          | hang-gliding | table tennis |
| badminton     | hockey           | archery      | chess        |
| judo          | wrestling        | athletics    | jogging      |
| acing         | taking a penalty | bowls        | skiing       |
| weightlifting | skateboarding    | rugby        |              |

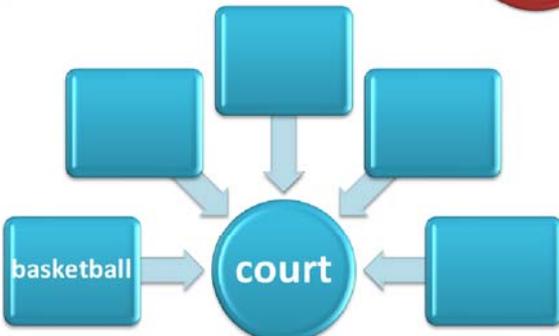
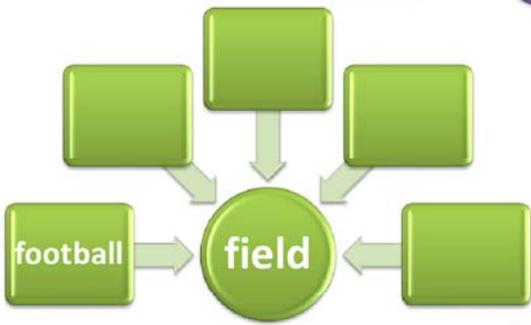
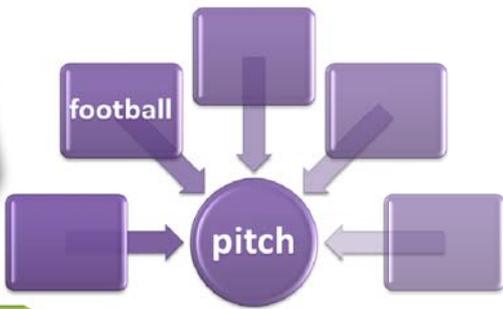
**3. Using Wordlist on pp.193-195, fill in the table and describe different kinds of sport.**

Kind of Sport	Piece of Equipment necessary to play it	Place where it is played	Sportsperson who plays it
1. golf	a club, a ball 	a course	a golfer 
2. 			
3.			
4.			

5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

4. Complete the charts with the provided kinds of sports and games. Some kinds of sports may be used more than once.

- badminton
- baseball
- basketball
- boxing
- cricket
- football
- hockey,
- grass hockey
- roller-skating
- rugby
- skating
- soccer
- squash
- tennis
- volleyball
- wrestling



# READING AND VOCABULARY

5. Read the descriptions below and provide the names for different kinds of sports and games.

1. \_\_\_\_\_ is the martial art of fighting with blades. The most common version today, also called olympic \_\_\_\_\_ or competitive \_\_\_\_\_, is divided into three weapon categories: foil, sabre (spelled *saber* in American) and épée. Classical \_\_\_\_\_ uses the same three weapons, but approaches \_\_\_\_\_ as a martial art.

A bout takes place on a strip, or piste, which should be between 1.5 and 2 metres wide and 14 metres long. Two metres either side of the midpoint, there are two en-garde lines, where the participants stand at the beginning of the bout. There are also two warning lines two metres from either end of the strip, to let a retreating sportsperson know that he/she is nearly out of space. Retreating off of the strip scores a touché for the opponent.

There are at least three people involved: two participants and a referee. The referee stands at the side of the piste. Tournaments are varied in their format, and there are both individual and team competitions. A tournament may comprise all three weapons, both individual and team, or it may be very specific, such as an Épée Challenge, with individual épée only. And, as in many sports, men and women compete separately.

2. Olympic \_\_\_\_\_, also called Olympic-style \_\_\_\_\_, or \_\_\_\_\_, is an athletic discipline in the modern Olympic programme in which the athlete attempts a maximum-weight single lift of a barbell loaded with weight plates.

The two competition lifts in order are the snatch and the clean and jerk. Each sportsman receives three attempts in each, and the combined total of the highest two successful lifts determines the overall result within a bodyweight category. Bodyweight categories are different for women and men. A lifter who fails to complete at least one successful snatch and one successful clean and jerk also fails to total, and therefore receives an «incomplete» entry for the competition.

3. \_\_\_\_\_ is the art, practice, or skill of propelling arrows with the use of a bow, from Latin *arcus*. Historically, archery has been used for hunting and combat, while in modern times, its main use is that of a competitive sport and recreational activity. A person who participates in this sport is typically known as an «archer» or a «bowman», and one who is fond of or an expert at archery can be referred to as a *toxophile*.

4. \_\_\_\_\_ is the act of running and jumping over an obstacle at speed. In the sport of athletics, this sport forms the basis of a number of track and field events which are a highly specialized form of obstacle racing. In these events, a series of barriers are set at precisely measured heights and distances which each athlete must pass by running over. Failure to pass over, by passing under, or intentionally knocking over barriers will result in disqualification. Accidental knocking over of barriers is not cause for disqualification, but the barriers are weighted to make doing so disadvantageous.

The most prominent events are 110 meters for men, 100 meters for women, and 400 meters (both sexes) – these three distances are all contested at the Summer Olympics and the World Championships in Athletics.

In track races, barriers are normally between 68–107 cm in height (or 27-42 inches), and vary depending on the age and gender of the sportsperson.

5. \_\_\_\_\_ is a track and field event in which a person uses a long, flexible pole (which today is usually made either of fiberglass or carbon fiber) as an aid to jump over a bar. The competitions were known to the ancient Greeks, Cretans and Celts. It has been a full medal event at the Olympic Games since 1896 for men and 2000 for women.

It is typically classified as one of the four major jumping events in athletics, alongside the high jump, long jump and triple jump. It is unusual among track and field sports in that it requires a significant amount of specialised equipment in order to participate, even at a basic level. A number of elite sportsmen have had backgrounds in gymnastics, including world record breakers Yelena Isinbayeva and Brian Sternberg, reflecting the similar physical attributes required for the sports.

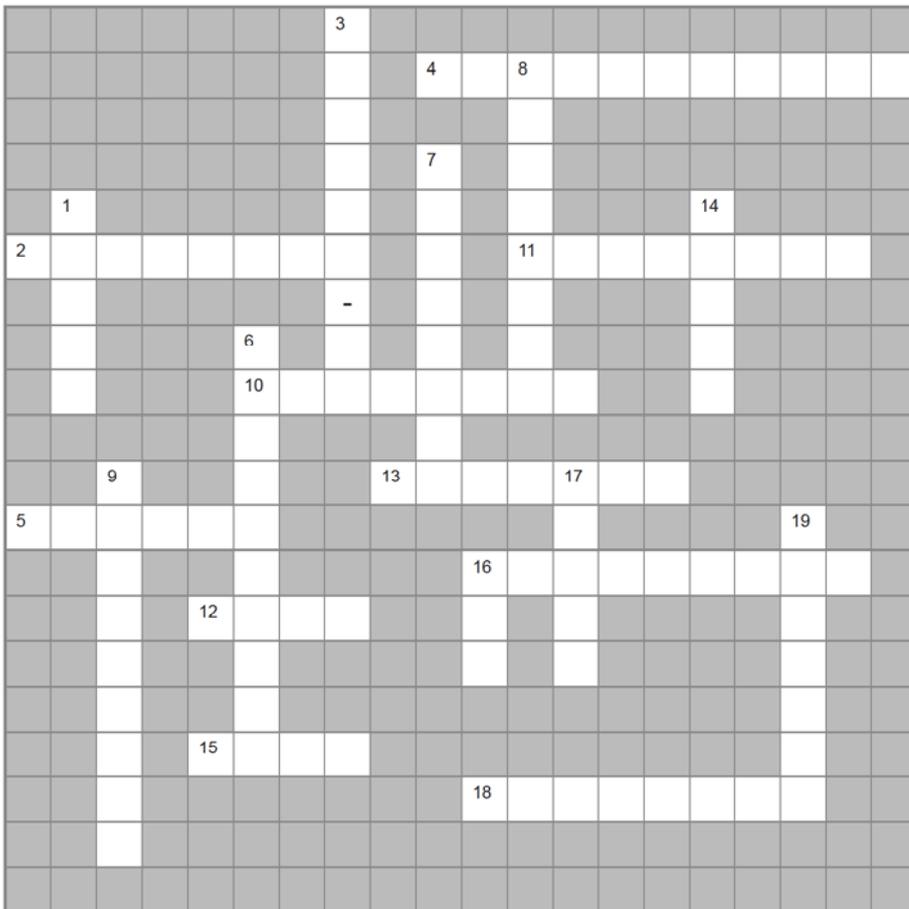
6. \_\_\_\_\_ is a sport with origins back to Ancient Egyptian times. It is based on propelling a boat (racing shell) on water using oars. By pushing against the water with an oar, a force is generated to move the boat. The sport can be either recreational - focusing on learning the technique of \_\_\_\_\_, or competitive - where athletes race against each other in boats. There are a number of different boat classes in which athletes compete, ranging from an individual shell (called a single scull) to an eight person shell with coxswain (called a coxed eight).

## 6. Read the texts again. Find equivalents for the following words and phrases:

1. бій/боротьба зі списом
2. рапіра, шабля, шпага
3. сутичка, змагання (у боротьбі і т.ін.)
4. спортсмен, що відступає/відходить
5. штанга, навантажена дисками певної маси
6. вагова категорія
7. надання руху стрілам за допомогою

- використання лука
8. перешкода
9. довга, гнучка жердина
10. перестрибнути через планку
11. стрибок у висоту, у довжину та потрійний стрибок
12. відштовхуватися від води веслом

## 7. Do the crossword. Use the words from the word box.



athlete	opponent
audience	outsider
competitor	pushover
crew	referee
fan	rival
favourite	runner-up
judge	spectator
link	sportswoman
loser	teammate
Olympian	umpire

### Across

2. a person or animal who seems to have no chance of winning a competition
4. a woman who plays many different sports
5. the person who makes sure that the players obey the rules in sports such as tennis, baseball, and cricket
10. someone who you try to defeat in a competition, game
11. an opponent who is easy to defeat

12. the weakest ... (in the chain) – the weakest part of a team
13. someone who makes sure that the rules of a sport such as football, basketball, or boxing, are followed
15. a team of people who compete in rowing races
16. the person or animal that is expected to win a race or competition
18. someone who is in the same team as you

### Down

1. someone who decides on the result of a competition
3. a person or team that does not win a competition or race but is second, or is close to winning
6. someone who takes part in a sports competition
7. a group of people who come to watch a competition
8. a competitor in the Olympic Games
9. someone who is watching an event or game
14. someone who did not win a race, competition, fight etc
16. someone who likes a particular sport very much, or who admires a famous person
17. a person, team, or business that competes with another
19. someone who competes in sports competitions, especially running, jumping, and throwing

# SPEAKING



## 8. Discuss the questions.

1. Are you good at sports? What sports are you good at? What kind of sport do you go in for?
2. Are you a member of any sports team? If not, have you ever been?
3. Do you often play sports?
4. Do you jog more than once a week?
5. Do you think everybody should practice sports? Why/Why not?
6. Do you think that parents are too involved in their children's sports activities?
7. Have you ever tried any winter sports: figure-skating/ skiing/ tobogganing/ others? Who usually likes tobogganing?
8. Have you ever been to watch a professional sporting event?
9. Do you have any famous sport team in your city? Do you attend their matches?
10. What do spectators do at the stadiums? Have you ever shouted for your favourite team or player?
11. What do judges do during the match or event? Why are some judges disliked by fans?
12. What sports do you dislike watching?
13. Who do you think is the best all around athlete in the world? In your country?
14. Is it good that professional sports are so commercial nowadays? Do you think professional athletes earn too much money? Why or why not? Which sport brings athletes the most money?
15. Does it bother you that people gamble on sporting events?
16. What new sports would you like to try?
17. What are some of the benefits of sports?



## Fighting sports

- boxing
- fencing
- judo
- karate
- kickboxing
- sumo wrestling
- wrestling



## 9. Answer the questions about fighting sports.

1. Which three sports take place in a ring?
2. In which of the sports do athletes use gloves?
3. In which of the sports can you become a black-belt?
4. In which of the sports do sportspeople throw their opponents?

## 10. Name three kinds of sport that you find ...

- ◇ the most boring
- ◇ the most difficult to do
- ◇ the easiest to do
- ◇ the most challenging
- ◇ harmful for one's health
- ◇ profitable

**Give you reasons.**

I firmly believe...  
 I share your opinion on ...  
 I have reasons to believe that...  
 We are poles apart in our attitudes to...  
 It is a matter of opinion whether...

**11. Work in groups of 3 – 4. Think of a kind of sport. In turns, describe the sport giving details (place, people, equipment, etc.) without naming it. Let others guess the name of the sport.**

## **WATCHING A VIDEO**

**12. Discuss the questions:**

1. Why do you think football is one of the most popular games in the world? Why do people play football? What is the main aim in football?
2. Do amateur footballers and professional players have the same aims?
3. Are you a football fan? Do you support any football team? Who is their coach/captain? Are there any star players in the football team you support?
4. When did you last watch a football match? Who played? Did you enjoy the game?
5. Have you ever played football?
6. How important was it to create the general rules of football? Do you think modern rules are fair?

**13. Give Ukrainian equivalents for the following expressions.**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> an attacker</li> <li><input type="radio"/> a goalkeeper (a keeper)</li> <li><input type="radio"/> a defender</li> <li><input type="radio"/> a midfielder</li> <li><input type="radio"/> a wide player (a winger)</li> <li><input type="radio"/> a referee</li> <li><input type="radio"/> inflated bladder</li> <li><input type="radio"/> the art of dribbling</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> 'handling game', 'kicking game'</li> <li><input type="radio"/> to turn something into something</li> <li><input type="radio"/> to suit the spaces available</li> <li><input type="radio"/> to be confined to the inside of something</li> <li><input type="radio"/> to encourage the lawn kicking game</li> <li><input type="radio"/> to be responsible for formulating consistent set of rules</li> </ul> |
|---|---|

**14. Read the definitions and name the members of a football team.**

1. someone who makes sure that the rules are followed
2. a player whose job is to move forward and try to score goals
3. players who usually play in the midfield
4. the player whose job is to try to stop the ball going into the goal
5. one of the players who have to defend their team's goal from the opposing team
6. someone who plays in the far left or far right of the field



**15. You are going to watch the video about the history of football. Before watching try to answer the questions.**

1. What are the rules of football? What is the offside rule?
2. What is FIFA? Do you know what these letters stand for?
3. How many football teams and clubs are there in the world?
4. How many men and women play football?



**16. Make sure you understand the meaning of the following expressions:**

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• to pick up the ball</li> <li>• to dribble forward the ball</li> <li>• to pass forward the ball</li> <li>• to handle the ball</li> </ul> | <ul style="list-style-type: none"> <li>• to kick away the ball</li> <li>• to give (it) a free kick</li> <li>• to throw the ball in</li> <li>• to commit a foul</li> <li>• to give/award a free</li> </ul> | <ul style="list-style-type: none"> <li>kick/a penalty</li> <li>• to score a goal</li> <li>• to send a player off</li> <li>• to be out of play</li> </ul> |
|--|---|--|

**17. Match the expressions with their synonyms/definitions.**

- |  |  |
|--|--|
| 1. to be devised by                        | a. to start to exist; to appear or become known  |
| 2. to emerge (from somewhere)              | b. to arrange laws/ rules into a system  |
| 3. to be accustomed to (the rules)         | c. a person who has a university degree; a person who has completed their school studies |
| 4. to codify rules                         | d. to be formulated or invented by   |
| 5. comprehensively accepted (set of rules) | e. to be familiar with something and accept it as normal or usual                        |
| 6. Oxbridge                                | f. the far distant past, esp the time preceding the Middle Ages in Europe                |
| 7. antiquity                               | g. a field covered in grass  |
| 8. a meadow                                | h. a private independent fee-paying secondary school (in England and Wales)              |
| 9. a graduate                              | i. the British universities of Oxford and Cambridge                                      |
| 10. a public school                        | j. commonly or thoroughly approved or recognized   |

**18. Look through the questions about the history of football. Watch the first part of the video and note down your answers to these questions.**

1. When did people first start to kick the ball and to play football?
2. Where and when did football as a game appear?
3. What historical period and what establishments is the developing of football associated with? Where were football games played at that time?
4. What game was the basis for creating soccer rules?
5. Why are/were there 2 halftimes in the game?
6. Why was there a need to formulate the rules for football games?
7. Who was the first set of football rules ('laws') created by? Where did they meet to formulate the rules? What did they call their organization?
8. How were the rules different back then?
9. What was the score of the first game of football ever played under the FA rules?



**19. Summarize the history of football in 5-7 sentences.**

**20. Now watch the second part and complete the text.**

It can be a huge source of national \_\_\_\_\_  
or it can take us to the depth of \_\_\_\_\_. And it's a modern morality play.  
We spend more time discussing the fairness or not of a tackle, a ref's decision  
of an \_\_\_\_\_ than we do on any other topic in modern ethics. It's where  
we find our modern Adonis figures, where we find \_\_\_\_\_.  
It's a theatre of \_\_\_\_\_. It can cause a riot or be a celebration of  
\_\_\_\_\_. In Europe alone football clubs are \_\_\_\_\_  
business and then there are the \_\_\_\_\_.  
No other game is so discussed \_\_\_\_\_. No other game crosses every  
\_\_\_\_\_. It provides a framework in which people all over the world can share  
our \_\_\_\_\_ of emotions, sport, frustration, hopes and desire.  
It is, as Pele said, \_\_\_\_\_.

# VOCABULARY AND SPEAKING

21. Read the quotations and discuss the question: 'What does victory mean for athletes?'



22. Translate the highlighted expressions.

1. The French team **won hands down**.
2. Ukraine **beat** England 3-0.
3. Nadal was about **to lose**.
4. Brazil national team is **an extremely difficult opponent**.
5. Federer's **straight-sets win puts him through to the semi-final**.
6. What was **the final score**?
7. Grand slam is a major tennis **tournament**.
8. Torino **notched up a 2-1 win** at Milan.
9. Willams **romped to a 12-shot win** in the Open.
10. Real was **narrowly beaten** by their opponents.

23. Fill in the prepositions.

1. They stand a good chance of winning \_\_\_ their league rivals.
2. I never win \_\_\_ tennis.
3. She won the race \_\_\_ 40 metres.
4. The match was eventually won \_\_\_ penalties.
5. There are a lot of teams capable \_\_\_ winning the title.
6. Manchester lost \_\_\_ Chelsey.
7. We lost \_\_\_ five goals \_\_\_ two
8. The visiting side lost \_\_\_ the home

over, into, by, to, in, against, of, on, at

team.

9. Our swimmer was beaten \_\_\_ second place \_\_\_ the American.



10. She has a narrow lead \_\_\_ the other runners.
11. Ferrary team is struggling to stay \_\_\_ the lead.
12. This win gives the team a two-point lead \_\_\_ their closest rival.



24. Complete each of the following phrases with either *win* or *beat*.

- |                        |                        |
|------------------------|------------------------|
| _____ your rival       | _____ the final        |
| _____ a race           | _____ a medal          |
| _____ on points        | _____ the champion     |
| _____ a trophy         | _____ your opponent    |
| _____ the other team   | _____ the favourite    |
| _____ the championship | _____ the world record |

## 25. Answer the questions.

1. What medals do you win if you come second or third?
2. How does it look like when a team or a sportsman gives in?
3. What do you think of our national football team?
4. Describe a sportsman when they are pulling ahead of the rest on the field.
5. Why is breaking records so difficult nowadays?

- ◆ to represent one's country
- ◆ to pull ahead of the rest
- ◆ to break the world record
- ◆ to take the lead
- ◆ to get narrowly defeated/ beaten
- ◆ to come first
- ◆ to finish in second place
- ◆ to win the gold medal
- ◆ to compete in the race
- ◆ to give in

## 26. Speak about the results of the matches using the words from the box.

1. Ukraine \_\_\_\_\_ four goals.
2. Spain \_\_\_\_\_ two goals.
3. France and Germany \_\_\_\_\_ 2-2.
4. England \_\_\_\_\_ Italy.
5. Russia \_\_\_\_\_ Brazil 1-2.
6. Argentina \_\_\_\_\_ 5-2.

- |            |           |
|------------|-----------|
| * beat     | * lost to |
| * conceded | * scored  |
| * drew     | * won     |

*There are no gains without pains.*  
Adlai Stevenson

### Scores

Football scores are said like this:

- |     |                           |
|-----|---------------------------|
| 3-1 | They won/lost three – one |
| 4-0 | They won/lost four – nil  |
| 2-2 | They drew two – all       |
| 0-0 | They drew nil – nil       |

## 27. Discuss the following questions with your partner.

1. What makes a champion? What qualities must one have to become a champion?
2. Sophocles once said, "There is no success without hardship". What is more important for being a good sportsman: to be hardworking or to be talented?
3. Is stamina important for sportsmen? How can you get amazing stamina?
4. Are you a competitive person? Does being competitive help or prevent a person from being a good athlete?
5. What is your attitude to aggressive players? Can being aggressive help to win?
6. Explain an expression "to have guts". Is it important for an athlete to have guts?
7. Most of sportspeople are really dedicated to what they do. How does this dedication help them in their life?

## ★ 28. Match the sports in the box with the following extracts from commentaries. Some sports are used more than once. Translate the expressions in bold.

- |              |            |
|--------------|------------|
| ◆ baseball   | ◆ football |
| ◆ boxing     | ◆ sprint   |
| ◆ car racing | ◆ tennis   |

1. Real Madrid will use the £42.4 millions from the sale of 24-year-old Mesut Ozil to Arsenal to make a move for either Liverpool **striker** Luis Suarez, 26, or Monaco **forward** Radamel Falcao, 27, when **the transfer**

**window reopens** in January.

2. They certainly **push a lot of players forward to pressure the ball**. They are not afraid to **take a risk** that there will be space at the back.

3. US Open **runner-up Rafael Nadal chasing down Roger Federer's record** wins.



4. The Mercedes motor sport director Toto Wolff is expecting the **team to rediscover the route to victory** again after admitting to **taking a recent wrong turn**.

5. All three **referees** only agreed over five rounds, including the eighth round which they all **scored 10-8 to Beltran**.

6. Brett Gardner rips a triple to center in the sixth inning, **clearing the bases** and **giving the Yankees a 7-6 lead** over the Red Sox.



7. Usain Bolt outran fellow Jamaican Yohan Blake in the 100-meter dash on Sunday to **capture the gold medal**. The defending gold medalist **struggled out** but overtook the field to finish in 9.63 seconds, **the second-fastest** 100 in history.

8. At the last two **races**, let's say low-down force races, I'd say Ferrari are also now **ahead of us**. This is what the results have shown us.

9. Lewis is the only man with **consecutive gold medals in the Summer Games' marquee track event**. Justin Gatlin of the U.S. **earned the bronze medal**.

10. Current holder Andy Murray also **progressed into the quarter finals after losing the first set** of his encounter with Denis Istomin in a tiebreak, Murray went on to **take the next three sets with relative ease**. Murray's **quarterfinal opponent** will be Stanislas Wawrinka.



## GROUP WORK

29. Look at the photos with three famous athletes. What do these athletes have in common? Find the answer on the next page.



# THE BIGGEST DOPING SCANDALS IN SPORT HISTORY

The strange tale of **Heidi Krieger** is one for the records. East Germany had been supplying their Olympic athletes with steroids for more than 20 years. The athletes in question included shot putter Heidi, who started to receive the injections regularly at age 16. She went on to earn the European championship in 1986, but was left with all the traits of a man, after enduring long-term hormone abuse. When she retired in 1990, Heidi had a sex change operation and lives now as Andreas. He has told the media that he's unsure if he would have remained a woman or not, but that the choice was stolen from him with those little blue pills given to him by his coach as a young teenager.

The US Anti-Doping Agency (USADA) in July 2012 started formal procedures against seven times Tour de France winner and professional road racing cyclist, **Lance Armstrong**, for having used performance enhancing drugs. Later, in August, the USADA stripped Armstrong of all his wins since August 1998 including his Tour de France wins and handed him a lifetime ban from competitive cycling. The cyclist's fans were extremely disappointed and felt cheated. As the fallout continued, Armstrong's three major sponsors - sports gear maker Nike, cycle maker Trek, and beer manufacturer Anheuser-Busch - severed ties with him.

**Diego Maradona** was an Argentine soccer player and considered one of the best, despite his controversial association with performance enhancing substances. He was often failing drug tests for cocaine – considered to be a stimulant – and eventually received a suspension from soccer for 15 months in 1991, in Italy. This didn't seem to curb his bad habits, and three years later he was again banned from the game – in the 1994 World Cup, in the US – after testing positive for another stimulant drug, ephedrine.

## 30. In the text above find the expressions to the definitions.

1. to be using hormones for the wrong purpose for a long time
2. a drug or product that is used illegally by people competing in sports events to improve their performance
3. an examination of someone's blood, urine etc carried out to discover if an athlete has used any illegal substances
4. to prohibit somebody from doing something
5. a set of clothes that you wear for doing sports

## 31. Read the articles again and put HK (Heidi Krieger), DM (Diego Maradona), or LA (Lance Armstrong).

1. \_\_\_\_\_ couldn't curb his nasty habit of using cocaine and other stimulants.
2. \_\_\_\_\_ was in her teens when started to be given PEDs by the coach.
3. \_\_\_\_\_ won the Tour de France a record seven consecutive times.
4. \_\_\_\_\_ was disqualified from all the races and banned from competitive cycling for life for doping offenses.
5. \_\_\_\_\_ had a transsexual surgery and changed a name.
6. \_\_\_\_\_ was one of the best football player ever.

## 32. In a group, discuss the questions below.

1. What do you know about PEDs (performance enhancing drugs) in sport? What is another word to call them?
2. What kinds of PEDs do you know?
3. Why do athletes use them?
4. Why are PEDs prohibited to use? In your opinion should or shouldn't they be banned?
5. Have you ever heard of any doping scandals?

## 33. Work in pairs. Debate with your partner an issue of doping in sports. Student A, see Appendix 3. Student B, see Appendix 5.

## 34. Write an essay on the topic "Pros and cons of being a professional athlete".

# READING

35. Before reading, answer the following questions.

1. What do you know about the Olympic Games? When and where did they start?
2. What events were included in the ancient Olympic Games? How are modern games different from the ancient ones?

36. Pay attention to the pronunciation:

- Zeus [zju:s]
- Rhodes [rəʊdz]
- Pentathlon [pen'tæθlən]
- Demeter [di'mi:tə]
- Theseus ['θi:sju:s]
- Minotaur ['maɪnəʊ:]

37. Read the first part of the text about the Olympic Games.

## ANCIENT OLYMPIC GAMES

According to historical records, the first ancient Olympic Games can be traced back to 776 BC. They were dedicated to the Olympian gods and were staged on the ancient plains of Olympia. They continued for nearly 12 centuries, until Emperor Theodosius decreed in 393 A.D. that all such «pagan cults» be banned.



### Olympia

Olympia, the site of the ancient Olympic Games, is in the western part of the Peloponnese which, according to Greek mythology, is the island of «Pelops», the founder of the Olympic Games. Imposing temples, votive buildings, elaborate shrines and ancient sporting facilities were combined in a site of unique natural and mystical beauty. Olympia functioned as a meeting place for worship and other religious and political practices as early as the 10th century B.C. The central part of Olympia was dominated by the majestic temple of Zeus, with the temple of Hera parallel to it.

### The Games and religion

The Olympic Games were closely linked to the religious festivals of the cult of Zeus, but were not an integral part of a rite. Indeed, they had a secular character and aimed to show the physical qualities and evolution of the performances accomplished by young people, as well as encouraging good relations between the cities of Greece. According to specialists, the Olympic Games owed their purity and importance to religion.

### Victory Ceremonies

The Olympic victor received his first awards immediately after the competition. Following the announcement of the winner's name by the herald, a Hellanodikis (Greek judge) would place a palm branch in his hands, while the spectators cheered and threw flowers to him. Red ribbons were tied on his head and hands as a mark of victory.

The official award ceremony would take place on the last day of the Games, at the elevated vestibule of the temple of Zeus. In a loud voice, the herald would announce the name of the Olympic winner, his father's name, and his homeland. Then, the Hellanodikis placed the sacred olive tree wreath, or kotinos, on the winner's head.

Through the 12 centuries of the Olympic Games, many wonderful athletes competed in the stadium and the hippodrome of ancient Olympia's sacred area, moving the crowds with their great achievements. Although mortal, their Olympic victories immortalised them. Of the best athletes who left their mark on the sacred valley of Olympia, some surpassed all limits and became legends by winning in successive Olympic Games and remaining at the forefront of their sport for more than a decade.



## Participants

All free male Greek citizens were entitled to participate in the ancient Olympic Games, regardless of their social status. Orsippos, a general from Megara; Polymnistor, a shepherd; Diagoras, a member of a royal family from Rhodes; Alexander I, son of Amyndas and King of Macedonia; and Democritus, a philosopher, were all participants in the Games.

Married women were not allowed to participate in, or to watch, the ancient Olympic Games. However, unmarried women could attend the competition, and the priestess of Demeter, goddess of fertility, was given a privileged position next to the Stadium altar.



## Pentathlon

The Pentathlon became an Olympic sport with the addition of wrestling in 708 B.C., and included the following: Running / Jumping / Discus Throw

### Running

Running contests included:

- \* the stade race, which was the pre-eminent test of speed, covering the Olympia track from one end to the other (200m foot race),
- \* the diaulos (two stades - 400m foot race),
- \* dolichos (ranging between 7 and 24 stades).

### Jumping

Athletes used stone or lead weights called halteres to increase the distance of a jump. They held onto the weights until the end of their flight, and then jettisoned them backwards.

### Discus throw

The discus was originally made of stone and later of iron, lead or bronze. The technique was very similar to today's freestyle discus throw.

### Boxing

Boxers wrapped straps (himantes) around their hands to strengthen their wrists and steady their fingers. Initially, these straps were soft but, as time progressed, boxers started using hard leather straps, often causing disfigurement of their opponent's face.

### Wrestling

This was highly valued as a form of military exercise without weapons. It ended only when one of the contestants admitted defeat.

### Equestrian events

These included horse races and chariot races and took place in the Hippodrome, a wide, flat, open space.

### Pankration

This was a primitive form of martial art combining wrestling and boxing, and was considered to be one of the toughest sports. Greeks believed that it was founded by Theseus when he defeated the fierce Minotaur in the labyrinth.

## 38. Answer the questions about the text you have read.

1. What was Olympia? What did it function as?
2. What were the ancient Olympic Games connected with? What did they aim to show?
3. What did the winner of the games get?
4. What did the official award ceremony include?
5. Who was allowed to participate in/to watch the Olympic Games?
6. What events were included in the ancient Olympic Games? What equipment did the sportsmen use?

**39. Read the second part of the text about the Olympic Games and decide whether the following statements are true or false; correct the false statements.**

1.	There is no single organisation that rules the Olympic Games.	
2.	Those athletes who got second received silver medals at the first Olympics.	
3.	Different cities usually compete to be the host city of the Olympics.	
4.	All the athletes at the first Winter Olympic Games were presented with medals by Pierre de Coubertin.	
5.	The Olympic flame travels from Greece to other countries before the games start.	
6.	The Olympic flag contains five rings to symbolize the unity of five continents.	
7.	Any sport can become a part of the Olympic programme if it is practised in two or more countries.	

### MODERN OLYMPICS

Baron Pierre de Coubertin founded the International Olympic Committee (IOC) in 1894. The IOC has since become the governing body of the Olympics and the first modern event took place in Athens in 1896. Nowadays the aim of the Olympic Movement is to promote peace, friendship and understanding between different nations through sport.

The first modern Olympic Games were held in Greece in 1896. Just over 200 men, representing 14 countries, competed in a total of 43 events. Winners received a silver medal, a certificate and a crown of olive leaves. Runners-up were given bronze medals and a crown of laurel, while those who finished third went home empty-handed.

The Olympic Games are held every four years with one country being responsible for the organisation of the event. There is often fierce competition to be the host city.

### Winter Olympics



The first Olympic Winter Games were originally known as the «Winter Sports Week.»

In 1926, during the 25th Session of the International Olympic Committee in Lisbon, the Chamonix Games were recognised as the first Olympic Winter Games.

### Equipment on shoulders

For the parade of the delegations during the Opening Ceremony, many athletes marched with their equipment on their shoulder (skis, hockey sticks, etc.). Indeed, according to the rules in place at the time, the athletes had to march in sportswear, and the skis or hockey sticks were part of their equipment. Today, the delegations no longer wear their sportswear, but they try to outdo each other in terms of imagination to appear in all their finery.

### Medal presentation

The official medal ceremony was not held until 5 February, shortly before the closing speech by Pierre de Coubertin. As some athletes had already gone home, Frantz Reichel presented their medals to other members of their teams.

### The Olympic flame



The Olympic flame is an important symbol of the Games. A few months before the games start, the flame is carried from Greece to the country holding the Olympics. Often it is carried by runners with torches. On the first day of the Olympic Games the flame is used to light a much bigger fire usually at the centre of the Olympic stadium and it will burn for as long as the games last.

### The flag

The flag of the Olympic Games is white with five rings: blue, yellow, black, green and red. The rings represent the union of the five continents: Africa, America, Asia, Oceania and Europe.



### How does a sport become Olympic?

To make it onto the Olympic programme, a sport first has to be recognised: it must be administered by an International Federation which ensures that the sport's activities follow the Olympic Charter. If it is widely practised around the world and meets a number of criteria established by the IOC session, a recognised sport may be added to the Olympic programme on the recommendation of the IOC's Olympic Programme Commission.

## VOCABULARY

40. Look through both parts of the text and find the words (1 – 16) in the text. Match the words (1 – 16) to their definitions (a – p).

1. to trace back

2. to dedicate

3. to decree

4. imposing

5. votive

6. elaborate

7. shrine

8. rite

9. secular

10. elevated

11. vestibule

12. hippodrome

13. successive

14. to jettison

15. runners-up

16. a crown

a. not connected with spiritual or religious matters

b. the people who come second in a race or game

c. to throw away; abandon; get rid of sth that you no longer need or want

d. a ceremony performed by a particular group of people, often for religious purposes

e. a track in ancient Greece or Rome on which horse races or chariot races took place

f. following immediately one after the other

g. higher than the area around; above the level of the ground

h. to address or inscribe (a book, artistic performance, etc.) to a person, cause, etc. as a token of affection or respect

i. to decide, judge or order sth officially

j. very complicated and detailed; carefully prepared and organized

k. a circular ornament for the head, usually made of gold and jewels which kings and queens wear at official ceremonies

l. an entrance hall of a large building

m. a place where people come to worship because it is connected with a holy person or event

n. impressive to look at; making a strong impression

o. to find the origin or cause of sth

p. presented to a god as a sign of thanks

**41. Find the following words and expressions in the text. Explain their meaning using the context of the text and translate them.**

- |  |   |
|--|---|
| 1. to cheer  | 7. martial arts   |
| 2. to immortalise                                      | 8. to promote peace, friendship and understanding...through sport |
| 3. to be entitled to participate in                    | 9. to go home empty-handed  |
| 4. a pre-eminent test of speed                         | 10. the union of the five continents                              |
| 5. lead weights  | 11. the host city   |
| 6. to strengthen their wrists and steady their fingers |   |

**42. Find English equivalents for the following words and phrases in the text.**

1. отримати перші нагороди
2. офіційна церемонія нагородження
3. великі досягнення
4. перевершити усі межі
5. залишатися на передовій позиції (у лідерах)
6. визнати поразку
7. спотворення обличчя суперника
8. бути одним з найважчих/найжорсткіших видів спорту
9. країна, яка приймає Олімпійські ігри
10. бути широко розповсюдженим у світі
11. відповідати певній кількості критеріїв, установлених сесією МОК



**43. Translate the following sentences using the active vocabulary:**



1. Пітер мріє **присвятити** себе спорту, стати відомим спортсменом та взяти участь в Олімпійських іграх. Він часто уявляє, як мільйони людей будуть **підбадьорювати** його, коли він буде **отримувати свої перші нагороди** під час офіційної **церемонії нагородження**. Пітер знає, що для того, щоб **отримати право брати участь в Олімпійських іграх**, необхідно старанно працювати багато годин на день, щоб **перевершити усі межі**.

2. **Бойові мистецтва** стають все більше популярними серед жінок. Незважаючи на те, що бойові мистецтва є **одним з найжорсткіших видів спорту**, вони є **широко розповсюдженими у світі**.

3. У кар'єрі кожного чемпіона є **великі досягнення**, якими він може пишатися. **Ті, хто посіли друге місце**, отримують не менше слави, ніж переможці. Утім, кожен чемпіон прагне не лише здобути перемогу, а й **залишатися в лідерах** тривалий час та вигравати **послідовні** Олімпійські ігри. Тому найважчим моментом для спортсмена є той момент, коли необхідно **визнати** свою **поразку**.



4. На мою думку, спорт є надзвичайно важливим для людей по всьому світу. Олімпійські ігри не лише виявляють найкращих спортсменів, а й **сприяють миру, дружбі, порозумінню та єдності п'яти континентів за допомогою спорту**.

# LISTENING AND WRITING

44. Look at the proper names used in the speech. Do you know anything about these people/organisations?

- ✦ Clare Balding - presenter of the 'Sports and the British'
- ✦ Stuart McLoughlin - the reader
- ✦ the International Centre for Sport History and Culture at De Montfort University
- ✦ Richard Holt and Tony Collins
- ✦ Thomas Arnold
- ✦ Lord Coe

- ✦ William Penny Brookes
- ✦ George Stuart Robertson
- ✦ Lord Desborough
- ✦ John Carpenter
- ✦ Wyndham Halswelle
- ✦ Mike Murphy
- ✦ Johnny Hayes
- ✦ Dorando Pietri

45. Match the words from the box with their definitions.

*chivalry, concave, disgrace, don, entrant, generosity, impartial,*

*inferior, inspiration, persuasive, to interweave, to reconcile, tolerance, zeal*

1. \_\_\_\_\_ the loss of other people's respect and approval because of the bad way sb has behaved
2. \_\_\_\_\_ stimulation or arousal of the mind, feelings, etc., to special or unusual activity or creativity
3. \_\_\_\_\_ great energy or enthusiasm connected with sth that you feel strongly about
4. \_\_\_\_\_ having the power or ability to convince; tending to convince
5. \_\_\_\_\_ to twist together, blend
6. \_\_\_\_\_ not good or not as good as sb/sth else
7. \_\_\_\_\_ a teacher at a university, especially Oxford or Cambridge
8. \_\_\_\_\_ the willingness to accept or tolerate sb/sth, especially opinions or behaviour that you may not agree with, or people who are not like you

9. \_\_\_\_\_ a person who enters a competition or contest; competitor
10. \_\_\_\_\_ willingness and liberality in giving away one's money, time, etc.
11. \_\_\_\_\_ curving inwards
12. \_\_\_\_\_ not prejudiced towards or against any particular side or party; fair; unbiased
13. \_\_\_\_\_ the combination of qualities expected of an ideal knight, esp courage, honour, justice, and a readiness to help the weak
14. \_\_\_\_\_ to find an acceptable way of dealing with two or more ideas, needs, etc. that seem to be opposed to each other; to make people become friends again after an argument or a disagreement

46. Explain and translate the following expressions.

- to pay respect/homage to
- to strive to do one's best
- archaic footage
- to be incandescent (with rage)
- patriotic hostility
- polarized world
- to be impacted upon
- school chapel
- the breadth of sb's vision
- hammer throwing
- to undermine the original idea

47. Listen to the first part of the 'Sport and the British: the Rise of Olympism', make notes and answer these questions.

1. Why does Lord Coe think that sport is a part of British history?
2. Who is generally considered to be the founding father of the Olympic movement? Who and what was he influenced by?
3. What did de Coubertin find most persuasive?
4. What is 'the idea of artistic chivalry'?
5. What patriotic reasons made de Coubertin interested in sports?
6. What utopian vision did de Coubertin have?

**48. Listen to the second part of the 'Sport and the British: the Rise of Olympism'. Fill in the gaps with the missing information.**

1. The world was not quite ready for the breadth of de Coubertin's vision. The first modern Olympic Games were staged in (1) \_\_\_\_\_ in (2) \_\_\_\_\_. There were less than (3) \_\_\_\_\_ competitors, and most of them were (4) \_\_\_\_\_. None were (5) \_\_\_\_\_. Only (6) \_\_\_\_\_ travelled to (7) \_\_\_\_\_, and another tourist joined them as he happened to be passing through. There were no (8) \_\_\_\_\_. Athletes competed as (9) \_\_\_\_\_. And there was no official (10) \_\_\_\_\_, just turn up, and you're in. So George S. Robertson did just that.

2. Then came the (11) \_\_\_\_\_ of (12) \_\_\_\_\_ and they were just a small part of a (13) \_\_\_\_\_ designed to showcase *La civilisation française*. The (14) \_\_\_\_\_ had to use the Seine, and (15) \_\_\_\_\_ – the Bois de Boulogne, running on (16) \_\_\_\_\_ and watching the (17) \_\_\_\_\_ landing in the (18) \_\_\_\_\_ trees. This time there was (19) \_\_\_\_\_ competitors, but the events were spread over (20) \_\_\_\_\_. And most visitors didn't even realise they were taking place.

The 1904 Olympic Games held in (21) \_\_\_\_\_ as part of the World's (22) \_\_\_\_\_ were even worse. Of the (23) \_\_\_\_\_ competitors (24) \_\_\_\_\_ came from (25) \_\_\_\_\_, who won virtually everything. Pierre de Coubertin considered it was (26) \_\_\_\_\_. The Olympic (27) \_\_\_\_\_ very nearly ended there and then.

**49. Listen to the third part of the 'Sport and the British: the Rise of Olympism'. Decide whether the statements are true or false. Correct the false statements.**

1. The 1908 Olympic Games were due to be held in Athens but they were hosted by Great Britain.

2. The 1908 Olympics were probably the first games that would be recognisable to us as Modern Olympics.

3. The 1908 games were a huge success, they attracted large crowds; the White City stadium was sold out many times.

4. The games were led and organised by members of the middle and working classes.

5. The main participants were members of the aristocracy who'd been educated at publican grammar schools.

6. The games were watched by the working classes, the thousands who went to the White City Stadium from London working class.

7. There was a controversy which got

a lot of people interested at the 1908 Olympics.

8. The entire 1908 games were dominated by fierce rivalry between Britain and Italy.

9. These were the first Olympics that required entrants to compete under a national flag.

10. Pierre de Coubertin's original idea was that the Olympics were going to be about individual athletes.

11. The British coach Mike Murphy was extremely angry because the British winner of the 400 meters was disqualified for running wide and preventing the American runner from overtaking him.

12. The American runner Johnny Hayes became the winner of the marathon because the Italian runner Dorando Pietri was disqualified for being helped.

## 50. Check your general comprehension.

1. Why is sport closely connected with the British history? What role did the British play in forming the Olympic movement?
2. Why were the 1908 Olympic Games very important for Great Britain?
3. How did the British idea that each national team would enter behind its country's flag at the opening ceremony influence the Olympic Games? What was de Coubertin's original vision of the Olympics?
4. How did a story of a human drama help the Olympics to become a brand? What did it show?
5. What lessons could be learnt from London Olympics?

**51. Make a short summary (about 10 – 12 sentences) of what you have heard. Pay special attention to the role of the British in the rise of Olympic Movement. You can use the following plan:**

- 1) Formulating the original idea of the Olympics.
- 2) The history of the first modern Olympic Games.
- 3) The 1908 Olympic Games: innovations and changes, rivalry and dramas, popularity and lessons.

## PROJECT

**52. Choose one Olympic Sport (a sport included into the Olympic programme) that attracts you most and make a short presentation about it. Include the following information:**

- ◆ the period for which the sport has been Olympic;
- ◆ main rules/events;
- ◆ equipment used;
- ◆ top medallists;
- ◆ world records/best results;
- ◆ why this sport is attractive/exciting.

For the list of Olympic Sports, see Appendix 27.



## SPEAKING

**53. Discuss the following questions with your partner/in a group.**

1. Do you know which countries have hosted the Olympic Games most often? Which cities did the Games take place in? When will the next Summer and Winter Olympic Games take place?
2. What countries are the leaders in winning Olympic medals? What Olympic athletes do you know?
3. Do you watch the Olympics? Do you think that the opening and closing ceremonies should be imposing and elaborate?
4. What Olympic events do you like watching? Are you emotionally involved with the success of the Ukrainian team?
5. If you were going to visit the Olympic Games, what events would you choose to attend? Why?



# Unit 3. Theatre

## 1. Read the quotations and discuss the questions below.

- ◇ What makes a theatre?
- ◇ How is the theatre different from other kinds of art and entertainment?
- ◇ Why do people go to the theatre? Why do people want/like to watch different performances?
- ◇ Why do you think people like acting and become actors?

Make them laugh, make them cry, and hack to laughter. What do people go to the theatre for? An emotional exercise. I am a servant of the people. I have never forgotten that.  
Mary Pickford



I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.  
Thornton Wilder

*'All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts...'*  
William Shakespeare 'As You Like It'

*All the best performers bring to their role something more, something different than what the author put on paper. That's what makes theatre live. That's why it persists.*  
Stephen Sondheim

## VOCABULARY

### 2. Read the information below and match the parts of the theatre with their names.

#### What makes a theatre?

Theatres are complex buildings, made up of many elements. These include dedicated spaces for its many functions, both front of house and backstage.

They need to be carefully planned to ensure smooth presentation of a production.

Theatres also contain a vast amount of equipment, essential to present a show, and which needs to be safely accommodated and operated without interfering with the audience's enjoyment.

- |   |  |
|---|--|
| <input type="checkbox"/> Auditorium     | <input type="checkbox"/> Props             |
| <input type="checkbox"/> Boxes          | <input type="checkbox"/> Quick change room |
| <input type="checkbox"/> Dressing rooms | <input type="checkbox"/> Scenery           |
| <input type="checkbox"/> Green room     | <input type="checkbox"/> Seats             |
| <input type="checkbox"/> Orchestra pit  | <input type="checkbox"/> Stage             |
| <input type="checkbox"/> Prompt corner  | <input type="checkbox"/> Wings             |

1. \_\_\_\_\_  
This is where the audience sits and is sometimes known as 'the house'. Side and central aisles lead to the seating. Heating, cooling and ventilation systems control the temperature for the benefit of the audience and the performers.

2.

It is planned to ensure the audience gets the best possible view of the stage. Many large theatres have different levels. The lower level is called *the stalls*, the first level *the dress circle* or occasionally *the grand circle*. Above that is *the upper circle*, with the top level called *the gallery, balcony* or *'the gods'*. All \_\_\_\_\_ have numbers though this was not originally the case.

3.

These were originally built as private seating for the very rich at the side of the stage – not necessarily with the best views though. But it ensured they could sit in a prominent position where they could show off. Sometimes they entertained friends there, with either drinks or supper, closing the curtains for privacy.

4.

The musicians are seated in a sunken area, known as an \_\_\_\_\_ which is directly in front of the stage, often running partially underneath it.

5.

This is where the performance takes place. Some of them are raked (sloped) so that they are higher at the back, up to a gradient of 1 in 24. This slope helps create a sense of perspective and lets the audience see any activity and performers at the back. The terms 'upstage' (away from the audience) and 'downstage' (towards the audience) arise from the rake of the \_\_\_\_\_. Large theatres often have \_\_\_\_\_ with trapdoors, or 'traps' in their floors for spectacular entrances and exits and special effects. When an actor is on \_\_\_\_\_ facing the audience, their left is known as '\_\_\_\_\_-left', and their right is known as '\_\_\_\_\_-right'. These directions are also applied generally and by members of the production team who are in the auditorium facing the \_\_\_\_\_.

6.

These are the areas either side of the stage where the performers wait before going on stage, hence the expression 'waiting in the \_\_\_\_\_'. It is also where large props and standing scenery are stored when not used, in a section that can usually be closed off, called a scene dock.

7.

This is located in the wings usually to the downstage-left of the stage. Traditionally this is where a person would sit with the text of the play, prompting actors when they forgot their lines. The stage manager directs the staging of the show from here.

8.

This is the base for actors and performers, and is used as their social room or lounge. Traditionally it is green as it is a restful colour. But it may have been called after the village green on which travelling players in Tudor times rested after their performances.

9.

These are where the performers dress and get ready for the stage. The principal \_\_\_\_\_ are reserved for the lead performers; the rest share them. Most actors apply their own make-up so the mirrors have several light bulbs around them to simulate the lighting conditions of the stage. This helps them see how they would appear in front of an audience. The temperature of the room is the same as the stage. Sudden changes in temperatures or humidity are not good for a performer's voice or a dancer's muscles.

10.

This is a temporary area near the stage with lighting, mirrors and a costume rail for the actors to make quick costume changes. This is usually with the aid of a dresser.

11.

This is the collective term for painted, printed or photographically-produced cloths, flats and backdrops, made from fabric or rigid materials. They can be brought onto stage on trolleys, un-rolled from above the stage or 'flown' in from fly towers. These are the large spaces above the stage and can be up to two or three times the height of the opening defined by the proscenium.

12.

This is short for properties, and refers to all portable objects used in performances. They are brought on and off by the stage crew and stored in the wings (areas either side of the stage) until needed.

### 3. Match the words to their definitions. Translate the words.

1. stalls (AmE parterre)
2. parquet circle = parterre
3. circle (AmE balcony)
4. dress circle = first balcony (AmE mezzanine)
5. upper circle
6. balcony
7. gallery
8. box
9. row
10. aisle

- a) a passageway separating seating areas in a theatre
- b) an area of seats upstairs in a theatre
- c) a separate compartment in a public place for a small group of people, a small area separated off from where other people sit
- d) the highest level in a theatre where the cheapest seats are
- e) a line of seats in a cinema/movie theatre, etc
- f) the seats that are nearest to the stage in a theatre; the lower level in a theatre where the audience sits, especially the area underneath the balcony
- g) the second level of seats above the floor in a theatre
- h) an upper floor of a theatre where the seats are arranged in curved rows
- i) the first level of seats above the ground floor in a theatre
- j) the seating area of the main floor of a theatre that lies to the rear of the auditorium and underneath the balcony



4. Look at the picture and name different theatre parts that you can see.

5. Work with a partner or in a small group. See the instructions below.

1) Follow one of the links and study what is on in different theatres.

<http://www.nimaxtheatres.com/>

<http://www.boxoffice.co.uk/>

<http://londontheatre.co.uk/tickets/index.html>

2) Choose the play you would like to see.

3) Look at the scheme of the theatre. Discuss with your partner(s) the seats that you would like to book. Think about the location of the seats, the view you get and the price. Your budget is £150.

4) Make a short summary of your discussion. Tell others what you are going to see and what seats you are going to book. Draw a scheme of the theatre and mark your seats on it. Explain your choice of seats to other students.



**6. Rearrange the letters to make words starting with the capitalised letter. Use the Word List to help you. Explain the words.**

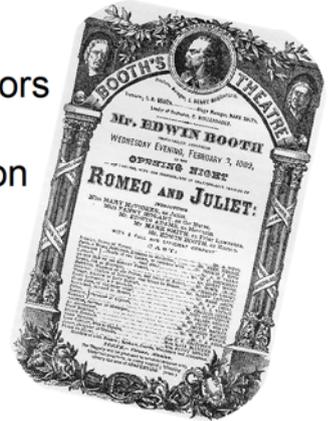
- |                        |                |
|------------------------|----------------|
| 1. Iprioivsaotmn       | 6. oCtoudcnr   |
| 2. esrDs Rereahasl     | 7. hAphetmeitr |
| 3. Caatechr            | 8. Udstnudery  |
| 4. Ppors (=oePertiprs) | 9. eRertroipe  |
| 5. rCeogorpaehr        | 10. seUhr      |

**7. Read the definitions below and guess the names. Then, find these names in the crossword.**



1. area where musicians are seated to accompany the actors onstage
2. a written text of a play, film/movie, broadcast, talk, etc
3. time that is spent practising a play or piece of music in preparation for a public performance; a session of practising a play, concert, speech etc., in preparation for public performance

4. all the people who act in a play or film/movie
5. a person in charge of a film/movie or play who tells the actors and staff what to do
6. the scenery and other props used in and identifying the location of a stage or television production, film, etc
7. a person who writes plays for the theatre, television or radio
8. a person who writes music
9. a large group of singers; a body of singers or dancers who perform together, in contrast to principals or soloists
10. the first public appearance of a performer, or the first public presentation of a show



11. the first public performance of a film/movie or play
12. an actor who learns the part of another actor in a play so that they can play that part if necessary
13. a printed notice advertising a play

U	L	C	C	O	M	P	O	S	E	R	G
N	B	H	P	R	E	M	I	E	R	E	P
D	Z	O	B	C	J	F	D	A	R	P	L
E	Y	R	E	H	E	A	R	S	A	L	A
R	N	U	W	E	G	H	D	K	P	A	Y
S	M	S	E	S	C	R	I	P	T	Y	B
T	C	A	S	T	O	C	R	B	U	W	I
U	S	T	I	R	M	S	E	T	S	R	L
D	R	E	L	A	F	P	C	V	M	I	L
Y	T	O	R	P	W	I	T	C	A	G	B
R	E	D	T	I	B	L	O	S	E	H	O
D	E	B	U	T	M	F	R	O	L	T	N



## 8. Match the theatre words to their definitions.

1. touring show
2. run
3. handbill
4. educational theatre
5. fade out/dim out
6. to draw
7. playbill
8. lights up
9. curtain call

- a) bowing and receiving the audience's applause at the end of the show, or, sometimes in opera, at the end of an act
- b) to attract the public
- c) theatre done by schools, colleges, and universities in their training programs for students
- d) a slower darkening of the stage
- e) a printed announcement of a forthcoming show
- f) to bring up full house lights for intermission or at the end of a play
- g) a program usually containing information about the play, cast, crew, supporters, and advertisers
- h) the number of performance for a particular show
- i) a play performed by a company at numerous locations

## 9. Who does what in the theatre? Match each person to their responsibilities. You can associate several responsibilities with one person sometimes.

- |  |  |
|--|--|
| <input type="checkbox"/> agent             | 1. takes care of bookings                              |
| <input type="checkbox"/> costume designer  | 2. writes or adapts properties known as play           |
| <input type="checkbox"/> director          | 3. decides which styles and fabrics to use             |
| <input type="checkbox"/> leading lady, man | 4. draws or paints the costumes in renderings          |
| <input type="checkbox"/> playwright        | 5. negotiates performance contracts                    |
|  | 6. brings to life the playwright's script              |
|  | 7. researches the costumes                             |
|  | 8. provides artistic meaning to the theatre experience |
|  | 9. plays the main role in a show                       |

## 10. Translate the sentences paying special attention to the words and expressions in bold.

1. He said he had written to everyone who had included an address, explaining that the problem in the **dress circle** was due to the original structure of the theatre.

2. Once we were fed and watered it was time to go back onto the dance floor to practise what we had learnt and add, would you believe, a small jump to our **repertoire**.

3. On Monday night the orchestra arrived ready for **the dress rehearsal** of Gypsy Baron the next morning.

4. Pepper and Jack carried Bunty through the doors into the **wings** and on into the Property Room, a cavern of furniture and baskets of **props**, rich with the smell of dust and old beer.

5. He wasn't on the piano in this intermission because in the next act they were using the **orchestra pit** as part of **the scenery**.

6. Drew became less punctual, he **muffed his lines**, and was often replaced by **an understudy**.

7. We have 8 wheelchair positions at the back of the **stalls**, including one at either end of **row 'T'** with adjoining fixed seats for companion/assistant.

**11. Express your opinion. Answer the following questions.**

1. Do you enjoy going to the theatre? How often do you go to the theatre?
2. How do you choose a play/performance? Do you read theatre reviews? Do you listen to your friends' advice?
3. What theatre genres are your favourite? Do you prefer classical plays or modern ones? Explain your choice.
4. Have you ever been to an opera? What were your impressions?
5. What was the latest play or performance that you watched? What was it about? Did you like the performance? What did you enjoy most of all?
6. What makes a good play/performance? What features of a good play/performance can you name?



**★ 12. Try your hand at acting. Play the following improvisation games. Use the improvisation tips to be good at acting.**

**Simple Acting Improvisation**

**Tips**

- 1) do the first thing that comes to mind related to the situation/scene/topic
  - 2) don't try to be funny
  - 3) always say yes (agree with what the other actors do and build on it)
- More improv at <http://www.freedrama.net/improv.html>

**Here Comes Mary:**

One actress plays Mary who is off stage. The other two actors are managers at a restaurant and describe what Mary is like while she is off stage. Mary is a waitress and when Mary comes in, she has to act like she is described.

**Lines from our Pockets:**

The audience will write lines for the actors to say. Someone will collect the lines and not show them to the actors. The actors will act out the scene and then they must interject the lines into the scene.

**Fairy Tale in a Minute:**

The actors pick a fairy tale (or get one from the audience) and then act out the story in one minute. Then they must act out the same thing in 30 seconds. THEN they must act it out in 10 seconds.

**Pass the Ball:**

All players in a circle. The players pass a mimed ball to others (one ball at a time). The ball becomes heavier, until it weighs a ton, or extremely light, extremely big (and light or heavy) or extremely small (and light or heavy). While passing a ball an actor needs to characterize the ball with an adjective from the list below in order another actor could show the ball's characteristics in the way it gets passed.

**Size Adjectives**

- |          |            |
|----------|------------|
| colossal | miniature  |
| gigantic | petite     |
| huge     | puny       |
| immense  | teeny      |
| little   | teeny-tiny |
| mammoth  | tiny       |
| massive  |            |

## WATCHING A VIDEO

13. You are going to watch videos about Shakespeare's Globe Theatre. Before watching, answer the following questions.

- \* What do you know about Shakespeare? How is his name connected with London?
- \* Do you know anything about the construction of the Globe Theatre?

14. Watch the video about the construction of the Globe Theatre (<https://www.youtube.com/watch?v=ZarqSs1odXE>) and fill in the gaps in the text using the key words in the box.

challenges  
commenced  
dismantling  
entertainment  
erected  
foundations

incarnation  
intended  
octagon  
open-air  
owned  
performance

preservation  
release  
resurrected  
sue  
thatched  
whining



The Globe Theatre was (1) \_\_\_\_\_ in 1598 by William Shakespeare's Theatre company. It was made in the shape of an (2) \_\_\_\_\_, was (3) \_\_\_\_\_, and had three storeys.

The construction of the Globe is a rather interesting history as Shakespeare's company had not originally (4) \_\_\_\_\_ to build a new theatre. In fact, they were quite happily using a theatre built by James Burbage in 1576. The trouble facing them began in 1597. The company technically (5) \_\_\_\_\_ the theatre itself, but the (6) \_\_\_\_\_ on the land was expired. The landlord Giles Allen wanted the structure torn down. The Lord Chamberlain's Men had a solution. They bought a new plot of land where they could have a new theatre made. Unfortunately for them, this inspired (7) \_\_\_\_\_ from the surrounding neighbours who complained of the construction. Shakespeare's men had every right to be building where they were, however, so the construction continued as planned. They even saved a great deal of money by (8) \_\_\_\_\_ the old theatre, which was their property, and using the materials to put together the new Globe Theatre. Giles Allen attempted to (9) \_\_\_\_\_, but failed.

Even after its rocky start, the Globe has had a history of (10) \_\_\_\_\_ in its way. In 1613, the Globe Theatre burnt down due to a cannon fire during the (11) \_\_\_\_\_ of Henry VIII that set fire to the (12) \_\_\_\_\_ roof. The theatre was relatively quickly rebuilt, and Shakespeare lived to see its new (13) \_\_\_\_\_. The theatre still didn't have the pleasure of a smooth ride, as it was shut down in 1642 by the Puritans along with every other theatre or any place of (14) \_\_\_\_\_. The building was razed in 1644, when the Puritans decided that they needed the spot for tenements. The theatre was forgotten until the (15) \_\_\_\_\_ were found. And so, in 1993, yet another reconstruction of the Globe (16) \_\_\_\_\_. Construction was completed in 1996 and opened by Queen Elizabeth II.

It is, perhaps, one of the best examples of (17) \_\_\_\_\_ in London's history, particularly since it has been (18) \_\_\_\_\_ multiple times in the attempt to remember and reuse the space. Even when times had been hard for the Globe, it's always come back with a bang, promising a long and fruitful future for the theatre.

**15. Work with a partner or in a small group. Ask each other questions about the history of Shakespeare's Globe Theatre.**

**16. Match the words to their definitions.**

1. to put on
2. groundling
3. affordable
4. involved (in sth)
5. trapdoor

- a) taking part in sth; being part of sth or connected with sth
- b) a small door in a floor or ceiling
- c) (in Elizabethan theatre) a spectator standing in the yard in front of the stage and paying least; a spectator in the cheapest section of any theatre
- d) to present or stage (a play, show, etc.)
- e) cheap enough for ordinary people to buy/to do

**17. Now watch another video about Shakespeare's Globe Theatre (<https://www.youtube.com/watch?v=m3VGA6Fp3zI>) and say whether the statements below are true (T) or false (F).**



- All plays used to be put on during the day because actors didn't have enough money to afford candles.
- The spectators could shout at the actors and throw things at them if they didn't like the play.
- None of the spectators were women.
- The cheapest seats could be afforded by everyone.
- If you are standing in the theatre, you'll never get wet.

Shakespeare, but they are not authentic any more.

- Now we go to see the play, but in the past, the most expensive seats were the ones that had the best sound because acoustics were more important.
- There are three trapdoors in the Globe.
- It was difficult to get permission for building the theatre after it got burnt down.

**18. Check your comprehension. Answer the following questions.**

1. Why was the theatre named 'the Globe'? What expression is it connected with?
2. How did the church regard the theatre? Where were theatres located?
3. How much does the cheapest ticket cost? What kind of a place will you get for this price?
4. How is the Globe different from typical West End theatres and plays?
5. What is specific about the stage in the Globe? What does the stage represent?
6. How does the shape of the Globe influence the spectators' impression?



## READING

19. You are going to read an extract from the book 'The Picture of Dorian Gray' by Oscar Wilde. Before reading, discuss the following questions.

1. What is Oscar Wilde famous for?
2. What is a visit to the theatre usually associated with for you?
3. Have you ever seen the same play more than once? What makes people go and watch the same performance several times?

20. Read the extract and find as many words and expressions connected with the theatre as possible.

Well, one evening about seven o'clock, I determined to go out in search of some adventure. I felt that this grey monstrous London of ours, with its myriads of people, its sordid sinners, and its splendid sins, as you once phrased it, must **have something in store for** me. I fancied a thousand things. The mere danger gave me a sense of delight. I remembered what you had said to me on that wonderful evening when we first dined together, about the search for beauty being the real secret of life. I don't know what I expected, but I went out and wandered eastward, soon losing my way in a labyrinth of grimy streets and black grassless squares. About half-past eight I passed by an absurd little theatre, with great flaring gas-jets and gaudy play-bills. A hideous Jew, in the most amazing waistcoat I ever beheld in my life, was standing at the entrance, smoking a vile cigar. He had greasy ringlets, and an enormous diamond blazed in the centre of a soiled shirt. 'Have a box, my Lord?' he said, when he saw me, and he took off his hat **with an air of gorgeous servility**. There was something about him, Harry, that amused me. He was such a monster. You will laugh at me, I know, but I really went in and paid a whole guinea for the stage-box. To the present day I can't make out why I did so; and yet if I hadn't-- my dear Harry, if I hadn't--I should have missed the greatest romance of my life. I see you are laughing. It is horrid of you!"

"I am not laughing, Dorian; at least I am not laughing at you. But you should not say the greatest romance of your life. You should say the first romance of your life. You will always be loved, and you will always be in love with love. A grande passion is the privilege of people who have nothing to do. That is the one use of the idle classes of a country. Don't be afraid. There are exquisite things in store for you. This is merely the beginning."

"Do you think my nature so shallow?" cried Dorian Gray angrily.

"No; I think your nature so deep."

"How do you mean?"

"My dear boy, the people who love only once in their lives are really the shallow people. What they call their loyalty, and their fidelity, I call either the lethargy of custom or their lack of imagination. Faithfulness is to the emotional life what consistency is to the life of the intellect – simply a confession of failure. Faithfulness! I must analyse it some day. The passion for property is in it. There are many things that we would throw away if we were not afraid that others might pick them up. But I don't want to interrupt you. Go on with your story."

"Well, I found myself seated in a horrid little private box, with a vulgar drop-scene staring me in the face. I looked out from behind the curtain and surveyed the house. It was a tawdry affair, all Cupids and cornucopias, like a third-rate wedding-cake."

The gallery and pit were fairly full, but the two rows of dingy stalls were quite empty, and there was hardly a person in what I suppose they called the dress-circle. Women went about with oranges and ginger-beer, and there was a terrible consumption of nuts going on."

"It must have been just like the palmy days of the British drama."

"Just like, I should fancy, and very depressing. I began to wonder what on earth I should do when I caught sight of the play-bill. What do you think the play was, Harry?"

"I should think 'The Idiot Boy', or 'Dumb but Innocent'. Our fathers used to like that sort of piece, I believe. The longer I live, Dorian, the more keenly I feel that whatever was good enough for our fathers is not good enough for us. In art, as in politics, les grandperes ont toujours tort."

"This play was good enough for us, Harry. It was Romeo and Juliet. I must admit that I was rather annoyed at the idea of seeing Shakespeare done in **such a wretched hole of a place**. Still, I felt interested, in a sort of way. At any rate, I determined to wait for the first act. There was a dreadful orchestra, presided over by a young Hebrew who sat at a cracked piano, that nearly drove me away, but at last the drop-scene was drawn up and the play began. Romeo was a stout elderly gentleman, with corked eyebrows, a husky tragedy voice, and a figure like a beer-barrel. Mercutio was almost as bad. He was played by **the low-comedian**, who had introduced gags of his own and was on most friendly terms with the pit. They were both as grotesque as the scenery, and that looked as if it had come out of a country-booth. But Juliet! Harry, imagine a girl, hardly seventeen years of age, with a little, flowerlike face, a small Greek head with plaited coils of dark-brown hair, eyes that were violet wells of passion, lips that were like the petals of a rose. She was the loveliest thing I had ever seen in my life. You said to me once that pathos left you unmoved, but that beauty, mere beauty, could fill your eyes with tears. I tell you, Harry, I could hardly see this girl for the mist of tears that came across me. And her voice – I never heard such a voice. It was very low at first, with deep mellow notes that seemed to fall singly upon one's ear. Then it became a little louder, and sounded like a flute or a distant hautboy. In the garden-scene it had all the tremulous ecstasy that one hears just before dawn when nightingales are singing. There were moments, later on, when it had the wild passion of violins. You know how a voice can stir one. Your voice and the voice of Sibyl Vane are two things that I shall never forget. When I close my eyes, I hear them, and each of them says something different. I don't know which to follow. Why should I not love her? Harry, I do love her. She is everything to me in life. Night after night I go to see her play. One evening she is Rosalind, and the next evening she is Imogen. I have seen her die in the gloom of an Italian tomb, sucking the poison from her lover's lips. I have watched her wandering through the forest of Arden, disguised as a pretty boy in hose and doublet and dainty cap. She has been mad, and has come into the presence of a guilty king, and given him rue to wear and bitter herbs to taste of. She has been innocent, and the black hands of jealousy have crushed her reedlike throat. I have seen her in every age and in every costume. Ordinary women never **appeal to one's imagination**. They are limited to their century. No glamour ever transfigures them. One knows their minds as easily as one knows their bonnets. One can always find them. There is no mystery in any of them. They ride in the park in the morning and chatter at tea-parties in the afternoon. They have their stereotyped smile and their fashionable manner. They are quite obvious. But an actress! How different an actress is! Harry! why didn't you tell me that the only thing worth loving is an actress?"

**21. Look at the context in which these words and expressions were used. Explain them.**

- to have sth in store for smb
- with an air of gorgeous servility
- such a wretched hole of a place
- a low-comedian
- to appeal to one's imagination

**22. Find English equivalents for the following words and expressions.**

1. театральна афіша
2. театральна ложа, розташована біля сцени
3. гальорка
4. партер; місце для оркестру (в театрі)
5. два ряди крісел в партері
6. бельєтаж
7. період розквіту британської драматургії
8. чекати на перший акт
9. жахливий оркестр
10. куліси були підняті
11. такі ж абсурдні/безглузді, як і театральні декорації
12. сільський балаган (на ярмарку)
13. дуже низький з глибокими, повними нотами (голос)
14. переодягнений, замаскований



**23. Match the following words with their definitions.**

1. drop scene (= drop curtain)
2. to be presided over sth
3. to drive somebody away
4. gag
5. pathos

- a) a joke or a funny story, especially one told by a professional comedian
- b) to make sb not want to stay or not want to go somewhere
- c) (in a theatre) a curtain or a painted cloth which can be let down so that it hangs across the stage
- d) the power of a performance, description, etc. to produce feelings of sadness and sympathy
- e) to lead or be in charge of sth; to occupy a position as an instrumentalist

## **SPEAKING**

**24. Answer the following questions.**

1. What do people usually wear when they go to the theatre? What did the Jew described in the text look like? How can you characterise him judging by his looks?
2. What was the theatre like? Describe the atmosphere and the interior of the theatre. Prove your thoughts using the text.
3. How does the appearance of actors influence their performance?
4. How is the actress, Sibyl Vane, described? What did Dorian like about her?
5. Why did Dorian believe that an actress is different from other people?

25. What do you see in the pictures? Use the phrases below to describe them.



- to applaud an actor
- to go on stage
- to take a curtain call
- to play encore



## LISTENING

26. Listen to the song 'Are You Lonesome Tonight' by Elvis Presley. Put the lines (a – i) into the correct order and fill in the gaps using the words in the box.

acted  
bring

cue  
doubt

line  
part

stage

- (a) Do the chairs in your parlor seem empty and bare?  
 (b) Are you sorry we drifted apart?  
 (c) Tell me dear, are you lonesome tonight?  
 (d) Are you lonesome tonight?  
 (e) Do you gaze at your doorstep and picture me there?  
 (f) Does your memory stray to a brighter sunny day  
 (g) Is your heart filled with pain, shall I come back again?  
 (h) Do you miss me tonight?  
 (i) When I kissed you and called you sweetheart?

I wonder if you're lonesome tonight  
 You know someone said that the world's a stage  
 And each must play a (1) \_\_\_\_\_  
 Fate had me playing in love you as my sweet heart  
 Act one was when we met, I loved you at first glance

You read your (2) \_\_\_\_\_  
 so cleverly and never missed a (3) \_\_\_\_\_

Then came act two, you seemed to change and you (4) \_\_\_\_\_ strange  
 And why I'll never know  
 Honey, you lied when you said you loved me  
 And I had no cause to (5) \_\_\_\_\_ you  
 But I'd rather go on hearing your lies  
 Than go on living without you  
 Now the (6) \_\_\_\_\_ is bare and I'm standing there  
 With emptiness all around  
 And if you won't come back to me  
 Then they can (7) \_\_\_\_\_ the curtain down

Is your heart filled with pain, shall I come back again?  
 Tell me dear, are you lonesome tonight?



27. Discuss the following questions.

- Why are relations and love compared with acting in this song?
- What expressions are used to show the behaviour, attitude and feelings?
- Do you think people often play different parts in real life while communicating with others?

## 28. Listen to the podcast and fill in the gaps.

I **ran into** my neighbor, Dennis, yesterday afternoon. He asked if I wanted two tickets to the theater. He had (1) \_\_\_\_\_, but couldn't go to this performance. It was (2) \_\_\_\_\_ of Shakespeare's *The Tempest*. I jumped at his offer and invited Lucy to come along.

We arrived at the theater a half an hour before (3) \_\_\_\_\_. We had the tickets **in hand** and didn't need to pick them up at the **will call** window. The doors to the theater were open and we handed our tickets to the (4) \_\_\_\_\_ standing in the **doorway**.

We looked for our seats and were pleasantly surprised to find that we had some of the (5) \_\_\_\_\_. I thought we would be sitting in the (6) \_\_\_\_\_, but we were in the **orchestra section** in the center. This was great! The lights **dimmed** and the curtain (7) \_\_\_\_\_.

After the second **act**, there was an (8) \_\_\_\_\_. Lucy and I went into the (9) \_\_\_\_\_ and bought drinks from the bar. After about 15 minutes, the lights **flickered** and we went back to our seats.

After the last act, the audience gave the actors a (10) \_\_\_\_\_. This was the best play I had seen **in ages**. The acting was superb, the (11) \_\_\_\_\_ and (12) \_\_\_\_\_ were fresh. I couldn't have asked for a better theater experience. I owed Dennis **big time** for giving me his tickets.

## 29. Explain the words you have filled in and the ones in bold.

# GROUP WORK

### 30. Work in teams.

#### Team A.

Describe what happens in the theatre as if you were actors. Use at least 10 expressions from the Word List. Think of some specific actions that an actor can do.



#### Team B.

Describe what happens in the theatre from a spectator's point of view. Use at least 10 expressions from the Word List. Think of some specific actions that a spectator can do.



31. Compare your descriptions. The team that uses more expressions from the Word List wins.

# READING AND VOCABULARY

## 32. Discuss the following questions.

1. What do you know about Broadway?
2. What's the difference between Broadway and Off Broadway theatres?
3. What famous Broadway shows can you name?

## 33. Fill the words into the sentences to find out some facts about buying Broadway tickets.

returns	ticket scalpers
sold-out shows	to book
theatre box office	Twofers
ticket brokers	

You can buy Broadway Tickets in person direct from the (1)\_\_\_\_\_. This way you can avoid service fees, which you would have to pay if you bought Broadway tickets by telephone or online via the Internet.

There are many agencies that sell Broadway theatre tickets, called (2)\_\_\_\_\_. They will charge anything from 40% upwards, but they can sometimes have Broadway tickets for (3)\_\_\_\_\_ which are not available elsewhere.

If tickets are sold out you could try lining up for (4)\_\_\_\_\_. Arrive at the theatre several hours before the performance and you may be lucky!

The (5)\_\_\_\_\_ will hang around the top theatres trying to sell you tickets. NEVER, NEVER, NEVER buy from them. It is just too big a risk that the tickets could be stolen or forged, as well as being very expensive.

If you really want to see a particular show or if you want only prime seats for any show, we always advise (6)\_\_\_\_\_ as early as you can.

You may also find some (7)\_\_\_\_\_ at your hotel or tourist information spots. These are ticket-sized pieces of paper that enable you to buy tickets for specific shows at substantial discounts right at the box office.

## 34. Fill in the words and expressions in the correct form to get more facts about the Broadway theatres.

a matinee	a Suit and Tie
a performance	general public
a preview	to be dark
a star autograph	to cancel

Many Broadway theatres showing musicals (1)\_\_\_\_\_ on Monday nights because they have Sunday (2)\_\_\_\_\_ Broadway theatres showing straight plays often do have performances on Monday nights, instead

of Sunday matinees.

Also, Broadway and Off-Broadway shows go on as usual on most public holidays except two holiday periods – Thanksgiving (the 4th week of November) and the Xmas-New Year week. In these cases, each show will announce extra matinees to make up for shows (3)\_\_\_\_\_ on the holiday itself.

It does not matter whether you wear formal or informal clothes when you go to the theatre. You will not look out of place whether you wear (4)\_\_\_\_\_, or Jeans and a T-shirt.

How can I get (5)\_\_\_\_\_? Wait near the theatre's stage door after the show.

Generally, (6)\_\_\_\_\_ are (7)\_\_\_\_\_ that allow the director and production team to make changes or for the cast to become settled in their part before the show is attended by theatre critics.

The (8)\_\_\_\_\_ can buy tickets for previews, and in some cases the price is reduced. Generally, you won't find much difference between a show in previews and when it is technically 'opened', although new musicals may have many changes!

## GROUP WORK

35. Work in groups. Go to the Broadway World's website (<https://www.broadway.com/>). Find out about current and upcoming shows. Decide which ones you would like to see. Explain your choice. Which show can you afford to buy tickets to?

36. Scan the reviews given below and find out how you can buy tickets for each show at the best price.

### BROADWAY TICKET CENTRAL

*Looking to buy last minute tickets to a Broadway show? Don't know what to see? Trying to find a theater?*

*Welcome to BroadwayWorld's: The Broadway Ticket Buying Guide. Below, you will find weekly updates on full priced tickets,*

*discounts, availability for the hottest productions, and locations for shows playing the Great White Way! Catch up on all the latest stats so that you can see your favorite productions at the best price! (And make it there on time).*

#### KINKY BOOTS

**March 5, 2013 – ongoing**

**Al Hirschfeld Theater**

302 W. 45th St. (bet. Eighth and Ninth Aves.)  
Manhattan, NY 10036

**phone:** 212-239-6200|

**description:** Grammy Award-winning singer-songwriter Cyndi Lauper and four-time Tony Award winner Harvey Fierstein coauthored this musical comedy, based on the 2005 indie film hit of the same name. A young man (aided by a wise, witty drag queen) saves his family's struggling shoe business by producing sexy women's shoes...for men.

**genre:** Musical

**price:** from \$131.50

**recommended audience:** Might not be suitable for younger children

**discounts and lottery:** A limited number of tickets for each performance will be sold via lottery. Entries will be accepted at the box office beginning two and a half hours prior to each performance. Two hours before curtain, names will be drawn at random for a limited number of tickets priced at \$37.00 each. Limit one entry per person and two tickets per winner – entries will be checked for duplicates. Winners must be present at the time of the drawing and show valid ID to purchase tickets. Tickets may be purchased in cash or with a valid credit card. Tickets are subject to availability. Tickets may be partial view. The cancelation line will begin following the lottery.





## THE PHANTOM OF THE OPERA

January 9, 1988 – ongoing

**Majestic Theater**

247 W. 44th St.

Manhattan, NY 10036

**description:** Andrew Lloyd Webber's most famous creation, based on a popular French novel, is the longest-running musical on Broadway. Night after night, audiences are moved and awed by this ghost story with

a heart, a darker version of Beauty and the Beast, in which a deformed musical genius gives voice lessons to a struggling singer, falls in love and attempts to force her to return his feelings. The passionate music, suspenseful plot twists and spooky ambiance of the show leave a lasting impression.

**genre:** Musical

**recommended audience:** Family - All Ages

**approximate runtime:** 3 hours 30 minutes

**price:** from \$121.50

**discounts and lottery:** Tickets in the last two rows of the Rear Mezzanine are \$26.25 for Monday through Thursday performances through general rush. These tickets may be purchased through Telecharge or at the box office. \$26.25 standing room tickets are available, only when the performance is sold out. Tickets are available only at the box office. Limit two tickets per person. 28 standing room positions available.

## CHICAGO

October 23, 1996 – ongoing

**Ambassador Theatre**

219 W. 49th St.

Manhattan, NY 10019

**description:** This quintessential Broadway experience features show-stopping tunes, slinky dancing and a story that revolves around murder, heartache, betrayal, revenge, friendship, fame and all that jazz. You won't be disappointed by this Tony Award-winning show, which spawned the hit movie.

**genre:** Musical

**recommended audience:** Teens and Adults

**approximate runtime:** 2 hours 30 minutes

**price:** from \$127.50

**discounts and lottery:** A limited number of \$37 front row tickets will be sold on the day of the performance when the box office opens. Subject to availability. Not available for Saturday evenings. Limit 2 per person.

\$27 Standing Room tickets are available, only when the performance is sold out. Tickets are available only at the box office. Limit two tickets per person.



### 37. Divide into several groups of 3-4 students. Imagine that you are...

**Group 1.** A family from Texas coming to New-York for holidays. You have got two children in their teens. You did not have the possibility to book tickets in advance.

**Group 2.** Students from New York Art School. You struggle to balance your budget, which is really tight.

**Group 3.** A wealthy couple of theatre-goers. You have seen a lot of shows and want something brand new.

## WRITING

38. Scan the titles of the two performance reviews below and guess what show they are about.

39. Skim through the text of the reviews and say whether the authors approve or disapprove of the performances. What helps you to understand that?

### *Theatre Review: Cats (Tour) - New Wimbledon Theatre*

By STEVE STUBBS

7th May 2014: It's not often I can say I'm going to a musical that I've never seen before, but tonight was one of those moments. No, I've never seen Cats performed before, I've seen most other Lloyd-Webber musicals, so this was quite a rarity for me. You could **feel the buzz in the foyer from the audience** going to their seats, and when inside, you are welcomed by the junkyard set sprawling all over the huge Wimbledon stage, detritus strewn about with steps leading into the auditorium.

If you've not seen Cats before, then what is it about? I hear you asking... Well, it tells the story of a tribe of cats called the Jellicles and the night they make what is known as «the Jellicle choice» and decide which cat will ascend to the Heaviside Layer and come back to a new life.

As soon as the show started, I knew I was in for a good evening because the first thing that hits you is **the quality of the sound and the band playing** off stage **under the baton of** Anthony Gabriele... **Crystal clear, deep mellow bass** and **a very good volume indeed**. The mix was just right, you can **clearly hear all vocals on stage**, sign of **a stunning job well done from all involved**.

### *Eight lives too many Cats comes back -- but had we really been missing the original?*

By KIERAN GRANT

TORONTO -- A disclaimer: Before Cats began its current run at the Canon Theatre Tuesday night, Andrew Lloyd Webber's ubiquitous musical was, for me, little more than a 20-year punchline.

«It was better than Cats» -- an old Saturday Night Live catchphrase -- had assumed its place in the lexicon next to «better than a poke in the eye.»

Then, Tuesday night, I became what must be one of the last 300 people in the western world to see Cats.

And all that distortion melted away to reveal, um, Cats.

Short of comparing it to past productions, this U.S. touring company **version is lean**, but not necessarily mean.

With the trademark catsuits and back-alley backdrop, it's a tangled furball to look at, though the performers **deserve merit for** not colliding with each other during director-choreographer Richard Stafford's clustered dance routines.

Webber's score, performed by a 10-piece group and piped in from backstage, **is interpreted mainly with synthesizers** and ends up **bearing an odd resemblance to** Wendy Carlos' soundtrack to Tron. (Coupled with the fact that the female players look like Daryl Hannah in Blade Runner, and it's 1982 all over again.)

Grant Turner's Munkustrap **is a solid centre for the chorus**, McCree O'Kelley **defies gravity as** Mistoffelees.

The Cats tonight are quite simply **a fantastic bunch of performers** - all singing, dancing, acrobatics, tap-dancing, full of energy... I could go on, this is one ensemble I was proud to be watching.

**Vocals are crisp from all, emotions running high**, especially from Joanna Ampil's Grizabella who **steals the show with a tremendous performance of Memory**. Another **standout** is Joseph Poulton's Mistoffelees, **fantastic dancing and showmanship all round**. Mungojerrie and Rumpleteazer - Benjamin Yates and Dawn Williams - also **provide a dazzling routine** with cartwheels and various other moves of which I have no idea what the names are.

So all in all, this is **a well polished show**, and **it's great to watch whatever age you are** - in tonight's audience there were ages ranging from 5 to 85 - it just goes to show that Cats' popularity still lives strong today... Purrfect!

Five stars ☆☆☆☆☆

Cats is at New Wimbledon Theatre until 17th May.

William Hartery, as both Bustopher Jones and Asparagus, and Gretchen Goldsworthy, as Grizabella, **offer equal measures of** bluster and melodramatic quaking.

Amid this **jumble of prancing characters** there's some **stand-out movement**, though the trade-off here seems to be that the best dancers are **weak singers** and the best singers are weak dancers.

Still, **the fault truly lies with** the material itself.

For all its far-reaching popularity, Cats is a musical where the performers must **excel** in spite of the work and not because of it. As if in some theatrical training ground, they seem a bit like soldiers being put through the paces with live ammunition.

Yes, the words **are comprised mostly of** poems from T.S. Eliot's Old Possum's Book Of Practical Cats. That doesn't make Eliot's work bad, but it doesn't make Cats good, either.

Its two acts are entirely exposition, where characters **are randomly introduced** and shuffled off. Its **flossy-thin story**, or lack thereof, takes five minutes **to play out at the end**.

While there may still be plenty for kids of all ages enjoy in the way of song and dance, this Cats probably isn't the place to find out.

40. Study the Performance Review Guideline (Appendix 28). Then, analyze the reviews above and identify all the components of a traditional review mentioned in the Performance Review Guideline.

41. Find all the expressions the authors use to express their opinions about the musical "Cats". Place all the expressions you have found into one of the two categories: 'Positive' and 'Negative'. Translate these expressions.

Positive

Negative

**42. Compare the two reviews and say in what way the authors describe:**



- \* the choreography
- \* the plot
- \* the stage and the costumes
- \* the vocals
- \* the actors' play
- \* the performance in general

**43. Match the collocations and translate them.**

1. floss-thin
2. weak
3. show-stopping
4. well polished
5. lean
6. stunning
7. tremendous

- a) job
- b) dancing
- c) performance
- d) singers
- e) show
- f) story
- g) version



**44. Find the expressions in the text. Explain them using the context.**

- |  |   |
|--|---|
| 1. the quality of the sound and the band     | 6. to deserve merit for sth/doing sth     |
| 2. to play under the baton of sb             | 7. to be a solid centre for the chorus    |
| 3. to clearly hear all vocals on stage       | 8. to offer equal measures of ... and ... |
| 4. to provide a dazzling routine             | 9. a stand-out movement                   |
| 5. to be great to watch whatever age you are | 10. to be comprised mostly of             |
|  | 11. to play out at the end                |

**45. Find the English equivalents for the following expressions.**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. мати дивну схожість з           | 5. затьмарити всіх                 |
| 2. купа гарцюючих персонажів       | 6. емоції зашкалюють               |
| 3. головна проблема в              | 7. фантастична група акторів       |
| 4. зірка/ хтось, або щось визначне | 8. прекрасна робота всіх учасників |

**46. Write your own review about the play or musical you have seen. Use the Performance Review Guideline (Appendix 28) and the expressions from the vocabulary exercises above.**

## PROJECT

**47. Go to <http://www.freedrama.net/one.html> and choose a one act play to perform in the class room. You can divide into groups and choose a small cast play script or work on your own using a one actor monologue script to perform. Get ready to perform the play in the classroom.**

Remember to:

- rehearse the play;
- choose costumes, props, scenery (if possible);
- choose music for background (if needed).

Have fun!



## Unit 4.

# CHOOSING A CAREER

## VOCABULARY AND SPEAKING

### 1. Discuss the questions with a partner.

- ◇ When you were a child, what did you want to be when you grew up?
- ◇ What would be your dream job? Why do you think it suits you?
- ◇ What job is suitable for your partner? Why are they the right person for it?

**2. Test your partner and let your partner test you using the career test below. These 10 simple questions will help you figure out what kind of career is good for you. Compare the results with your own ideas.**

## What career might be right for you

Adapted from the quiz by Sheetal Mandora

**I. If you got the opportunity to be known as one of the famous people on the planet, would you be willing?**

1. Yes! Why won't I? It's a great opportunity.
2. Maybe; I'm not greedy about fame, but if I get the opportunity.
3. No, I would decline. I don't really want people stalking me.

**II. Is there a particular salary range you'd wish to earn?**

1. My salary has to be at least USD 4,000 or higher.
2. My salary has to be between USD 1,000 to USD 2,000.
3. I'll be satisfied to work till USD 200 to USD 300.

**III. At work, do you think you can work under pressure and stressful conditions?**

1. I am fine with working under pressure; in fact I do very well in those situations.
2. I'd wish to avoid such situations as much as possible.
3. I don't really have any preference.

**IV. When you read the newspaper, which section are you mostly fond of?**

1. Arts and Entertainment; I love to learn about what's going on out there.
2. Business; I enjoy learning about the current market conditions.
3. Crossword puzzles; I'm a huge fan.

**V. Would you like your job to be predictable and flexible?**

1. I don't mind flexible, but predictable jobs scare me.
2. I don't mind predictable, but flexible jobs don't really motivate me.
3. I don't really have any preference.

**VI. If we happen to speak to your professor about you, he/she would say that ...**

1. I am really good at logically reasoning with people.
2. I am great with numbers.
3. I am great with machines.



## VII. Do you wish to travel around the world for your job?

1. I love traveling and if I can combine this hobby with my job, then it will be perfect.
2. Occasional traveling is fine by me.
3. Not an enthusiastic traveler.



## VIII. At work, what type of attire would you like to wear?



1. Formal dress code
2. Uniform dress code
3. Casual dress code

## IX. What is your educational background? What level have you finished or are about to complete?

1. Postgraduate/Graduate
2. Community College graduate
3. High School graduate



## X. Would you prefer a growth oriented organization where you can work hard and show results?

1. Yes! I am very much interested.
2. I don't wish to be pressured into giving results.
3. No, I don't desire working with such an organization.

<http://www.buzzle.com/articles/what-job-is-right-for-me-quiz.html>

## The Result

*Now that you took the quiz, it's time for the results. Here, you need to refer to the notes you took. Count which number (1, 2, or 3) ranks highest. According to that, jump to the corresponding results.*



### Mostly 1's

With the selection of answers you chose, you can become a sales manager, a college professor, an advertising sales agent, a personnel manager, a public relations specialist, a real estate agent, a social service manager, a writer, a surgeon, or a psychologist.



### Mostly 2's

With the selection of answers you chose, you can become an IT analyst, social service manager, an editor, a personnel manager, an engineer, a physicist, a school administrator, or a public relations specialist.



### Mostly 3's

With the selection of answers you chose, you can become a landscape architect, a music director/composer, a coach, an editor, camera operator for television, video, or even motion picture.



### 3. Match the words to their definitions.

1. A job
2. A career
3. A profession
4. Work
5. An occupation
6. A calling /vocation

- a. activities that you do to earn money, either working for a company or for yourself
- b. the regular paid work that you do for an employer
- c. a job that you do because you feel it is your purpose in life and for which you have special skills
- d. the kind of work that someone usually does (used mainly on official forms)
- e. the kind of work for which you need special training and a good education.
- f. the type of work that you do or hope to do for most of your life

### 4. Choose the correct preposition. Translate the sentences.

1. There's not much chance of promotion **in/on** a job like that.
2. She's got a job **by/as** a waitress.
3. She got a teaching job **in/at** the university.
4. We're going to have some building work done **on/at** the house.
5. He's been hard **at/in** work all morning.
6. She's done a lot of work **with/at** disadvantaged children.
7. In the college vacations he does casual work **into/in** the local hospital.
8. He was a consultant physician **on/by** profession.
9. He had a distinguished career **as/like** a diplomat.
10. She achieved a lot **in/from** her chosen career.
11. She pursued a successful career **in/at** medicine.
12. He is desperate to pursue his vocation **as/for** an artist.
13. She seems to have a vocation **for/on** healing.
14. He gave up his occupation **by/as** a farmer and became a teacher.

### 5. Complete the sentences with the words from the exercise 3.

1. I have a very demanding \_\_\_\_\_.
2. The scandal ruined his \_\_\_\_\_ and he never worked in the stock market again.
3. Last month we completed \_\_\_\_\_ on the new business center.
4. For a time he believed he had a \_\_\_\_\_ to be a priest.
5. State your name, age, and \_\_\_\_\_ in the box below.
6. The medical \_\_\_\_\_ is always telling us we should exercise more.
7. Agricultural work is traditionally seen as a male \_\_\_\_\_.
8. She made a \_\_\_\_\_ break to have children.
9. It's piece \_\_\_\_\_, so how much you earn depends on how fast you can work.
10. What would be your dream \_\_\_\_\_?
11. I spend most Saturdays doing odd \_\_\_\_\_ around the house.
12. Many unemployed people welcome the chance to do purposeful \_\_\_\_\_, even if unpaid.
13. Her \_\_\_\_\_ as a market researcher involves a lot of leg \_\_\_\_\_.
14. She entered the legal \_\_\_\_\_ after university.

6. Define the words below and explain the difference between them.

## POST      POSITION      VACANCY

7. Translate the sentences into English.

1. Він отримав освіту в Оксфорді і пізніше зробив кар'єру в журналістиці, але любов до музики, яку він успадкував від батька, підготувала для нього інше покликання.

2. У місцевому супермаркеті є вакансія продавця, я збираюся подати заяву, щоб отримати цю роботу.

3. Пост президента є надзвичайно почесним у будь-якій сфері.

4. Головний обов'язок топменеджера контролювати роботу усіх його підлеглих.

5. На піку своєї кар'єри вона вирішила стати домогосподаркою.

6. Приблизно половина з усіх опитаних зазначили, що їх рід занять – фізична праця.

7. Батько Сарі не бажав, щоб її професією стало вчителювання.

8. Він отримав посаду секретаря минулого квітня.

8. What are trades? What are unskilled jobs? Decide if the jobs below belong to professions, trades or unskilled jobs.

### PROFESSIONS

### TRADES

### UNSKILLED JOBS

- \* archaeologist
- \* architect
- \* baker
- \* bank clerk
- \* barrister
- \* blacksmith
- \* bricklayer
- \* butcher
- \* carpenter
- \* chef
- \* chemist
- \* conveyer operator
- \* crane operator
- \* dentist
- \* dyer

- \* electrician
- \* estate agent
- \* excavator operator
- \* factory worker
- \* filling station attendant
- \* fisherman
- \* flight attendant
- \* forklift truck operator
- \* garage man / service station man
- \* hairdresser

- \* judge
- \* lawyer
- \* loader
- \* locksmith
- \* lorry driver
- \* mechanic
- \* musician
- \* notary
- \* nurse
- \* photographer
- \* physician
- \* physicist
- \* plumber
- \* postman
- \* refuse collector

- \* security guard
- \* shepherd
- \* shop assistant
- \* social worker
- \* solicitor
- \* surgeon
- \* taxi driver
- \* teacher
- \* traffic warden
- \* vet
- \* waiter/waitress
- \* welder
- \* window cleaner

**9. Match the job description with the position.**

✓ *managing director/  
chief executive officer*  
✓ *personnel manager*

✓ *receptionist*  
✓ *secretary/PA  
(personal assistant)*

✓ *clerk*  
✓ *accountant*

1. S/he is responsible for keeping and checking financial accounts, calculating taxes etc.
2. S/he is responsible for keeping records or accounts in an office.
3. S/he is responsible for choosing people for jobs and dealing with any problems of the staff.
4. S/he is responsible for welcoming and dealing with people arriving in an office.
5. S/he is responsible for typing letters, keeping records, answering telephone calls, arranging meetings.
6. S/he is in charge of a large company or organization.

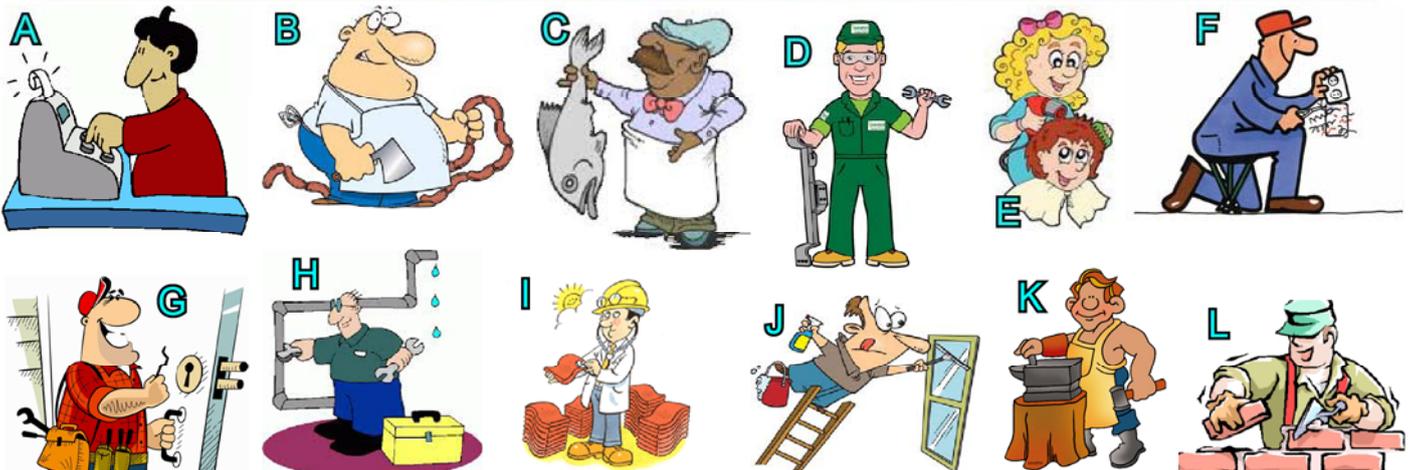
**10. Fill the jobs into the blanks.**

◇ custom officer      ◇ paramedic      ◇ police officer      ◇ soldier  
◇ firefighter      ◇ pilot      ◇ sailor      ◇ traffic warden

1. Daniel is a \_\_\_\_\_ in the Royal Navy.
2. My husband is a \_\_\_\_\_ in the fire brigade.
3. Lucy works as a \_\_\_\_\_ in the ambulance service.
4. Her brother was recruited last month. Now he is a \_\_\_\_\_ in the army.
5. As a child I dreamt to be a \_\_\_\_\_ in the air force.
6. He is a senior \_\_\_\_\_.
7. In Britain a \_\_\_\_\_ is a member of a traffic control department or agency who issues tickets for parking violations.
8. It does not take too long to have the bags checked in the airport if a \_\_\_\_\_ works efficiently.

**11. Label the pictures.**

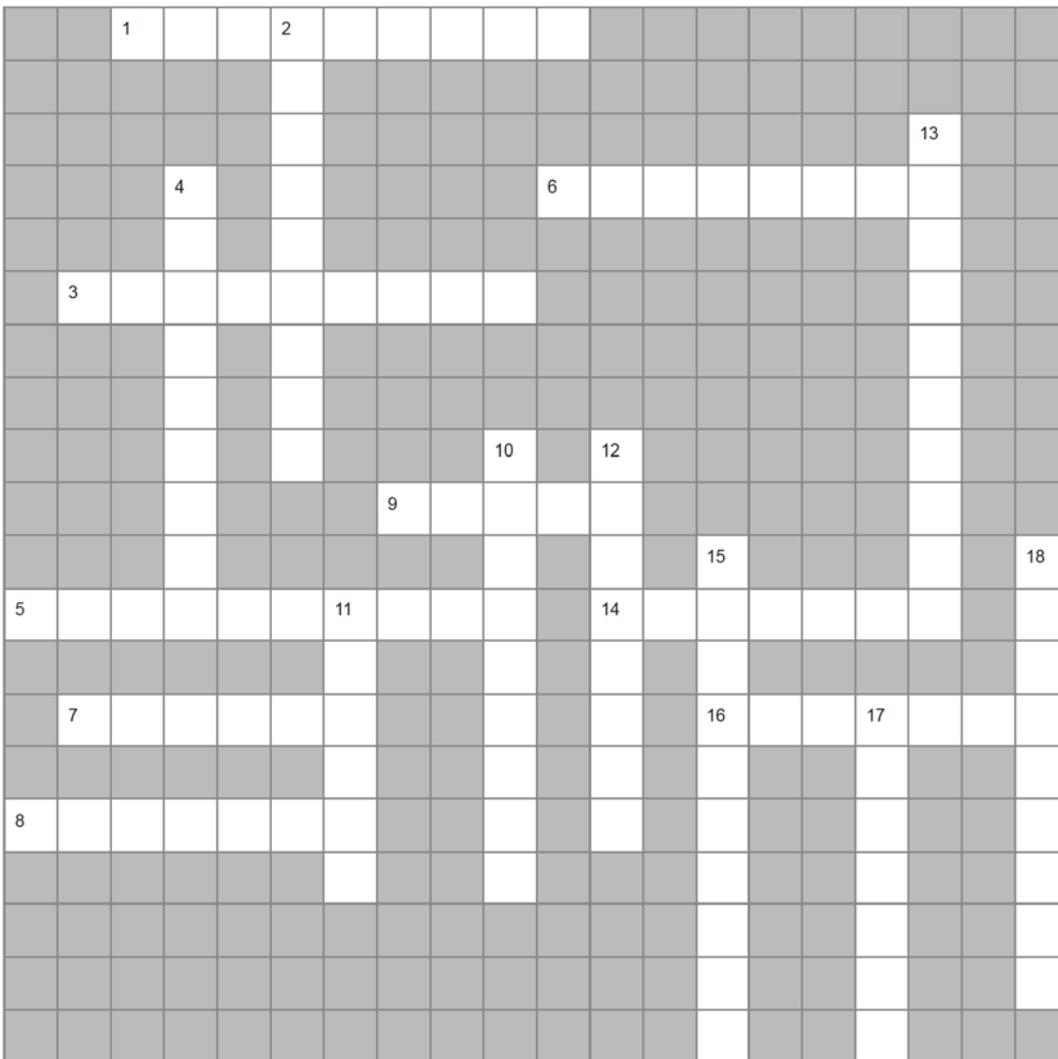
- bricklayer
- butcher
- cashier
- electrician
- fishmonger
- hairdresser
- locksmith
- mechanic
- plumber
- roofer
- smith (blacksmith)
- window cleaner



**12. Complete the information in the table. Describe three more jobs.**

Job	Place of work	Responsibilities	Tools	Qualities required
1. a conductor			baton, music stand, score	
2. a photographer 				must be creative; detail oriented; patient and willing to wait for the right moment before taking a photo
3.			needles, sewing machine, dressmaker scissors	
4. a priest 		perform religious duties and ceremonies		
5. a film director	filming location			
6. a news presenter (an anchor)			news "copy"	
7. an artist	artist's studio			
8.				
9.				
10.				

### 13. Do the crossword.



- architect
- barrister
- butcher
- chemist
- coach
- fishmonger
- freelancer
- jeweler
- locksmith
- lumberjack
- notary
- physicist
- plumber
- priest
- sculptor
- secretary
- shepherd
- solicitor

#### Across

- 1. a scientist who has special knowledge and training in physics
- 3. someone whose job is to design buildings
- 5. someone who sells fish
- 6. someone who makes sculptures
- 7. someone who is specially trained to perform religious duties and ceremonies in the Christian church
- 8. someone who buys, sells, makes, or repairs jewellery
- 9. someone who trains a person or team in a sport:
- 14. someone whose job is to repair water pipes, baths, toilets etc
- 16. someone who owns or works in a shop that sells meat

#### Down

- 2. a type of lawyer in Britain who gives legal advice, prepares the necessary

documents when property is bought or sold, and defends people, especially in the lower courts of law

4. someone who makes and repairs locks

10. a lawyer in Britain who can argue cases in the higher law courts

11. someone, especially a lawyer, who has the legal power to make a signed statement or document official

12. someone whose job is to take care of sheep

13. someone who works independently for different companies rather than being employed by one particular company:

15. someone whose job is cutting down trees for wood

17. a scientist who has special knowledge and training in chemistry

18. someone who works in an office typing letters, keeping records, answering telephone calls, arranging meetings

**14. Match the words and translate the names of the jobs into Ukrainian. When and why do you address these people?**

- |             |              |
|-------------|--------------|
| 1. traffic  | a. manager   |
| 2. sales    | b. warden    |
| 3. estate   | c. operator  |
| 4. camera   | d. guard     |
| 5. security | e. agent     |
| 6. shop     | f. assistant |
| 7. customs  | g. director  |
| 8. managing | h. officer   |

**15. Who will you go to if...**

- ...you want to have your hair cut?
- ...you need your car to be repaired?
- ...if you have a toothache and need to have your tooth filled?
- ...if you want to have your parcel sent?
- ...if you want to have a new dress made?
- ...if you need to have your passport picture taken?
- ...if you need your garbage bin to be emptied?
- ...if you want to have the piano moved to your new apartment?
- ...if you want to have a new house built?

**☆ 16. Match the skills and abilities with the explanations. Then choose the correct jobs and professions that need these skills and abilities.**

- I. Concept organization
- II. Inductive reasoning
- III. Structural visualization
- IV. Numerical reasoning
- V. Foresight

- 1. the ability to quickly see a common element among seemingly unrelated ideas
- 2. the ability to decipher numerical patterns and concepts
- 3. the ability to break down complicated ideas and make them more easily understood
- 4. the ability to imagine lots of possibilities – and anticipate potential problems
- 5. the ability to picture three-dimensional objects in your mind

- a) Research scientists, police detectives, lawyers.
- b) Politicians, entrepreneurs, physicians, activists
- c) Engineers, architects, physicians
- d) Engineers, computer programmers, editors.
- e) Economists, financial analysts, accountants

**☆ 17. Work with a partner. Ask each other questions about various professions and abilities following the schemes below.**

A. **What is 'numerical reasoning'?**  
 B. It's the ability to decipher numerical patterns and concepts.  
 A. **What jobs** require numerical reasoning?  
 B. Numerical reasoning **is needed** by economists, financial analysts, accountants.

A. **What abilities** do economists need?  
 B. **They require** numerical reasoning.  
 A. **What is 'numerical reasoning'?**  
 B. It's the ability to decipher numerical patterns and concepts.

**18. Find two people who are in your team by asking your classmates questions about their jobs.**

**Example**

- *What do you do (for a living)?*
- *My job is making and altering garments.*
- *So, you are a tailor.*



**Group 1. Go to Appendix 7.**

**Group 2. Go to Appendix 10.**

**Group 3. Go to Appendix 22.**

**19. When all the members of the team are found**

- a) come up with three points of similarity between your jobs;
- b) decide which job does not match with the other two.

**20. Name three jobs that...**

- ❖ are the most/ the least demanding;
- ❖ are badly paid;
- ❖ are over-paid;
- ❖ require a dress code / wearing a uniform;
- ❖ are challenging for you.

**21. Answer the questions.**

1. Do you think it is more important to make a lot of money or to enjoy your job?
2. If you could own your own business, what would it be?
3. If you had to choose between a satisfying job and a well-paid one, which would you choose?
4. If money weren't a problem for you, which job would you prefer to have?

**22. Which of the following benefits are most important to you in a job and why? Rank them according to their importance.**

- |   |   |
|---|---|
| <input type="checkbox"/> A high salary                      | <input type="checkbox"/> The opportunity to use the training and skills you have acquired |
| <input type="checkbox"/> Good working conditions            | <input type="checkbox"/> A job near where you live  |
| <input type="checkbox"/> A boss you enjoy working for       | <input type="checkbox"/> The opportunity to travel  |
| <input type="checkbox"/> Co-workers you like                | <input type="checkbox"/> Flexible working hours   |
| <input type="checkbox"/> Little or no overtime              |   |
| <input type="checkbox"/> Good opportunities for advancement |   |

## **READING AND VOCABULARY**

**23. Discuss the questions below.**

1. What do you know about Forbes? What is it famous for?
2. What is your idea about an ideal job?
3. What jobs can be considered the best? What factors influence the choice of a job?
4. Do you think there is a difference between jobs for men and women? Which jobs are considered to be 'for men' and 'for women'?

24. Read the text. Write out the names of different professions mentioned in the text.

## The Best Jobs For Women In 2013

In recent surveys, over 80% of workers said they planned to look for a new job in the New Year, and 60% said they wanted to choose a different career path entirely. Women seem to be at the forefront of the charge. For the last few years, more women than men have pursued MBAs in order to make a mid-career switch.

But which jobs offer the most security, **satisfaction** and financial gain? Cue jobs expert Laurence Shatkin, Ph.D., the author of Best Jobs for the 21st Century. He uncovered the best jobs for women in 2013 by analyzing the occupations with the highest percentage of women reporting “very high” satisfaction levels, based on the National Survey of College Graduates, the highest median annual earnings as of 2011, strong projected growth through 2020 and the largest number of total annual **openings**, as tracked by the U.S. Department of Labor.



The result? Shatkin found that a woman’s best shot at career success in the New Year is as a diagnosing medical doctor, including physicians, dentists and optometrists. The majority of women in this role (60%) report very high satisfaction levels, and the job pays a median salary of \$121,000 and features high job security. There are nearly 80,000 openings a year, and the field is expected to grow 27% by 2020.

In fact, several roles in health care, one of the fastest-growing sectors of the U.S. economy and dominated by women, appear on this list.

Female health professionals (including registered nurses, pharmacists and dieticians), non-practicing medical scientists, and psychologists all report high satisfaction and feature good pay and strong future growth.

According to the Society for Human Resource Management’s annual **employee** satisfaction survey, women rank the top contributors to their job satisfaction as: opportunities to use their skills and abilities (65%), job security (64%), communication between employees and senior management (61%) and **compensation**. As a comparison, men place slightly more importance on pay and also list the work itself as a leading contributor.

Interestingly, most of these jobs are high-level professional jobs requiring a major education and time **commitment**. For example, lawyers and judges and top-level managers and executives — jobs known for long hours and a lot of stress — have some of the highest satisfaction levels among women.



Shatkin says these types of jobs offer a high level of intellectual satisfaction, and, because more education typically results in higher pay, the women are able to feel more secure and fairly compensated. Furthermore, he says the trend of hiring more professional support staff unburdens them from much of the **grunt work**.

For example, physician assistants, nurse aides and paralegals often manage the administrative and routine work, allowing the professional to focus on the work they **were trained for**.

Professional jobs also feature high levels of autonomy, which research shows boosts employee satisfaction. Defined as freedom to make choices in the workplace and be accountable for them, autonomy may include on-the-job decision-making latitude, control over your work schedule or the freedom to elect how and where to work. In a study last year, researchers at Concordia University found the potential benefits of workplace autonomy to include greater employee commitment, better performance, improved **productivity** and lower turnover.

In some of the best jobs, women are in the minority of workers. Although they are only 29% of actuaries and only 5% of petroleum engineers, both landed on the top-10 list. Shatkin believes the women who **pursue** typically masculine jobs, bravely bucking employment gender norms, likely have a strong personality fit and talent for the work, which would contribute to higher satisfaction levels. For example, 56% of female actuaries report being “very satisfied,” compared to only 47% of male actuaries.



The numbers of women **pursuing** professional jobs has exploded in the last 50 years. They now earn the majority of professional and doctoral degrees, up from just 10% in 1961. The number of women in law school has gone from 4% in 1963 to 44% today, and the number in medical school increased from 6% to 49%. Despite these **gains**, women continue to face significant leadership and wage gaps, earning just 82% as much as their male peers earn just one year out of college.



**25. Work with a partner. In turns, give a definition of a profession mentioned in the text and ask each other to guess the profession.**

- A. What do you call a person who is a specialist in general medicine, and not surgery?
- B. It's a physician.



**26. Look at the highlighted words and expressions in the text. Match them with their definitions. Make up your own sentences using these words and expressions.**

1. job satisfaction
2. opening
3. employee
4. compensation
5. commitment
6. grunt work
7. to be trained for (work)
8. performance
9. productivity
10. to pursue
11. gains

- a. to apply oneself to (one's studies, hobbies, etc.)
- b. a job that is available, a vacancy
- c. profits or winnings
- d. manner or quality of functioning; how well or badly you do sth
- e. something, especially money, that sb gives you because they have hurt you, or damaged sth that you own (as reparation for loss, injury, etc.); indemnity
- f. hard boring work
- g. the willingness to work hard and give your energy and time to a job or an activity
- h. the rate at which a worker, a company or a country produces goods, and the amount produced, compared with how much time, work and money is needed to produce them
- i. to be taught the skills for a particular job or activity
- j. a person who is paid to work for sb
- k. the extent to which a person's hopes, desires, and expectations about the employment he is engaged in are fulfilled

**27. Find English equivalents for the following words and phrases in the text.**

- |  |  |
|--|--|
| 1. гарантія зайнятості, забезпеченість роботою | 7. адміністративна та повсякденна робота                     |
| 2. фінансова користь; прибутки, заробітки      | 8. свобода прийняття рішень на робочому місці                |
| 3. середній річний дохід (заробіток)           | 9. плинність робочої сили; коефіцієнт плинності робочої сили |
| 4. середня заробітна платня; оклад             | 10. мати типowo чоловічу професію                            |
| 5. гарна (заробітна) плата                     | 11. різниця у заробітній платі                               |
| 6. сталий майбутній розвиток                   |  |

**28. Find in the text words which mean the money that you earn by working. Match them to their definitions.**

- \_\_\_\_\_ is a fixed regular payment, typically paid on a monthly basis but often expressed as an annual sum, made by an employer to an employee, especially a professional or white-collar worker.
- \_\_\_\_\_ is the money that blue-collar workers are paid every week by their employer, usually according to how many hours or days they work each week or month.
- \_\_\_\_\_ is any money that one is given for doing a job.

**29. What other kinds of payment do you know? What do you call...**

- ...the money paid to a lawyer, doctor, or similar qualified worker for a piece of work they have done?
- ...a small amount of additional money that you give to someone such as a waiter or a taxi driver?
- ...money added to someone's wages, especially as a reward for good work?

**30. Fill in the gaps with the words from the exercises 28 and 29.**

- The employee of the week receives a \_\_\_\_\_ for his excellent work.
- A doctor usually charges a \_\_\_\_\_ for a home visit.
- The average \_\_\_\_\_ of a teacher is \$39,000 a year.
- How can factory workers live on such a low \_\_\_\_\_?
- He left the waitress a large \_\_\_\_\_.
- The job offers good rates of \_\_\_\_\_ and excellent perks.

**31. What kind of pay may these people get? More than one answer is possible.**

- |              |             |                        |
|--------------|-------------|------------------------|
| • a plumber  | • a cashier | • a petroleum engineer |
| • a barber   | • a waiter  | • a CEO                |
| • a mechanic | • a dentist |                        |

**32. Say who and when gets such kinds of pay.**

- |                           |                  |                     |
|---------------------------|------------------|---------------------|
| 1. holiday pay            | 3. maternity pay | 5. unemployment pay |
| 2. vacation benefit (pay) | 4. overtime pay  | 6. sick pay         |

**33. Answer the following questions to check your comprehension of the text.**

- How did the jobs expert analyse the occupations? it connected with job satisfaction?
- What jobs become the most popular and successful? 5. What is autonomy? Why is it important for employee satisfaction?
- What are the main factors that contribute to women's job satisfaction? 6. Why are women who pursue typically masculine jobs more satisfied than male workers?
- Why is education important? How is 7. What problems do women still face?

## USE OF ENGLISH

**34. You are going to read Arielle's letter about her job. Before reading, translate and explain the following words.**

- |                        |                    |
|------------------------|--------------------|
| ☞ to intern            | ☞ department staff |
| ☞ to treat sb like ... | ☞ update meeting   |
| ☞ a co-worker          | ☞ to be discounted |
| ☞ an assistant         | ☞ to speak up      |
| ☞ to give sb respect   | ☞ to fit in        |

**35. Using the words above, try to predict the content of the letter. Then, read and check your ideas. Which ideas of yours were correct?**

*Dear Liz,*

*I'm in the middle of a very disappointing first year on my first post-college job. I interned at this company twice and they made me an offer to join the firm after graduation.*

*I got the job offer before my winter break in my senior year of school. I didn't even interview with any other companies because I had such a great experience interning here two different times, with different teams.*

*Now that I'm here as a full-time employee I am still viewed as an intern and everyone I knew in the 'old days' still treats me like a college kid. My boss, Allan, was never my supervisor when I was an intern but he knew me, and in fact the two people I worked for as an intern are two of the worst offenders when it comes to communicating with me as a co-worker and not an assistant. They are nice to me but they don't give me the same respect they give one another.*

*They don't ask my opinion about a lot of things. I only go to one meeting, which is our department staff update meeting. I do a good job but I haven't been brought into any conversations at a higher level than my own desk.*

*When I have ideas and try to get them acted on, the bar is higher for me than for other people. I feel like I'm being discounted because of my age.*

*Nobody is snippy or harsh, it's just that they change their tone of voice when they talk to me and they ask me about whether I like Beyonce and what movie I saw last weekend. I have nothing against social conversation and fun but I can't climb out of the Intern Zone with these people! I dress as seriously as I can.*

*I speak up at meetings. I've never tried so hard to fit in as I'm doing right now. When will my colleagues start to see me as a businessperson rather than the youngest and most junior member of the team?*

*Thanks,*

*Arielle*

**36. If you were Liz, what would you recommend Arielle to do? Note down your ideas.**

**37. Now read Liz's answer completing the text with the necessary words from the list below. Were your ideas correct?**



Dear Arielle,

I'm very (0) excited for you on your first career adventure! That first job can be a roller coaster. You're learning a tremendous amount, and not all of the learning is (1) \_\_\_\_\_. It's those little pricks and stings that teach us to pay attention (2) \_\_\_\_\_ things we may not have focused on before.

When you were an intern, the folks in your office could mother-hen you and mentor you or ignore you and go on with their day. Interns (3) \_\_\_\_\_ and go. Now that you're a full-fledged team member, they are checking you (4) \_\_\_\_\_ in a new way. That isn't a negative thing. They're trying to understand who you are, and trying to (5) \_\_\_\_\_ to you across the distance of the gap in your ages or the differences in your life experiences. I cannot say exactly what's going on in the energy field at your workplace, but I have a hypothesis.

You were determined not to let your former intern status slow you (6) \_\_\_\_\_ as a serious career woman, and you say that you've never worked so hard to fit in anywhere in your life before. My suggestion is for you to stop trying so (7) \_\_\_\_\_. You can be yourself. Your colleagues may be talking about Beyonce and movies to help you settle down and relax.

You don't have to play the part Ultra Serious Business Woman! You didn't say in your letter that anyone was belittling or criticizing you, just that it's hard to get your ideas taken (8) \_\_\_\_\_.

That is the way it is when you're new in your career. You have to build (9) \_\_\_\_\_ credibility. That isn't an age-related thing; it's a matter of life and work experience and accumulated stories. Part of your job now is to show your co-workers that along with suggesting ideas, you can learn and take suggestions, too.

It would be awful if your first professional job required you to bow and scrape and do everybody else's scutwork (10) \_\_\_\_\_ you were less than the other employees. I don't hear that in your letter, but I do hear the fear of a business newbie wanting to be taken seriously and not being sure how to make that happen. Soften, relax and ask (11) \_\_\_\_\_ help even if you think you don't need it. Give up (12) \_\_\_\_\_ to follow the Ms. Independent Business Woman persona and be your amazing Arielle self. It doesn't matter what you think your co-workers think of you right now.

It matters that you're on your path, clear on how to move (13) \_\_\_\_\_ and connected to the power source that makes work fun and (14) \_\_\_\_\_. Focus on those things, and your brand inside the company will take care (15) \_\_\_\_\_ itself.

Best,

Liz

0.	A. exciting	<u>B. excited</u>	C. excite	D. excitement
1.	A. most pleasant	B. more pleasant	C. the pleasure	D. pleasant
2.	A. to	B. at	C. for	D. in
3.	A. come	B. come in	C. arrive	D. come up
4.	A. in	B. out	C. off	D. away
5.	A. refer	B. empathise	C. relate	D. react
6.	A. up	B. down	C. over	D. off
7.	A. hardly	B. harder	C. hardest	D. hard
8.	A. seriously	B. serious	C. severely	D. severe
9.	A. on	B. up	C. over	D. in
10.	A. as	B. though	C. as though	D. if
11.	A. after	B. around	C. on	D. for
12.	A. trying	B. to try	C. try	D. tried
13.	A. along	B. forward	C. around	D. downward
14.	A. awarding	B. rewarded	C. rewarding	D. reward
15.	A. for	B. of	C. after	D. about

**38. Fill in the table with the derived words. Translate all the words.**

<i>to employ</i>	<i>employer</i>	<i>employee</i>	<i>employment</i>
to train			training
	adviser		
		interviewee	interview
to examine	examiner		
		absentee	
to address		addressee	
to pay			payment

**39. Choose the correct word in the following sentences. Translate the sentences.**

1. Whatever the type of interview the basic purpose is always the same: to elicit information from the **interviewer/interviewee**.

2. **Trainees/trainers** may leave at any time if, for example, they wish to take up employment.

3. This will enable you to show the **interviewer/interviewee** that you are really keen for a job with that particular company.

4. The study was based on structured interviews with some 370 former **employers/employees** of a privately owned steel company in Sheffield who were made redundant in and shortly after the summer of 1979.

5. On receipt of a bill, the charge **payer/payee** is given a specified date by which he or she should pay each instalment.

6. In 1907 the central committee campaigned for a minimum wage for all women co-operative **employers/employees**.

7. If you go for a number of **interviews/interviewers** without success you may subconsciously associate your interview outfit with failure.

8. He was a good conductor, and a first-rate **trainer/trainee** of singers.

9. Currently 8 per cent of the population has private health insurance, which is usually paid for by an **employer/employee** rather than by the individual.

**40. Fill in the gaps with the words from the box. Translate the sentences.**

✓ employees	✓ interview	✓ payee
✓ employer	✓ interviewee	✓ trainees

1. If you write the words 'Account \_\_\_\_\_ Only' between the crossings on the cheque, you can be certain that the cheque can only be banked by the person to whom you made it out.

2. In addition to this, \_\_\_\_\_ participate in many hours of training in the bureau, both supervised and via self-instruction packs.

3. The competition for places may be fierce where all \_\_\_\_\_ have access to facilities.

4. The interviewer should collect the \_\_\_\_\_, not have him sent for from the waiting room.

5. We continue to be a major \_\_\_\_\_ in Port Sunlight, with some 1,300 staff.

6. You will hear from us again if you are short-listed for \_\_\_\_\_.

# VOCABULARY

## Getting a job

- to look for work
- to apply for a job
- an application (form)
- to complete ~
- fill out/in ~
- to send your CV
- résumé
- application (form)
- covering letter
- an interview
- to be called for ~
- to have ~
- to attend ~

- to offer sb a job
- work
- employment
- promotion
- staff
- to employ ~
- to hire ~
- to recruit ~
- to take on ~
- to recruit sb to sth/to do sth



## Doing a job

- to work (in) shifts
- to do/work overtime
- experience/qualifications
- to gain ~
- to get ~
- to lack ~
- to need ~
- training
- to do ~
- to get ~
- to have ~
- to receive ~
- skills
- to learn ~
- to pick up ~
- to improve ~
- to develop ~
- the workload
- to cope with ~
- to manage ~
- to share ~
- to spread ~
- work-life balance
- to improve your ~
- achieve a better ~
- to have (no) job satisfaction
- job security

## Building a career

- a vocation
- to find ~
- follow ~
- pursue ~
- live (out) ~
- a profession to enter ~
- to go into ~
- to join ~
- to pursue a career
- work to do ~
- to take on ~
- to be engaged in ~
- to be involved in ~
- work freelance

- ~ temp ~ voluntary
- to work freelance
- to appoint sb (as sth)
- to promote sb (from sth) (to sth)
- to be/get promoted
- to achieve a promotion
- to demote sb (from sth) (to sth)
- to be demoted
- to move up/to climb the career ladder



## Leaving your job (from sth)

- job
- to leave ~
- to quit ~
- to resign (from) ~
- to give up ~
- to retire
- sb as sth
- from sth
- to be due ~
- to take early retirement
- resignation/notice
- to send
- to hand (in)
- to give in
- to submit
- to lay sb off
- to dismiss sb
- to make sb redundant
- to fire sb
- to sack sb (informal)
- to give sb the sack
- to get the sack (for sth)
- to discharge sb from a job (formal)
- to be out of work/to be jobless/to be unemployed



41. Explain the difference between:

to dismiss sb, to sack sb, to fire sb

VS

to lay sb off, to make sb redundant

**42. Match the following words and expressions to their definitions.**

1. a workaholic
2. to sack
3. to lay off
4. to dismiss
5. to resign
6. to promote
7. to recruit
8. to appoint

- a. to suspend (workers) from employment with the intention of re-employing them at a later date
- b. a person who works very hard and finds it difficult to stop working and do other things; a person obsessively addicted to work
- c. to find new people to join a company, an organization
- d. to officially tell sb that you are leaving your job, an organization, etc.
- e. to dismiss sb from a job; you can no longer continue working for a company, etc. usually because of sth that you have done wrong
- f. to officially remove sb from their job; to fire
- g. to raise to a higher rank, status, degree, etc; to move sb to a higher rank or more senior job
- h. to choose sb for a job or position of responsibility

**43. Paraphrase the sentences using passive constructions instead of the active ones as in the example. Translate the sentences.**

**EXAMPLE:**

They **will make** the workers **redundant** just before Christmas.

The workers **will be made redundant** just before Christmas.

1. Freeman, specialising in property, **has laid off** a dozen well-paid staff members.
2. Between 1975 and 1985, we **will have hired** nearly 18000 people at all levels.
3. They **recruited** as divisional controllers six former CEB managers, six municipal engineers, and two engineers from the power companies.
4. At the age of 53, it comes as a pretty bad shock when they **make you redundant**.
5. But then they **fired** him from his £400,000-a-year job as chief executive of the M I insurance group — and his champagne lifestyle collapsed.
6. He is about sixty and they **should have retired him** years ago, but he has nowhere else to go.

**44. Complete each sentence with 2 to 5 words and including the provided word as in the example.**

**EXAMPLE:** Every young person **who is hired** will be guaranteed the right to Learn While You Earn.

➔ **employment**

Every young person **in employment** will be guaranteed the right to Learn While You Earn.

1. It would have meant seven hundred vacancies and work for the unemployed.

➔ **jobless**

It would have meant seven hundred vacancies and \_\_\_\_\_.

2. They recruited a pilot to fly them in a chartered plane.

➔ **hired**

The pilot \_\_\_\_\_ in a chartered plane.

3. When they fired him from the

manager's job at Preston in 1981, he immediately told the press.

➔ **sacked**

When he \_\_\_\_\_ manager's job at Preston in 1981, he immediately told the press.

4. Philip Masinde replaced the Labour Minister Peter Okondo who left his job in August.

➔ **resigned**

The Labour Minister Peter Okondo \_\_\_\_\_ August and was replaced by Philip Masinde.

5. Investment was drying up, businesses were collapsing, they made men redundant and wages were cut.

➔ **laid**

Investment was drying up, businesses were collapsing, men \_\_\_\_\_ and wages were cut.

6. She got the sack from Apollo Video Film Hire for being 'unreliable'.

➔ **fired**

She \_\_\_\_\_ Apollo Video Film Hire for being 'unreliable'.

7. The Daily Telegraph chose Trevor Grove for the position of its Sunday editor.

➔ **appointed**

The Daily Telegraph \_\_\_\_\_ its Sunday editor.

8. Two years ago they dismissed Rosemary from a job she had held for 20 years.

➔ **redundant**

Two years ago Rosemary \_\_\_\_\_ a job she had held for 20 years.

#### 45. Fill in the gaps with the words given below. Translate the sentences.

✓ appointed

✓ jobless

✓ retired

✓ fired

✓ laid off

✓ sacked

✓ hired

✓ redundant

✓ workaholic

1. During the third week of rehearsal, Gene Hackman was \_\_\_\_\_ and replaced by the extremely different Murray Hamilton.

2. The workforce took salary cuts, the three directors work without salary for three months and one skilled employee was made \_\_\_\_\_.

3. He says that they've \_\_\_\_\_ security guards, and taken other security measures.

4. If you're late without getting permission beforehand just once more, you're \_\_\_\_\_.

5. A Birmingham graduate, Professor Lodge taught in the English Department until 1987, when he \_\_\_\_\_ to become a full-time writer.

6. He has tried hard to balance his managerial duties with outside interests and not to allow himself to become too much of a \_\_\_\_\_.

7. He was \_\_\_\_\_ Executive Secretary of the Cabinet — a position known colloquially as "the little presidency" — in December 1990.

8. In the winter months, for example, many building workers find themselves without work because of bad weather and many workers in the tourism industry are also \_\_\_\_\_.

9. Twenty per cent of Spain's workforce is \_\_\_\_\_ and welfare payments are minimal.

#### 46. Translate the sentences giving as many variants as possible.

1. Він звільнився з посади лікаря 3 роки тому.

2. Молоде подружжя працювало дуже старанно, щоб якомога швидше отримати підвищення та збільшити свої прибутки.

3. У наш час багато компаній вимушені скорочувати своїх працівників через брак коштів. Іноді навіть найкращі робітники можуть бути звільненими.

4. Іноді краще наймати недосвідчених випускників вишів, оскільки вони не проти працювати понаднормово і є самовідданими працівниками.

5. Через свою неуважність Марк не помітив помилки у контракті фірми, тому його понизили на посаді.

6. Коли Пилипа **призначили** менеджером відділу з продажів, він одразу ж став владним та самовдоволеним.

7. Лікарям часто доводиться **працювати в нічну зміну**, тому ця професія є дуже відповідальною.

8. **Гарантія зайнятості та задоволеність працею** є одними з найважливіших показників якості робочого життя.

## GROUP WORK

### 47. Work with a partner or in a small group.

You are personnel department managers. There are going to be job cuts and one of four workers in your company needs to be made redundant. You must choose between 4 people and decide which one should get the sack.



Michael Ross. He is a young man of 22, who has been with the company for 2 years since leaving the college. He is a hard worker with a lot of ambition and shows a lot of promise for future career development; and he also works well in a team. However, he has recently been going to interviews for other positions and maybe unhappy with his current position.

Donna Smith. She is 47 and has been with the company for many years. She gets on very well with all her colleagues, and plays a key role in the business because of her experience and ability with languages. However she has recently been suffering from health problems and hasn't been able to work very much; she has also just divorced from her husband and seems to be depressed.



Dirk Spenser. He is 30 and has been working for the company for 5 years. He is a good worker who is especially valued for his good relations with our customers. He lives far from place of work so he often arrives late to work and his colleagues are always complaining that he is untidy and disorganized. He is single and lives with his elderly disabled mother.



Marry Ann Anderson. She is 35 and married and knows the company inside out. She is very dedicated and hardworking, although she tends to be a bit difficult to work with. She often stays behind to finish anything that needs doing and is always available to fill in for other people. However, her colleagues think she is bossy and ill-mannered.

### 48. Look at the following list of items. Are they **benefits of a job** or **qualifications for a job**?

- |   |   |
|---|---|
| <input type="checkbox"/> Ability to meet deadlines      | <input type="checkbox"/> Paid Holidays                        |
| <input type="checkbox"/> Ability to work accurately     | <input type="checkbox"/> Pay Raise                            |
| <input type="checkbox"/> Bachelor/masters/doctor degree | <input type="checkbox"/> Professional development programs    |
| <input type="checkbox"/> Day off                        | <input type="checkbox"/> Promotion                            |
| <input type="checkbox"/> Driving licence                | <input type="checkbox"/> References                           |
| <input type="checkbox"/> Flex time                      | <input type="checkbox"/> Regional occupation training classes |
| <input type="checkbox"/> Health/dental insurance        | <input type="checkbox"/> Sick, personal, and parental leave   |
| <input type="checkbox"/> Housing                        | <input type="checkbox"/> Vacation time                        |
| <input type="checkbox"/> Job resources                  | <input type="checkbox"/> Verbal communication skills          |
| <input type="checkbox"/> Life and disability insurance  | <input type="checkbox"/> Work experience                      |

49. In an interview an interviewee would probably want to ask about the benefits of the job offered and an interviewer would ask about interviewee's qualifications for the job. Come up with 5 questions an interviewer and an interviewee could ask.

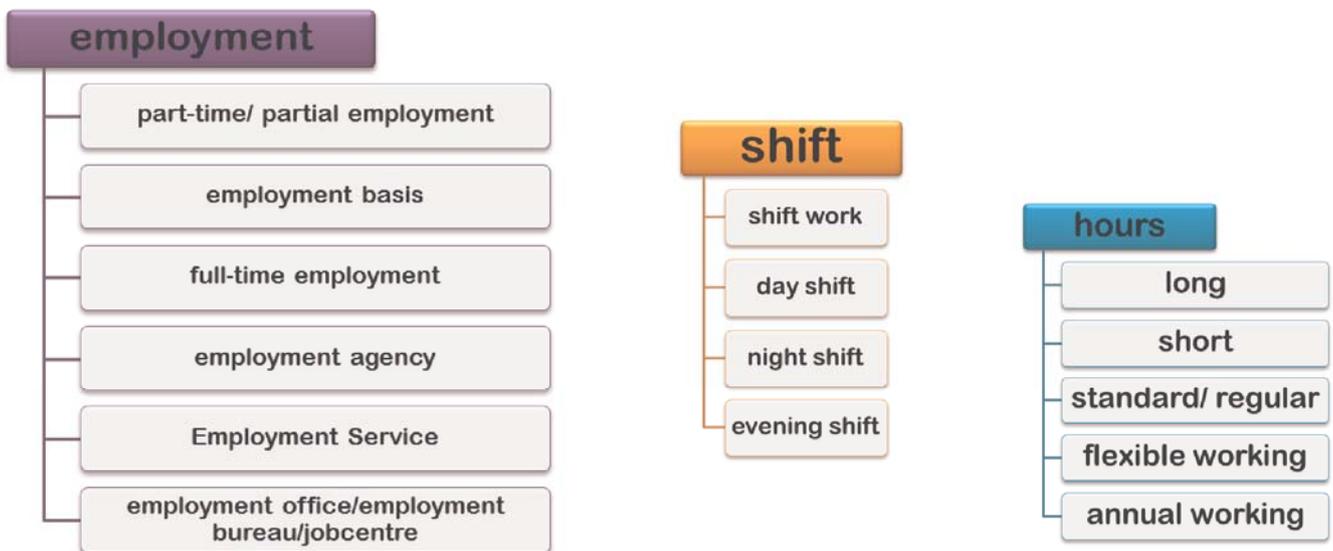
**Interviewer**  
What kind of experience do you have?

**Interviewee**  
Is there any chance for a promotion or raise?

☆ 50. Work in two groups. Role-play the situation. Group 1, go to Appendix 13. Group 2, go to Appendix 17.

## VOCABULARY

51. Look at the charts. Explain the words and expressions.



## READING

52. Read the text and say what advantages and disadvantages of working night shifts Dr Zakia Akhteruzzaman mentions.

### Is working night shifts bad for you?

*adapted from Paula Coccozza, Tom Meltzer, Nosheen Iqbal and Aisha Gani  
The Guardian, Tuesday 21 January 2014 18.58 GMT*

*A new study claims that working nights can disrupt gene activity after only three days – and the health dangers are thought to include an increased risk of breast cancer, type 2 diabetes and heart attacks. Does it worry nocturnal workers? And are there any advantages?*

**Dr Zakia Akhteruzzaman, 32**  
**General practitioner**

I worked night shifts on and off for three years when I was a junior doctor, but the worst time was four long months in A&E. It was disorientating. A&E totally messes up your body clock. You have long shifts – 12 or 13 hours – and you have no time to process anything. There's no window in the main emergency room, so you don't know what's happening outside. I felt totally out of touch with the universe. The most difficult thing is that there's no fixed times.

One day you do 8am to 5pm and then 8pm to 8am for a few days, and then sometimes till 2am. So every day is different. It's difficult to have a social life, and your body can't adjust.

You feel very unwell and jetlagged. I could barely talk sometimes. I would be seeing a patient and taking down their history, and then would have to go to the toilet and cough up phlegm. Twice when I was on night shift I had to take time off as I was sick in bed. I remember feeling really guilty.

When we qualified, there were some doctors who wanted to do A&E, mainly because they enjoyed acute medicine and the associated adrenaline rush, but it wasn't for me. I don't see how you could have any work/life balance and work those shifts.

But as difficult as it was, I also remember it with some nostalgia. It sounds strange, but hospitals can be peaceful at that time. During the day, the patients are in the corridor and there are doctors huddling. But at night, it's often just you walking along the corridors. We would have really deep conversations at that time – even discussing spirituality and deeper issues. I have never found that during the day. I think people feel a bit more vulnerable and open up more. Also, another positive thing is that at this time you really get a chance to bond. Sometimes the junior handles the shop floor while the senior is asleep or does some paperwork, and so the motherly nurses – especially on paediatrics – would look out for juniors and would make a bed and say: «It's quiet now, get some sleep.»

### 53. Find equivalents for the following words and expressions in the text.

- |   |  |
|---|--|
| 1. працювати час від часу                                   | 5. відчувати порушення добового ритму організму            |
| 2. порушувати біологічний годинник                          | 6. почуватися трохи більш уразливим та відкриватися більше |
| 3. почуватися повністю відірваним від суспільства/від світу | 7. піклуватися про молодших (колеги)                       |
| 4. пристосовуватися   |  |

### 54. Match the parts of the sentences to find out advantages and disadvantages of working night shifts. Mark the sentences **A** (advantage) or **D** (disadvantage).

1. It is physically demanding to try to stay awake all night because
2. You don't get a chance to sleep during the day because
3. There is no hustle and bustle in the workplace,
4. One of the biggest problems is digestive,
5. Some people find it easier to do things
6. You could get depressed if
7. You don't get stuck
8. During the day you can do things, like Christmas shopping,
9. Once you are doing night shifts on a permanent basis, your body clock
10. Not seeing sunlight can have

- a) that require more thought later at night.
- b) adjusts and so you become a nocturnal creature.
- c) the rest of society doesn't expect you to sleep.
- d) in the rush hour and in crowds.
- e) so you can get things done.
- f) an adverse effect on your personality.
- g) you are tired during the day and tired during the night.
- h) you worked on your own through the night.
- i) while everyone's at work.
- j) as you can have lots of stomach upsets.

### 55. Can you name other pros and cons of working night shifts?

# LISTENING

56. You are going to listen to a song «Shiftwork». It is a song written by Troy Jones, and recorded by American country music artist **Kenny Chesney** with **George Strait** as a duet. Before listening, explain the following words and expressions:

✓ convenience store

✓ round the clock

57. Listen to the song and fill in the gaps with the words below.

beach

bunch

partied

sweat

blue-collar

clerk

saved

tough

break

insane

stops

Shift work, hard work, tired bar

(1) \_\_\_\_\_ shirt and a baseball cap

You knew me

He's hot, (2) \_\_\_\_\_ drops, 'round the clock

Door never locks

And the noise never (3) \_\_\_\_\_

Not all day

Work seven to three

Three to eleven

Eleven to seven

Shift work, (4) \_\_\_\_\_ work

for the busy convenience store (5) \_\_\_\_\_

Two feet that hurt, going (6) \_\_\_\_\_

She's mad at some lad

Drove off and didn't pay for his gas and he won't be the last

'round the clock pain

Work seven to three

Three to eleven

Eleven to seven

Talking about a (7) \_\_\_\_\_ of shift work

A big ol' pile of shift work

Work seven to three

Three to eleven

Eleven to seven

Well I work, shift work,

Ten years man, I hated that work

I made a (8) \_\_\_\_\_ with the money I (9) \_\_\_\_\_

It took me to the (10) \_\_\_\_\_

to have a beer by the edge of the sea

And this 'round a clock place

I drank my money away

We (11) \_\_\_\_\_

Seven to three

Three to eleven

Eleven to seven

I'm talkin' about...



**58. Check your comprehension and answer the following questions.**

1. Where do the main characters work? How long have they been doing this work?
2. What other jobs can you notice in the video?
3. What difficulties do these people face at work? What words and expressions are used to describe work in shifts?
4. How do the characters feel?
5. How did they spend their holiday and their money?



**59. There are a lot of people who have to work night shifts. Work in pairs or in small groups. Write a list of jobs where people work night shifts in different spheres of life such as**

manufacturing/industries  
healthcare  
education

services and facilities  
transportation  
media, etc.

**60. Competition. Working in pairs or in small groups, in turns, name the jobs where people have to work night shifts.**

## SPEAKING

**61. Name the jobs in which...**

- ➔ people take early retirement
- ➔ there is a high/low turnover of staff
- ➔ people often work overtime
- ➔ people have high job security
- ➔ employees' productivity influence their payment

**62. Express your opinion.**

1. Who usually works long hours/short hours? Is better payment worth working long hours?

2. Is it better to have a flexible working schedule or to work standard hours? Why do you think so?

3. What employment basis and what working hours are the best for:  
- a hard-working student?

- a woman with a baby/child?

- a young person who wants to climb a career ladder quickly?

4. Would you prefer to work in shifts or to work regular hours? Explain your choice.

5. If you had to work in shifts, what shift would you prefer? Justify your choice.



## READING AND SPEAKING

**63. Discuss the questions below.**

1. Can you name three famous people who are highly successful? Do their stories of success inspire you?
2. What might be the keys to their success?

**64. Read this introduction and try to guess who you are going to read about.**

What would you say of a child born to a single 13-year-old mother who was struggling to survive on the streets? What would you say if I told you that this child became the victim of multiple physical and sexual abuses before the age of thirteen herself? She later became pregnant and gave birth to a still-born baby. She often got into trouble with the law before the age of fifteen. You wouldn't bet too much hope on her future, would you? What if I told you that this person was one of the richest and most successful women in the United States? And she is an Afro-American as well.

**65. Read the text and write down Oprah's career timeline.**

*A timeline is a line showing the order in which events happened*



- |  |          |
|--|----------|
| 1. early 1980s co-host of a local Baltimore morning show | 4. _____ |
| 2. at 19 _____   | 5. _____ |
| 3. _____   | 6. _____ |
|  | 7. _____ |

***A Glimpse at Oprah's Career in Her 20s and What We Can Take from It***

*adapted from Meredith Lepore*

Today (January 29, 2014) is Oprah's 60th birthday. This woman has a lot to celebrate. I mean frankly sometimes it seems like every day is Oprah's birthday. She is a titan of media, philanthropy, film, literature and a cultural icon, but at one point in her life she was a woman in her 20's trying to figure out the next step in her career. Did she have this grand plan to take over the world when she was the co-host of a local Baltimore morning show in the early 1980s? It would be cool to think she had this all mapped out but like most of



us, she didn't have her entire career scheduled to a tee. In fact, Oprah claims not to be much of a strategist. ***"I haven't planned one thing – ever. I have just been led by a strong instinct, and I have made choices based on what was right for me at the time,"*** she has said.

She was doing pretty well on the pageantry circuit (she was crowned Miss Black Tennessee in 1972) but her news career was starting to take off. According to *People*, at 19, she became anchor of Nashville's WTVF-TV station and left Tennessee State University to be the first female African-American news anchor in Nashville. ***"Even then you understood that success was a process,"*** Oprah to a photo of her 20-year-old self, just starting out as a reporter, ***"and that moving with the flow of life and not against it would be your greatest achievement."***



Oprah certainly paid her dues in the news business before she turned into the superstar talk show host we know today. She worked for eight years as the co-host of that Baltimore morning show. At 29 she was given the opportunity to cohost the talk show AM Chicago. Her talent shined through and eventually she took over. Within a few months she beat the legendary *Phil Donahue Show* in viewership and the show was renamed, wait for it, *The Oprah Winfrey Show*.

And then slowly but surely came her Oscar-nominated role in *The Color Purple*, the opening of Harpo Productions, *The Oprah Winfrey Show* becoming the highest-rated talk show in TV history, 40 Emmys, her overwhelmingly popular book club (which turns every book into a best-seller), *Beloved*, *O Magazine*, Broadway, the \$40 million-plus Oprah Winfrey Leadership Academy for Girls and OWN. Whew!

But none of this was handed to Oprah on a plate. She worked for all of it. She used her abilities as an entrepreneur to take Harpo, Inc. from a small, five-person production company to a 430-person multimedia conglomerate (as of 2011). ***"I have always had the deep understanding for myself that if anything was going to move forward in my life that I was going to have to be responsible for making that happen,"*** she has said.

Oprah has always pushed the notion that ***"You are responsible for your life."*** Remember that the next time you are faced with a challenge at work or find you are at a crossroads in your career, think of that. ***Happy Birthday, Oprah!***



**66. Find the English equivalents for the following phrases in the text.**

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. розписаний до секунди         | 5. віддавати належне/ віддати борг |
| 2. керуватися сильним інстинктом | 6. піти в гору (про кар'єру)       |
| 3. подати на блюдечку            | 7. детально розпланований          |
| 4. завоювати світ                |                                    |

**67. Paraphrase the sentences using the expressions from the exercise 66.**

1. Her own future had been planned for her in detail by her parents.
2. Mimi became jealous when Jack started to climb a career ladder.
3. The feeling inside told me that it would be unwise to leave home.
4. I'm going to be working to a very tight schedule this week. I have meetings every half an hour.
5. She was grateful to her parents for their love and support and was ready to do her best helping them when they would be old.
6. There must be something unfair about Andy's getting promotion. He got it with little effort while others would normally have to work hard to get promoted.
7. Napoleon was so ambitious that he wanted to take control of the whole world.

**68. Explain Oprah's quotations used in the text.**

**69. What career lessons can we take from Oprah?**

**70. Imagine you are a journalist who has to interview Oprah about her career. Prepare 5 questions to her based on the text you have read.**

**71. Work in pairs. Role-play a short interview with Oprah using your questions.**

## WRITING AND PRESENTATION

**72. Think about the job and career of a person you know well (a relative, a friend, a celebrity, etc.) using the questions below to help you. Make notes and write about the person's career.**

- |   |  |
|---|--|
| <input type="checkbox"/> Why did the person choose this profession?                     | training?  |
| <input type="checkbox"/> Where did they look for a job? How did they find their job?    | <input type="checkbox"/> How did they improve their skills?                                      |
| <input type="checkbox"/> When was the person employed? How did they start their career? | <input type="checkbox"/> Was the person promoted?  |
| <input type="checkbox"/> Does/Did the person work regular hours or in shifts?           | <input type="checkbox"/> When did the person retire? /When is the person due to retire?          |
| <input type="checkbox"/> Do/Did they have to work overtime? If yes, how often and why?  | <input type="checkbox"/> Does this kind of job provide high job security?                        |
| <input type="checkbox"/> Is/Was the person able to control their work schedule?         | <input type="checkbox"/> How can you characterise the person's job? Is it demanding/easy/boring? |
| <input type="checkbox"/> What qualifications did the person have/get?                   | <input type="checkbox"/> Does it include much creativity or routine work?                        |
| <input type="checkbox"/> Did they receive any additional                                | <input type="checkbox"/> Does/Did the person enjoy the job? Would you like to have such a job?   |

**73. Work with a partner. Present the information in turns using any additional prompts (quotations, pictures, posters, cards, etc.). Make notes on your partner's presentation. Then, report the most interesting facts to the class.**

## WATCHING A VIDEO AND SPEAKING

74. What do you know about Steve Jobs? Using at least one fact about him prove that he was one of the key people of influence in the XX-XXI century.

75. Listen to the inspirational speech Steve Jobs gave at Stanford University (<https://www.youtube.com/watch?v=D1R-jKKp3NA>). Decide if these facts about Steve Jobs are true or false.

1. Steve Jobs never went to college.
2. Steve was a son of a lawyer.
3. The calligraphy class Jobs once had taken influenced greatly all the personal computers existing in the world.
4. Steve Jobs was fired from the company he founded because he had a quarrel with Board of Directors.
5. Steve Jobs was the founder of the three companies that deal with computers.
6. Steve Jobs lived only six months after he had been diagnosed with pancreatic cancer.
7. Steve Job was afraid of death.



76. Listen to the second “story” Steve Jobs tells and decide what the expressions in bold mean.

1. **to run the company** as in “Apple grew we hired someone who I thought was very talented to run the company with me.”

- a) to make company successful
- b) to be in charge of the company
- c) to promote the company

2. **to fall out** as in “But then our visions of the future began to diverge and eventually we had a falling out.”

- a) to have a difficult time
- b) to have a quarrel
- c) to split up

3. **to side with** as in “When we did, our

Board of Directors sided with him.”

- a) to discuss an issue with somebody
- b) to support a person in a quarrel
- c) to sign a contract

4. **to screw up** as in “...and tried to apologize for screwing up so badly.”

- a) to make a serious mistake
- b) to feel upset
- c) to have a quarrel

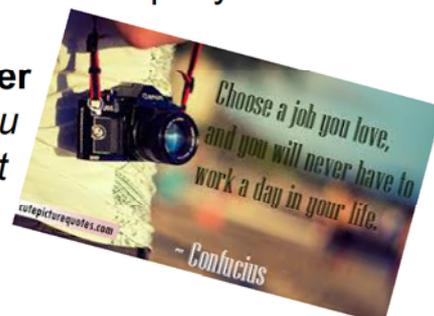
5. **to start over** as in “...so I decided to start over.”

- a) to begin a new career or way of life
- b) to start fighting for something
- c) to start a new company

77. Write down all the sentences in which the speaker induces the audiece to take some actions (e.g. *If you haven't found it yet, keep looking. Don't settle!*). Why does the narrator use inducement so often?



78. Identify the structure of the speech. Write down the outline of it.



79. Summarize each “story” of the speech.

80. Using the structure of Steve Job’s speech prepare your own 2 minute inspirational speech on the topic:

**There is nothing better than to be a ...  
(choose any JOB and speak about it)**

Go to <http://www.virtualspeechcoach.com/2012/04/11/how-to-write-a-speech-in-5-minutes/> and <http://www.virtualspeechcoach.com/2012/02/01/never-forget-another-speech-speech-memorization-techniques/>. The articles will be useful while writing and memorizing a speech.

## PROJECT

81. Divide into groups of 4-5 people and prepare to hold a practical workshop on one of the topics. Use the guidelines (Appendix 29).

«The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.» How to position yourself as a leader at work.

Everyone can start business at home and it can be successful. Home based business ideas.

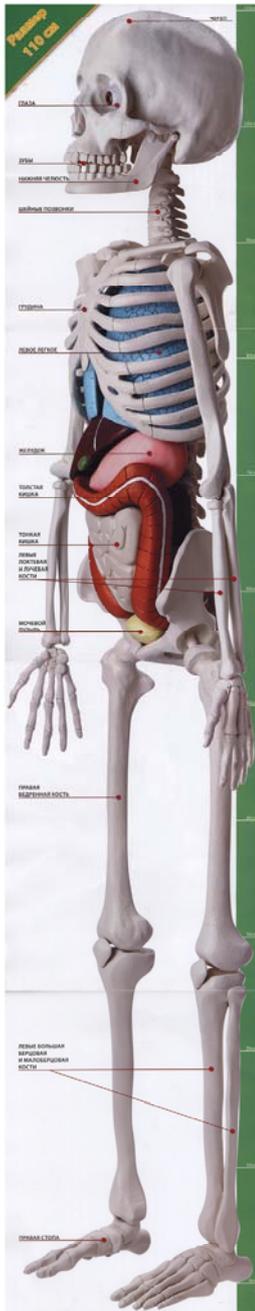
“Some people dream of success... while others wake up and work hard at it.” How to climb a career ladder.

How to dress professionally: Business dress code basics

# Unit 5. A Question of Health

## VOCABULARY

1. Look at the picture. What can you see in it?  
What names of bones/organs/parts of the body do you remember?



### BODY PARTS

2. Provide the names of organs, parts of the body, biological processes, etc. for the following definitions.

- Any of the blood vessels that carry blood away from the heart to all parts of the body
- The muscular organ inside the chest that pumps blood through the body
- The red liquid that flows throughout the bodies of humans
- One of the blood vessels through which the blood flows to the heart from all parts of the body
- Tubes in the body through which blood circulates
- Blood vessels that join the end of an artery to the beginning of a vein
- A sac attached to the liver, in which extra bile is stored until needed
- The large organ like a bag or pouch into which food passes from the mouth and throat to begin the process of digestion
- A large reddish-brown organ in people and animals that helps the body absorb food
- A gland near the stomach that helps digestion
- The bones of the head that surround and protect the brain
- Narrow bones that curve around the body from the spine in back to the breastbone in front and that protect the organs inside
- A basin-shaped structure in the skeleton
- One of the pair of organs for breathing found in the chest. They take in oxygen from the air and remove carbon dioxide from the blood
  - To breathe out
  - To breathe air into the lungs
- A place in the body where bones come together and movement can occur
- A tough, flexible connecting tissue that attaches one bone to another bone at a joint
- The smallest unit of an organism that carries out all activities of life
- A hard structure that supports and protects an animal or human's body



# LISTENING

## 3. Match the following words with their definitions. Translate the words.

1. cell
2. intestines
3. leftover
4. urine
5. kidney
6. lid
7. fist
8. pins and needles
9. airway
10. gene
11. suffocation
12. strangulation

- a) either of the pieces of skin above and below the eye that cover it when you blink or close the eye
- b) a hand when it is tightly closed with the fingers bent into the palm
- c) a unit inside a cell which controls a particular quality in a living thing that has been passed on from its parents
- d) an uncomfortable feeling in a part of your body, caused when a normal flow of blood returns after it has been partly blocked, especially because you have been sitting or lying in an awkward position
- e) a passage down which air travels from the nose or mouth to the lungs
- f) dying because there is no air to breathe; blocking the air passages or having the air passages blocked
- g) the act of killing sb by squeezing their throat tightly; the state of being killed in this way
- h) a long tube in the body between the stomach and the anus
- i) an object that remains from an earlier time
- j) the waste liquid that collects in the bladder and that you pass from your body
- k) the smallest unit of living matter that can exist on its own. All plants and animals are made up of them
- l) either of the two organs in the body that remove waste products from the blood and produce urine



## 4. Listen to the recording 'Parts of the body' by Richard Sidaway and complete the crossword with the names for the parts of the body.

<http://learnenglish.britishcouncil.org/en/magazine-articles/parts-body>

A													
B			D										
C													
D													
E													
F													
G		U					M	X					S
H													
I		I											
J													
K													
L													
M													

N													
O		A		Y									
P		L		I									
R													
S													
T													
U		U											
V													
W													
X													
Y													
Z		G											

5. Listen to the recording again and note down the idioms connected with the parts of the body.

6. 'You keep it up to recover from a misfortune, and use the word twice to toast someone'. What is the name of this part of the body? What expressions are meant?

7. Match the parts to form idioms. Explain and translate them.

- |                  |                     |
|------------------|---------------------|
| 1. to follow     | a) on one's knee    |
| 2. to break      | b) to the soul      |
| 3. one's jaw     | c) somebody's heart |
| 4. to get down   | d) dropped          |
| 5. to get a frog | e) your heart       |
| 6. the window    | f) in one's throat  |



8. Put the idioms from the list above into the correct form to fill in the gaps in the following sentences:

- When my mother saw the room, her \_\_\_\_\_.
- '\_\_\_\_\_ your \_\_\_\_\_, Jenna, and see where it leads you.'
- The story she told \_\_\_\_\_ his \_\_\_\_\_.
- I don't listen, I mean sorry, I've got \_\_\_\_\_ in my \_\_\_\_\_, ... she tells me not to stay on the phone too long...
- They say the eyes are the \_\_\_\_\_ to the \_\_\_\_\_ and that if you look deep within you can see the person's sincerity and truth!

9. Make up your own sentences or situations to illustrate these idioms. Do you know any other idioms, set expressions, proverbs and sayings connected with the parts of the body?

# VOCABULARY

## 10. Find the difference between the words and complete the sentences.

a wound / an injury / sore  
to wound / to injure  
a disease / an illness / a malady

1. The film ended with the main character being shot in the chest, but he didn't die – he was just \_\_\_\_\_.
2. She suffers from a strange \_\_\_\_\_. There is some infection in her gallbladder.
3. I have a minor \_\_\_\_\_. It's nothing serious.
4. He got a/an \_\_\_\_\_ playing basketball.
5. Her brother is in hospital with a rare blood \_\_\_\_\_.
6. He had a knife \_\_\_\_\_ in his back – he was stabbed.
7. They had multiple \_\_\_\_\_ after the accident.
8. Your \_\_\_\_\_ is considered to be running if there is an infection and pus comes out of it.



## 11. Read the rules and complete the tasks.

**Pain** – the feelings that you have in your body when you have been hurt or when you are ill/sick;

**To pain** – (not used in the progressive tenses) (formal) to cause sb pain or make them unhappy

**Ache** – a continuous feeling of pain in a part of the body;

**To ache** – to feel a continuous dull pain (Syn: hurt)

We can say *acute, awful, intense, severe, terrible, unbearable, unimaginable, piercing, sharp, nagging, sudden pain; abdominal, back, chest, joint, leg, muscle, pelvic, shoulder, stomach* **pain**.

We can say *constant, deep (figurative), dull, nagging* **ache**.

**Ache** is used with these nouns as the subject: *back, body, chest, ear, head, heart, joint, knee, leg, lung, muscle, neck, side, throat, tooth, tummy*.

We can also use such phrases as **to ache** *badly, really, terribly, a little, slightly, all over*.

## Translate the sentences paying attention to the phrases with 'ache', 'pain'.

1. Asleep, he'd felt a **terrible pain** in his upper arm.
2. It's important that if you do **get an ache** or a strain, treat it with a specialised spray similar to those trainers use with injured athletes which can either heat up an area or cool it rapidly, bringing relief.
3. She couldn't stop crying, and then the **pain** came back and **nagged at** her, till she held her hands to her lower belly.
4. I'll stand up unless my legs **start to ache** and then I'll sit down again.
5. If you suddenly get **severe calf or leg pain**, consult your doctor or midwife immediately.

6. Does sitting make your back **ache**?
7. Behind him he heard Sir Leon **scream in pain**.
8. She had fallen asleep sitting before the fire and she was stiff, her joints **aching**.
9. His jaw **would ache** and once, when he cleaned his teeth that night, he found blood on his toothbrush.
10. The **aching** that Willie had first felt on waking was beginning to ease up, apart from his ankles, which were still a little sore from his boots.
11. Sinking into the seat, I was aware that I was getting a **severe headache** to go with the soreness of my face.

## 12. Read the rules and complete the tasks.

We use “**have**” with different symptoms, infections, before phrases with “ache”, medical conditions, illnesses and diseases.

We use “**to be**” before adjectives.

### The use of the indefinite and zero articles with illnesses

Expressions where the use of **the indefinite article is compulsory**:

a cold, a headache, a sore throat,  
a weak heart, a broken leg

Expressions where the use of **the indefinite article is optional**:

catch (a) cold, have (a) backache/  
stomach-ache/toothache, (an) earache  
I've **had (a) toothache** all night.

With illnesses which are **plural in form** (e.g. measles, mumps, shingles) **no article** is used:

My children are in bed with **mumps**.

With illnesses which are defined as ‘**uncountable**’ (e.g. flu, gout, hepatitis, etc.) **no article** is used:

I was in bed with **flu** for ten days.

**The** will also combine with e.g. flu, measles and mumps  
He's got the flu/the measles/the mumps

### Sort out the words and expressions into the following categories.

#### To have a/an

- asthma
- cancer
- chest infection
- cold
- constipated
- cough
- depressed
- diarrhoea
- dizzy

#### To have

- ear infection
- earache
- fever
- food poisoning
- hayfever
- headache
- high blood pressure
- ill

- infection
- measles
- pain in ... (+ part of one's body)
- pregnant
- rash
- sick
- sore back / neck etc.

#### To be

- sore throat/ back/ neck
- stomach-ache
- sweating
- temperature
- toothache
- weak

**13. Write sentences using the correct tense of “have” or “to be” and an article where necessary.**

1. She/ pregnant. She/ baby/ in 6 months.
2. How long/ you stomach-ache? I think you should see the doctor.
3. He/ not eat/weak/ dizzy.
4. The girl/ not satisfied with her appearance/ so/she/ depressed.
5. He/ not sleep well/ so/ he/ headache.
6. My friend/ asthma/ and/ have to take/ special medicine all the time.
7. He /to be poisoned/sick/and/ vomiting the whole day.
8. He/ sweating/because/ he/ running for 3 hours.
9. He/ cough/ sore throat/ pain in his chest/fever/ he must/ flu.
10. After/ she/ recover from her illness/ she/ good appetite.



**14. Insert articles where it is necessary.**

1. You're going to give me \_\_\_\_ heart attack one of these days!
2. If you suspect that you have \_\_\_\_ chronic bronchitis, consult your doctor.
3. Take some aspirin – it'll help \_\_\_\_ fever to go down.
4. After swimming in cold water the child had \_\_\_\_ earache.
5. Some of my grandfather's earliest memories were of \_\_\_\_ typhoid epidemic which hit Worthing in 1893.
6. People that take in high amounts of sodium are more likely to have \_\_\_\_ high blood pressure.
7. If you suspect your baby has \_\_\_\_ allergy to milk, tell your pediatrician.
8. Relatively few of \_\_\_\_ illnesses and emergencies which affect people at home or at work need emergency help.
9. Four years ago, she had \_\_\_\_ nervous breakdown caused, she said, by a range of issues.
10. Each year a lot of people consult their doctors because of \_\_\_\_ backache.

**15. What are the symptoms of these diseases and illnesses? Make sure you can pronounce the words correctly.**

- |                  |                   |
|------------------|-------------------|
| ◆ appendicitis   | ◆ travel sickness |
| ◆ an allergy     | ◆ head lice       |
| ◆ flu            | ◆ tooth decay     |
| ◆ a cold         | ◆ sunstroke       |
| ◆ a heart attack | ◆ dehydration     |
| ◆ measles        | ◆ pneumonia       |
| ◆ food poisoning | ◆ a migraine      |

**16. Read the rules and paraphrase the sentences on the next page by changing *get / have / have got* into other verbs.**

- You can **catch** a cold, the flu, pneumonia.  
You can **contract** (formal) a disease, malaria, typhoid.  
You can **develop** (formal) cancer, diabetes, Alzheimer's disease.  
You can **suffer from** asthma, hay fever, diarrhea.  
You can **be diagnosed with** cancer, AIDS, leukemia.

1. Many surgeons who get arthritis experience the tragedy of no longer being able to operate.
2. He has got a serious lung disease.
3. You can't get the malaria just from physical contact.
4. She got liver cancer when she was only twenty.



5. He got a terminal illness and died a month later.
6. She has a rare disease of the brain.
7. She got typhoid while she was abroad on holiday.
8. I'm running a temperature. It seems I got the flu.

**17. Rearrange the letters to form the names of diseases. Start with the CAPITALISED letter. All the words end in -itis.**

1. hRni
2. tAhr
3. pidAncpe
4. solniTI
5. taHpe
6. sartG
7. atrnaPce
8. Citnjcunvo
9. mtaoSt
10. radC

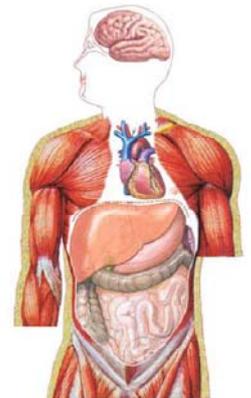
# itis

**-itis**  
[-artɪs] –  
suffix forming  
nouns, indicating  
**inflammation of**  
a specified part:  
*tonsillitis*

**18. Match the disease on the left with the part of the body that it particularly affects. Then, make a sentence to describe the disease.**

*e.g. Migrane is a disease that affects your head.*

- |                   |   |
|-------------------|---|
| 1. migraine       | a) stomach  |
| 2. appendicitis   | b) tonsils  |
| 3. tonsillitis    | c) head   |
| 4. arthritis      | d) part of the eye                                    |
| 5. hepatitis      | e) appendix   |
| 6. rhinitis       | f) joints and bones                                   |
| 7. conjunctivitis | g) heart  |
| 8. gastritis      | h) blood and liver                                    |
| 9. pancreatitis   | i) lungs  |
| 10. stomatitis    | j) pancreas   |
| 11. carditis      | k) immune system                                      |
| 12. asthma        | l) skin   |
| 13. an ulcer      | m) mucous membrane that lines the nose                |
| 14. AIDS          | n) bowels (intestines)                                |
| 15. typhoid       | o) the outside of the body or the surface of an organ |
| 16. skin cancer   | p) mouth  |



★ **19. Work in groups of 3-4. Think of other diseases that end in -itis. Write them down checking their spelling and pronunciation. Compare your list with another group.**

**20. Prepare a short oral report (2 minutes) on any disease. Speak about main signs and symptoms of the disease and the treatment for it. While preparing the report, use the tips below.**

- make sure you've got a clear focus;
- plan what you want to say;
- narrow the scope/depth;
- do not include undefined terminology or unknown words;
- prepare **handouts** with 5-7 key or specific words (terms);
- check your report for coherence;
- edit your report;
- prepare **visual aids** (pictures/posters etc.)



**21. Discuss the questions with your partner.**

1. What terminal diseases do you know? Why are they considered to be terminal? Can they be cured? How can a person develop them?

2. What acute diseases are there? What must a person do if they are diagnosed with such a disease?

3. Do you or your relatives suffer from any chronic disease? What do they do about that?

4. What is a contagious disease? What must you do not to catch a contagious disease? Can it be terminal? What preventative measures are usually taken to prevent a contagious disease from transmitting?

5. Are you allergic to anything? What are the symptoms of any allergy? Do you usually suffer from hay fever? How can you fight it off?

**22. Translate the following expressions into English. Choose 5 of them to make your own sentences.**

- |                       |                         |                           |
|-----------------------|-------------------------|---------------------------|
| 1. кровоносні судини  | 7. харчове отруєння     | 12. відчувати             |
| 2. підшлункова залоза | 8. мати алергію на щось | запаморочення             |
| 3. нирки та печінка   | 9. сінна гарячка        | 13. невиліковна хвороба   |
| 4. гострий апендицит  | 10. страждати на запори | 14. раптовий біль у спині |
| 5. виразка шлунку     | 11. мати підвищений     | 15. жакликий (постійний)  |
| 6. запалення легень   | кров'яний тиск          | біль у суглобах           |

## READING

**23. Read the introduction to the text «How I beat anorexia: one woman's story».**

*Around one in five people with an eating disorder die within 20 years through suicide or long-term health damage. So what does it take to beat this terrible disease?*

*Here, we spoke to 22-year-old Leanne MacNay, from Glasgow, who, as a bullied teenager, suffered from anorexia and eventually tried to kill herself. Today, healthy and happy, she is a model and mother to a delightful five-year-old girl. This is her inspiring story . . .*



## 24. Before reading the text, discuss the following questions.

1. What is anorexia nervosa? What are the symptoms of it?
2. Brainstorm a list of reasons that make people suffer from anorexia.

## 25. Now read the text and find out what happened to Leanne.

### How I beat anorexia: one woman's story (part 1)

*adapted from CLARE CAMPBELL, Daily Mail*

Until the age of five, I was a very happy child. But that all changed when I started at primary school. I had a younger brother and two loving and supportive parents, both teachers, so I never expected for a moment that the other children might not like me.

Yet almost from the first day, I was picked out by the other children as being plump. Looking back now at photos of myself as child, I can see that I was only slightly heavier than average - certainly not enough to worry about.

But I did. By the time I was eight, teasing had turned into bullying and **made every day an ordeal**. All I knew was that being bigger made me different - and worse, an outsider.

No one who **hasn't been through it** can know what it's like to be called names such as 'Miss Piggy' or 'Fatty' in the playground at the age of five. Even now, I have to block out the memories of exactly what was said to me because it still hurts me so much. I felt I was ugly and unloveable.

Occasionally I would say to my mother that I **was unhappy about my weight**, but she would just tell me to cut out sweets and crisps and eat sensibly. What I wanted was **a more drastic solution** - preferably to be someone else entirely different. By the time I was 13, I hated myself so much and was so miserable that I had become clinically depressed. After school, I would

sit alone in my bedroom and cry for hours.

My mother became increasingly concerned and insisted that I go to our GP. Recognising immediately how serious my problem was, the doctor not only prescribed Prozac but also referred me to a child psychologist. Talking to someone about my feelings **acted as a temporary release** but still did not solve the problem of my increasing self-hatred. Even meeting David, the boy who was later to become my first lover, did not help. Even then, I would not be satisfied and would **flinch at the sight of my own reflection**. I hated going out in the street alone, and stayed at home as much as I possibly could.

I started dieting and lost a few pounds. I was a normal weight for my height, but in my head I remained as enormous - and as ugly - as ever. One morning, I suddenly decided I'd had enough. I knew I did not want to go on living like this and I resolved to take my own life. Some people plan a suicide for months, but for me it **was on the spur of the moment**, an almost hysterical attack of panic at the thought of going on. I felt I was so worthless that, ultimately, both my family and David would **be better off** without me. I did not even think about **leaving a note**.

Once the rest of the family had left the house, I went downstairs to the living room and swallowed an entire packet of my prescribed anti-depressants.

26. Explain highlighted expressions from the text.

27. Find the English equivalents for the following expressions in the text:

- антидепресанти, виписані лікарем
- перестати вживати солодощі
- істеричний напад паніки
- сісти на дієту
- проковтнути цілу пачку пігулок
- мати нормальну вагу для свого зросту
- направити до дитячого психолога
- розлади харчування
- піти до терапевта
- правильно харчуватися
- бути трохи повнуватим
- шкода, завдана здоров'ю
- завдавати болю
- перебувати в стані клінічної депресії



28. Give answers to the following questions:

1. What was Leanne's childhood like? Were there any mental or physical disorders in her early childhood that might cause anorexia?
2. Why was she bullied at school? What damaging consequences did it lead to?
3. When did Leanne start to experience serious health problems? Was there anybody to help her?
4. Draw a mental image of the girl who was suffering from anorexia. What did she look like?
4. What way out of that dramatic situation did the girl find?
5. What might happen to Leanne?

29. What advice would you give to someone in the girl's situation? Write a short feedback suggesting a better solution than the one Leanne found.

## VOCABULARY

30. Read the transcription, write the words and explain their meaning.

1. [saɪ'kaɪətrɪst]
2. [ˌgaɪnə'kɒlədʒɪst]
3. [ˌænəs'θi:zi'plədʒɪst]
4. [ˌɔ:θə'pi:dɪst]
5. [nɪʃə'rolədʒɪst]
6. [ˌɒfθæl'mɒlədʒɪst]
7. [ˌru:mə'tɒlədʒɪst]

**31. Fill in the missing letters. Read, translate and explain the words.**

1. \_\_\_ E \_\_\_ N \_\_\_ T O L \_\_\_ G \_\_\_ S T
2. O \_\_\_ S \_\_\_ E \_\_\_ R I \_\_\_ I A N
3. G \_\_\_ R \_\_\_ A T R \_\_\_ C \_\_\_ A N
4. \_\_\_ E \_\_\_ I \_\_\_ T \_\_\_ I \_\_\_ I \_\_\_ N
5. G \_\_\_ S \_\_\_ R O \_\_\_ N T \_\_\_ R O \_\_\_ O G I \_\_\_ T
6. \_\_\_ N C \_\_\_ L \_\_\_ G \_\_\_ S T



**32. What doctor should you go to if ...**



1. you have any ailment related to the skin or hair, nails etc.?
2. you have any allergic reaction to something?
3. you have an ear and nose ailment?
4. you have any urinary problems or urinary tract infections?
5. you have problems dealing with heart diseases?
6. your tooth is aching?
7. you have caught a cold?
8. you have twisted or broken your arm?

**33. Here is the list of common medicines. Fill them into the small talks between the patient and the doctor.**

- antibiotics
- painkillers
- eye drops
- cough mixture
- sleeping pills
- indigestion tablets
- anti-depressant
- spray for the throat

1. P. Doctor Green, I don't feel well.  
 D. What's the matter with you?  
 P. I haven't been sleeping well.  
 D. I'll prescribe you some **sleeping pills**.

2. D. What's the problem?  
 P. I have a terrible stomachache.  
 D. Do you have any other symptoms?  
 P. Yes, I feel sick.  
 D. You mean you feel nauseous?  
 P. That's right. I feel like vomiting. And right now I feel dizzy, too.  
 D. I'll give you a prescription for \_\_\_\_\_.

3. D. What are your complaints?  
 P. I have a strong headache and a sore throat. I think that I have a fever.  
 D. I'll prescribe you \_\_\_\_\_ and a \_\_\_\_\_. Do you have any other symptoms?  
 P. I've also got a terrible cough.  
 D. I'll give you a \_\_\_\_\_. Take a tablespoon of it three times a day before your meal.

4. D. Hello, what's the matter?  
 P. Good morning. I have a terrible ache in my lower back.  
 D. How long has your back been bothering you?  
 P. I've been having pain for about the last two weeks.  
 D. I'll give you \_\_\_\_\_ to relieve the pain.

5. D. What seems to be the problem?  
 P. I'm suffering from bouts of depression. My weight is dropping drastically.  
 D. It looks like an obsessive behavior. I will prescribe you \_\_\_\_\_ and refer you to a psychologist.

6. P. Doctor Peterson, I don't feel well.  
 D. What's the matter?  
 P. My eyes are sore. They get really itchy.  
 D. You have an eye infection. I will prescribe you \_\_\_\_\_.

# READING AND SPEAKING

## How I beat anorexia: one woman's story (part 2)

adapted from CLARE CAMPBELL , Daily Mail

**34. Before reading, match the expressions with their definitions. Use them to make predictions about the end of Leanne's story.**

1. straight away
2. to be alarmed about smth
3. to destroy smb's life
4. to confront smth
5. to be terrified of smth
6. panic stricken
7. to call in

- a) to cause such severe problems for someone that their life is completely spoilt
- b) to deal with something very difficult or unpleasant in a brave and determined way
- c) to be extremely frightened of smth
- d) immediately
- e) to visit a place or a person
- f) to be frightened or worried that something unpleasant or dangerous might happen
- g) very badly affected by a strong feeling of fear

**35. Answer the questions.**

How can anorexia be treated?

What kinds of treatment do people need?

What are/can be the consequences of anorexia?

**Read the text and underline anything that confirms or contradicts your thoughts.**

Thank God, that morning a girl I knew from college happened to be passing and called in to see me. I didn't know her all that well, but I owe her my life. By the time she arrived, I was already disoriented from the effects of the drug. Realising something was not normal, she asked me what was wrong. I still don't know what made me tell her what I had done. Panic-stricken, she called an ambulance and came with me to the hospital. While I was being hooked up to a heart monitor, she telephoned David.

David came straight away and stayed with me as the doctor organised a stomach pump. But just before going ahead, he suddenly asked me, as a precaution: 'There isn't any chance you could be pregnant, is there?' I told

him that I didn't think so, but on hearing that I was having sex, he decided to give me a pregnancy test anyway. To our amazement and shock, the result was positive. Immediately I felt terribly guilty, realising that it was not just my life I had nearly destroyed but that of my unborn child as well. It was all too much to take in.

Little did I know just how long the road to recovery would be. Lauren, our healthy and beautiful baby daughter, was born without any complications. But although I had eaten healthily during the pregnancy, I was secretly already

terrified of being fat after she was born. Within weeks of Lauren's birth, I'd already lost two stone, and over the next few months I starved myself to the point of collapse.



Looking back, I cannot believe how mad and irresponsible my behaviour was. Once again alarmed about my health, my parents insisted that I see the family doctor, who at first gave me sedatives to try to stop my obsessive behaviour. But my weight continued to drop and soon I weighed less than 5 stone. The doctor finally referred me to the Priory Hospital in Glasgow, where I was lucky enough to receive NHS funding for my treatment.

It was a very long, slow and painful process, but gradually, with the support of the other patients and the counsellors, I confronted the unhappiness of my childhood. I also realised that I was the only person who could help myself now, and that I had to start by looking after my own health. It took me about six months to get my weight back to normal. I continued to receive treatment at the

Priory for a further six months to prevent the possibility of relapse. During that time, tragically, two of my friends from hospital, one aged 13 and one 15, both died from anorexia. Standing by the coffin of a dead friend suddenly made the illness more real, and more terrifying, than any doctor's warning I had ever had.

Once I was discharged from hospital, the first thing I did was to buy new clothes, have my hair cut and change my make-up.

My life now is happier than I could ever have hoped for. Last year, I moved with Lauren into my own two-bedroom flat. I have a wonderful family, a beautiful daughter, and a bright future to look forward to.

Occasionally, I still suffer from bouts of depression, but I've learned now how to get help for myself straight away.

**36. Complete the sentences about Leanne.**

1. Leanne owes her life to....
2. Leanne was taken by the ambulance to the hospital where...
3. When it turned out that Leanne was pregnant...
4. Her parents were alarmed about her health because...
5. At the Priory Hospital Leanne received a treatment which...
6. Leanne realized ...
7. Now her life is...

**37. In the text, find all the expressions which have something to do with healthcare and sort them according to the following categories:**

Health problems and treatment	At the hospital	Healthy/Unhealthy lifestyle

### 38. Translate the sentences into English using the expressions from the text.

1. Щоб контролювати пульс та серцебиття пацієнта, його зазвичай **підключають до кардіомонітору**.
2. Якщо пацієнт отруївся, йому роблять **промивання шлунку**.
3. Коли людина себе погано почуває, слід відразу **викликати швидку**. Якщо стан людини критичний, її треба швидко відвезти до лікарні. Головне в таких випадках не **піддаватися паніці**.
4. Після операції не виникло **жодних ускладнень**.
5. Вона майже падала з ніг, **виснаживши себе голодуванням**, адже надзвичайно боялася знову **набрати вагу**.
6. Після **виписки з лікарні**, Емма почала **правильно харчуватися**.
7. Надзвичайно складно **протистояти такій хворобі як анорексія**, але, якщо **не отримувати лікування**, то можна **зруйнувати своє здоров'я та навіть померти від цієї хвороби**.
8. Батьки **були дуже занепокоєні** станом здоров'я дочки, адже вона **продовжувала втрачати вагу**. Вони дуже боялися **можливості рецидиву хвороби**.
9. **Хвороблива поведінка та швидка втрати ваги** – головні симптоми анорексії. Вони є приводом для того, щоб **направити пацієнта** у стаціонар на лікування.
10. Щоб **запобігти рецидиву** та допомогти пацієнтці, що **страждає від нападів депресії**, лікар призначив **заспокійливе**.
11. Матір Анни намагалася **покінчити життя самогубством**. Вона довго **перебувала у стані хворобливої депресії** і одного разу, **в істеричному нападі паніки, проковтнула цілу пачку пігулок**. Вона вже майже втратила свідомість **під впливом медикаментів**, аж раптом **нагодився сусід і викликав швидку**. Жінка навіть не розуміла, якої **шкоди здоров'ю** вона завдає та як боляче вона робить своїм близьким.

## SPEAKING. GROUP WORK

### 39. Role play the situations.

#### Role-play 1

**Student A.** You are Leanne in her teens. You are bullied by your classmates for being slightly heavier than average. Share the situation with your mother.

**Student B.** You are Leanne's mother. You are alarmed about your daughter's health as she is losing her weight. Insist that she go to a GP.

#### Role-play 2

**Student A.** You are Leanne's boy-friend David. You found out that your girl-friend is at the hospital because she attempted to commit a suicide. Besides you are deeply shocked at the fact that she is pregnant. Ask the doctor about Leanne's and the baby's health.

**Student B.** You are a hospital doctor. Recently a new patient was admitted to your hospital department. The pregnant teenage girl, who is suffering from anorexia nervosa, was trying to commit suicide. Tell her relatives about her current condition and the treatment she is being given.

### Role-play 3

**Student A.** You are a GP. You are examining a patient who has an eating disorder. Diagnose her with anorexia nervosa.

**Student B.** You are Leanne. You are at the doctor. Speak about your eating habits, your weight and your worries.

### Role-play 4

**Student A.** You are hosting a call-in radio programme about different eating disorders. Your special guest today is a 22-year-old model Leanne MacNay, from Glasgow, who as a bullied teenager used to suffer from anorexia. Ask how she managed to beat anorexia and confront the unhappiness of her childhood.

**Student B.** You are the 22-year-old healthy and happy Leanne. You are a model and a mother of a delightful five-year-old girl. You have been invited to a call-in radio show about eating disorders. Now you are being interviewed. Share your painful experience of fighting off anorexia with the audience.

**Student C.** You are a radio listener. You used to be obese and have developed bulimia. Now you are listening to an eating disorders radio programme. Call to the radio and ask for some advice.

## PROJECT

**40. Design a poster or a leaflet that can alert girls to the danger of anorexia or any other eating disorder. Follow the instructions below:**



- think about physical and psychological symptoms (signs) of anorexia/another eating disorder;
- emphasise that anorexia/an eating disorder is an illness that is usually noticed by others;
- think about the causes of anorexia/an eating disorder;
- mention health risks with anorexia nervosa;
- find some striking/impressive statistics and facts about

the illness;

- suggest possible ways of treatment;
- find the ways to persuade girls to control their weight sensibly, without avoiding food and starving themselves;
- carefully choose the material/ideas you want to include in your poster/leaflet;
- avoid sentences/phrases that are too long and complicated;
- organise your poster/leaflet (include some pictures, make lists instead of sentences, etc.).



# VOCABULARY AND GROUP WORK



**41. Discuss the questions using the vocabulary from the box and your own ideas.**

1) *How well do you know first aid? Where did you learn it?*

2) *What should one/doctors do if somebody...  
cut themselves* somebody has a  
somebody **broke** their **concussion**  
limb (arm, leg etc.) somebody **was stung**  
somebody **twisted** their by a bee/ wasp  
ankle a part of one's body **is**  
somebody **sprained** a **bleeding**  
ligament a part of one's body **is**  
somebody **burnt** some **swollen**  
part of their body somebody had too  
somebody has (got) a much to drink and was  
**bruise** **unconscious?**

- ◆ a bandage
- ◆ a plaster
- ◆ ammonia spirit
- ◆ antiseptic
- ◆ brilliant/diamond green
- ◆ ice/something cold
- ◆ iodine
- ◆ ointment
- ◆ plaster (*uncountable*)/  
plaster cast
- ◆ stitches
- ◆ to apply sth to sth
- ◆ to call an ambulance
- ◆ to rush/ go immediately to  
hospital



3) *Have you ever had to give first aid to anybody? What happened?*

4) *Has anyone ever had to give you the first aid? What happened?*

**42. Work in groups. Imagine the following emergency situations and discuss the first aid that you can give to the people.**



**Group 1.** Your friends and you are having a picnic at the seaside on a hot summer day. Suddenly after midday one of your friends faints. The emergency team won't be able to reach you faster than in an hour. You have to do everything you can to help your friend before they arrive.



What are you going to do? Describe your actions in as many details as possible.



**Group 2.** Your family and you were driving to the other city. On the half way you see a car accident. There are some injured people. You call the emergency team, but they won't be able to reach the place faster than in an hour. You have to do everything you can to help the people before they arrive. What are you going to do? Describe your actions in as many details as possible.

**Group 3.** You are having a New Year party. Suddenly the door bell rings. This is your teenage neighbour from the next door. They were celebrating with their classmates and one of them had too much to drink. The emergency team won't be able to reach them faster than in an hour. You have to do everything you can to help your neighbour before they arrive. What are you going to do? Describe your actions in as many details as possible.



# WATCHING A VIDEO

## A Broken Body Isn't a Broken Person

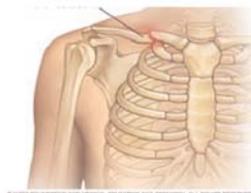
43. You are going to watch a talk by Janine Shepherd ([http://www.ted.com/talks/janine\\_shepherd\\_a\\_broken\\_body\\_isn\\_t\\_a\\_broken\\_person.html](http://www.ted.com/talks/janine_shepherd_a_broken_body_isn_t_a_broken_person.html)). Before watching, translate the words below and fill them in the definitions.

- a) blood clot
- b) brace
- c) drip
- d) limp
- e) paraplegic
- f) quadriplegic
- g) spinal cord
- h) to stitch up
- i) vertebra
- j) vocal cords

1. \_\_\_\_\_ is the inner part of your spine that contains nerves going from your brain to the other parts of your body.
2. \_\_\_\_\_ is one of the small bones that are linked together to form the backbone (spine).
3. \_\_\_\_\_ means to use a needle and thread to close a large cut or wound on someone.
4. \_\_\_\_\_ is a person who is permanently unable to move or feel the legs or lower half of the body because of injury or illness.
5. \_\_\_\_\_ is a soft mass of almost solid blood that blocks a tube in your body.
6. \_\_\_\_\_ is a person who is permanently unable to move or feel both arms and both legs because of injury or illness.
7. \_\_\_\_\_ are the very thin muscles inside your throat that you use for making sounds.
8. \_\_\_\_\_ is a slow and awkward way of walking caused by an injury to a leg or foot.
9. \_\_\_\_\_ is a piece of equipment used in a hospital for putting a liquid such as medicine directly into your body.
10. \_\_\_\_\_ is an object that supports a part of your body and holds it in the correct position after you have injured it.

44. Match the following words to the pictures below:

- ☐ calipers
- ☐ drip
- ☐ plaster body cast
- ☐ ward
- ☐ collarbone
- ☐ neck brace
- ☐ walking frame



1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_



5. \_\_\_\_\_      6. \_\_\_\_\_      7. \_\_\_\_\_

**45. Make sure that you understand the following words and expressions:**

- |                         |                          |
|-------------------------|--------------------------|
| 1. bliss                | 4. catheter ['kæθɪtə(r)] |
| 2. to suck in (the air) | 5. blessing              |
| 3. utility truck        | 6. cockpit               |

**46. Match the words from the first box to the words from the second box to make phrases and expressions. Translate these phrases and expressions:**

- |                  |               |
|------------------|---------------|
| 1. to embrace    | 10. infinite  |
| 2. to make one's | 11. to become |
| 3. to drift      | 12. to pass   |
| 4. internal      | 13. physical  |
| 5. stable        |               |
| 6. to fuse       |               |
| 7. to take       |               |
| 8. rock          |               |
| 9. to embark     |               |

- |                           |                       |
|---------------------------|-----------------------|
| a) between two dimensions | h) capabilities       |
| b) airborne               | i) bleeding           |
| c) fracture               | j) bottom             |
| d) something for granted  | k) way to something   |
| e) on the project         | l) a medical          |
| f) opportunities          | m) something together |
| g) possibilities          |                       |

**47. Now watch the video about Janine Shepherd and choose the best answer.**

1. Before she was hit by the truck, Janine had been riding a bike towards the spectacular Blue Mountains on the west of Sydney for

- a) *three and a half hours;*
- b) *five and a half hours;*
- c) *six and a half hours.*

2. She was taken to a large spinal unit in Sydney by

- a) *a rescue helicopter;*
- b) *by an ambulance car;*
- c) *by her friends' car.*

3. Because of extensive and life-threatening injuries, Janine drifted between life and death for

- a) *10 days;*
- b) *10 weeks;*
- c) *2 days.*

4. After the operation, Janine could

- a) *move her legs and arms;*
- b) *move one of her big toes;*
- c) *only her legs.*

5. The doctor told Janine that she was

- a) *a complete paraplegic;*
- b) *a partial paraplegic.*

6. Janine shared a ward with five other people, and she saw her world through

- a) *a window that she was lying next to;*
- b) *a mirror that was suspended above her head*
- c) *a mirror that was suspended opposite the window.*

7. Janine spent \_\_\_\_\_ in the spinal ward

- a) *6 weeks;*
- b) *3 months;*
- c) *6 months.*

8. When Janine was leaving the hospital, she

- a) *was walking herself though she was wrapped in a plaster body cast;*
- b) *was sitting in a wheelchair wrapped in a plaster body cast and was pushed by her father;*
- c) *was sitting in a wheelchair wrapped in a plaster body cast and was pushed by her mother.*

9. After returning home, Janine
- a) quickly recovered and didn't get depressed;
  - b) got depressed because she was able to walk but was unable to participate in the Olympics;
  - c) got depressed because she understood how much the life became different for her.

10. The 16-year-old girl, Maria, who was in the spinal ward with Janine, was mentioned as an example of optimism because
- a) this girl was a complete quadriplegic after a car accident but kept smiling all the time;
  - b) this girl kept supporting everyone in the ward convincing them that everything would be good;
  - c) this girl taught other patients not to complain.

11. Janine thinks that she has become a creative person because
- a) she had a sense of certainty and freedom in building her new life;
  - b) she could help other people to rebuild their lives;
  - c) she started the project of rebuilding her life.

12. She had an idea of learning how to fly when she
- a) was driven to the airport by her friends;
  - b) was sitting in her wheelchair and saw

16. What skills has Janine acquired in flying? What are the steps in her career? Put Janine's achievements in flying in the correct order:

- 1. a) aerobatics flying instructor
- 2. b) instrument rating
- 3. c) instructor rating
- 4. d) private pilot's licence
- 5. e) commercial pilot's licence
- 6. f) twin engine rating

- an airplane in the sky;
- c) was looking through the phonebook and came across the instructor's number.

13. When Janine arrived at the airport, she
- a) tried to look like an ideal candidate to get the pilot's licence;
  - b) didn't look like an ideal candidate to get the pilot's licence because she was wearing her plaster body cast and was supported by her mother and friend;
  - c) didn't try to persuade the instructors that she could be a good candidate to get the pilot's licence.

14. Janine started learning the flying theory
- a) while the doctors continued to operate and put her body back together again;
  - b) only after the doctors had finished to operate and put her body back together again;
  - c) only after she had passed her pilot's medical.

15. Janine started teaching other people to fly
- a) just under 18 months after the accident;
  - b) just under 15 months after she had left the spinal ward;
  - c) just under 18 months after she had left the spinal ward.



**48. Fill in the gaps with the words below. Translate the sentences.**

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> acute spinal | <input type="checkbox"/> injuries         | <input type="checkbox"/> plaster           |
| <input type="checkbox"/> airlifted    | <input type="checkbox"/> intensive care   | <input type="checkbox"/> pressure          |
| <input type="checkbox"/> blood loss   | <input type="checkbox"/> life-threatening | <input type="checkbox"/> rescue helicopter |
| <input type="checkbox"/> consumed     | <input type="checkbox"/> paralyzed        | <input type="checkbox"/> skull             |
| <input type="checkbox"/> drips        | <input type="checkbox"/> partial          | <input type="checkbox"/> stitched          |
| <input type="checkbox"/> front        | <input type="checkbox"/> permanent        |  |

1. My body was \_\_\_\_\_ by pain.
2. I was \_\_\_\_\_ from the scene of the accident by a \_\_\_\_\_ to a large spinal unit in Sydney.
3. I had extensive and \_\_\_\_\_ injuries.
4. My head was cut open across the \_\_\_\_\_, lifted back exposing the \_\_\_\_\_ underneath.
5. I had massive \_\_\_\_\_.
6. My blood \_\_\_\_\_ was 40 over nothing.
7. I was \_\_\_\_\_ from the waist down.
8. Then they \_\_\_\_\_ me up.
9. I woke up in \_\_\_\_\_, and the doctors were really excited that the operation had been a success.
10. The damage is \_\_\_\_\_.
11. You're what we call a \_\_\_\_\_ paraplegic, and you'll have all of the \_\_\_\_\_ that go along with that.
12. They moved me from intensive care to \_\_\_\_\_.
13. I had one arm in \_\_\_\_\_, one arm tied down by \_\_\_\_\_.



**49. Answer the following questions:**

1. What kind of injuries did Janine have?
2. What did Janine think when she had a little bit of movement in one of her big toes?
3. What was her state when she was in acute spinal ward? What does she say about other people in the hospital?
4. How did the nurse, Jonathan, help the patients?
5. How much time did Janine spend in hospital? How did she feel when she left the hospital?
6. What was Janine's 'the most creative project that any of us could ever do'?
7. Why did she have an idea to fly?
8. How did she feel when she was in the plane for the first time?
9. How have her way of thinking and her attitude to life changed?

**50. Discuss in groups or in pairs.**

In her speech, Janine mentions such phrases, '**Although my body might be limited, it was my spirit that was unstoppable**'; '**My real strength never came from my body, and although my physical capabilities have changed dramatically, who I am is unchanged**'. Do you agree or disagree with her opinion? Do you know other people who managed to overcome some difficult injuries and not to lose the desire to live and struggle?

# PROJECT

51. Carry out a **research** on emergency services. Find out how they operate and what their functions are. Either listen to YouTube real 911 calls or watch any of the “Rescue 911” reality TV series which focus on police, firefighters, paramedics and ordinary people as they respond to real 911 emergency phone calls. Pay attention to the questions that are asked during such phone call and the first aid that dispatchers are telling people to perform. In addition, find out what CPR is.

52. Work in two groups.

Group A. Go to Appendix 8.

Group B. Go to Appendix 11.

# REVISION

53. Look through the vocabulary list. Choose **20 words** that cause difficulties in **spelling, pronunciation and translation**. Write them out. Prepare **small cards** with these words at home: one card should have the word itself on it, another one should have the translation of the word.

Work with a partner or in a small group. In turns, take the cards you have prepared, mix them and then try to match the words with their translation. You can ask your partner(s) to provide the correct translation of the word using the phrase **‘What is the English for...? How do you spell it?’**

55. Translate the following sentences using your active vocabulary.

1. Я погано почуваюся. У мене болить голова, заклало ніс та болить горло. Здається, я підхопив грип. Зараз ходить новий вірус грипу.
2. Потрібно негайно звернутися до лікарні, якщо у Вас гострий апендицит.
3. Люди, які мало сплять, часто відчують запаморочення та знаходяться у депресивному стані.
4. Вона крикнула від раптового сильного болю у спині.
5. Усі його м'язи боліли від постійних тренувань, але він продовжував займатися спортом, оскільки мріяв стати Олімпійським чемпіоном.
6. Нашому другові Алексу завжди не щастить. Останнього разу, коли ми ходили в похід, він спочатку одягнув нові черевики і натер водянку, потім загнав колючку у руку, послизнувся і вивихнув щиколотку і, насамкінець, впав зі схилу та зламав ногу. Надавши йому першу допомогу, ми мали повертатися, щоб відвезти Алекса до лікарні, де йому наклали гіпс. Наш похід завершився у травмпункті, а Алекс ще місяць шкутильгав з металевою шиною на нозі.
7. Кожного літа моя мама страждає від сезонної алергії. Вона часто чхає і у неї сльозяться очі.
8. Туристи, що подорожують Індією, мають бути дуже обережні, коли вирішують перекусити у вуличному кафе. Їжа там не завжди свіжа, тож вони можуть отримати розлад травлення. Нудота або блювота, біль у животі, діарея, запаморочення та навіть лихоманка – це перші симптоми, що свідчать про харчове отруєння.

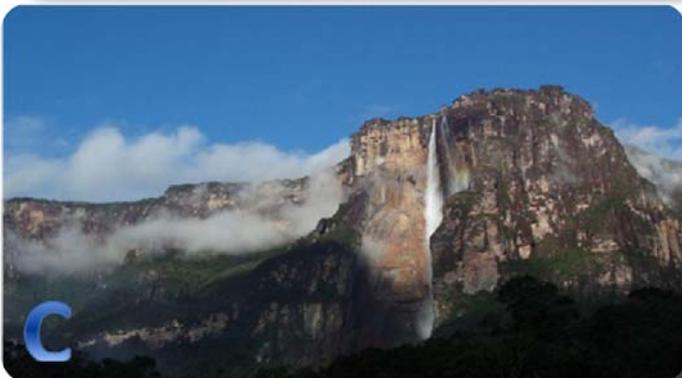
9. Коли людина страждає на хронічний бронхіт, варто їй лише застудитися, як починається жохливий кашель. Оточуючим навіть може здаватися, що ця людина хвора на туберкульоз.
10. Якщо Ви застудилися або захворіли на грип, приймайте виписану лікарем мікстуру від кашлю, бризкайте горло, пийте багато гарячої рідини та уникайте контакту з іншими людьми, щоб не заразити їх.
11. Найвідоміша дитяча хвороба – це вітрянка. Тіло хворого вкривається висипом, і у нього піднімається температура. Ця хвороба дуже заразна і будь-хто з тих, хто не хворів на неї в дитинстві, може її підхопити. У дорослих вона супроводжується ускладненнями.
12. Хвороба Альцгеймера є невиліковною, хоча й не смертельною.
13. Моя бабуся вчора втратила свідомість. Знаючи, що у неї хворе серце, я негайно викликав швидку, адже це було схоже на серцевий напад.

# Unit 6. GEOGRAPHY

## VOCABULARY

1. Look at the pictures and match them to the geographical names. What do you know about these places? What places would you like to visit? Why?

1. Mount Everest
2. The Atacama Desert
3. The Andes
4. The Marianas Trench
5. Krubera Cave
6. The Angel Falls
7. The Grand Canyon



## 2. Answer the questions.

- What do you know about the Earth?
- What landforms can be found here?
- How many continents are there on the Earth? What are they?
- How many oceans are there? Name them.

## 3. Label the landforms in the picture using the words below.

archipelago

isthmus

peninsula

bay

island

river

gulf

lake

strait



## 4. Match the words with their definitions.

- |               |   |
|---------------|---|
| 1. canyon     | a) a narrow strip of land, with water on each side, that joins two larger pieces of land                                |
| 2. cape       | b) a piece of high land that sticks out into the sea  |
| 3. delta      | c) the wide part of a river where it flows into the sea   |
| 4. isthmus    | d) an area of flat land that is higher than the land around it  |
| 5. peninsula  | e) an area of land that is almost surrounded by water but is joined to a larger piece of land                           |
| 6. plateau    | f) the place where a particular type of animal or plant is normally found   |
| 7. bay        | g) a deep valley with steep sides of rock ( <i>Syn: gorge</i> )   |
| 8. estuary    | h) a part of the sea, or of a large lake, partly surrounded by a wide curve of the land                                 |
| 9. habitat    | i) an area of land, shaped like a triangle, where a river has split into several smaller rivers before entering the sea |
| 10. tributary | j) a river or stream that flows into a larger river or a lake   |

5. Divide the words into categories according to the types of topography they represent: water body, flatland, below/above the sea level.

◇ a cave	◇ a hill	◇ a plain
◇ a desert	◇ a lake/a lake bed	◇ a river
◇ a glacier	◇ a mountain	◇ a trench
◇ a gorge	◇ a mountain range/ridge	◇ a waterfall

6. Complete the sentences using the words denoting landforms.

- The \_\_\_\_\_ of Bengal, the \_\_\_\_\_ of Fundy, Hudson \_\_\_\_\_ and San Francisco \_\_\_\_\_ are the most famous \_\_\_\_\_s.
- The \_\_\_\_\_ of Guinea, the Persian \_\_\_\_\_, the \_\_\_\_\_ of Alaska, the \_\_\_\_\_ of Mexico are the world's well-known \_\_\_\_\_s.
- \_\_\_\_\_ Horn, North \_\_\_\_\_, \_\_\_\_\_ Chelyuskin and the \_\_\_\_\_ of Good Hope are famous points of land that juts out into water.
- The most famous \_\_\_\_\_ in the world is the \_\_\_\_\_ of the Nile River; it is formed from the silt, sand and small rocks and it is shaped like a triangle.
- The Sahara \_\_\_\_\_, the Gobi \_\_\_\_\_, the Kalahari \_\_\_\_\_, the Atacama \_\_\_\_\_, the Kara Kum \_\_\_\_\_ are the regions of little rainfall where few plants and animals live.
- Greenland, Jamaica, Madagascar and Cuba are \_\_\_\_\_s.
- The \_\_\_\_\_ of Panama is a narrow strip of land connecting North and South America.
- Italy is considered to be a \_\_\_\_\_ because it is surrounded by water on three sides.
- The \_\_\_\_\_ of Gibraltar, the \_\_\_\_\_ of Dover (Pas de Calais), the \_\_\_\_\_ of Magellan, the Bering \_\_\_\_\_ are narrow bodies of water that connect two larger bodies of water.
- The Niagara \_\_\_\_\_ and the Angel \_\_\_\_\_ are places where running water makes a sheer drop.
- The Cordilleras, the Andes, the Pyrenees and the Alps are \_\_\_\_\_s.
- The Tibetan \_\_\_\_\_, the Central Siberian \_\_\_\_\_, the Mexican \_\_\_\_\_, the Colorado \_\_\_\_\_ are famous areas of flat land.

## WATCHING A VIDEO

7. Make sure that you understand the following words and expressions.

- a coastline
- an angle
- navigable
- to dig
- a continental crust
- an elevation
- remote
- to evaporate
- a summit
- freshwater
- to bulge due to the rotation
- inaccessibility

8. You are going to watch a video (<http://www.youtube.com/watch?v=7Of3pNx794A>) about the top 25 most extreme places on the Earth. While watching, fill in the gaps in the table on page 120 with the missing information that you'll hear. Make notes to remember more information about the places.

	characteristics (‘extremity of the place’)	name and location	notes
25	Hottest _____ place	Dallol, Ethiopia	
24	_____ Cave	Krubera Cave, in Abkhazia	
23	_____ Point	Mount Everest	
22	Point _____ From The Earth’s _____	Chimborazo, Ecuador	
21	Most _____ Island	Bouvet Island	
20	Most Remote _____ Point	Antarctic Pole Of Inaccessibility	
19	_____ Place	Salar de Uyuni, Bolivia	
18	Highest _____ Lake	Lake Titicaca, on the border of _____ and Bolivia	
17	_____ Point On _____ Land	_____ of the Dead Sea; Israel, Jordan, and the West Bank	
16	_____ Mountain Range	The Andes, South America	
15	Deepest _____ Hole	Kola superdeep borehole, the Baltic continental crust	
14	_____ Place	Chocó, Colombia	
13	_____ Place	Atacama _____, Chile	
12	Most _____ Landlocked Country	Ethiopia	
11	Greatest _____ Drop	Mount Thor, _____	
10	Coldest _____ Place	Oymkyakon, _____	
9	_____ Place	Commonwealth Bay, Antarctica	
8	_____ Waterfall	Angel Falls, _____	
7	Highest _____ Pass	Marsimik La, India	
6	Largest _____ Lake	Lake Superior, the United States and _____	
5	Longest _____ of any Country	_____	
4	Largest _____	Grand Canyon, United States	
3	Longest _____	Lambert-Fisher, _____	
2	_____ River	Roe River, Montana	
1	_____ Point	Challenger Deep, Marianas _____	

**9. Watch the video again. Say what these numbers refer to.**

- 34,4<sup>0</sup> C
- 2000 meters
- 8848 meters
- 5000 miles
- 11770 centimeters
- October 1903 to January 1918
- 70 million people



- angle of 105<sup>0</sup>
- 250 km/h (kilometers per hour)
- 3211 feet
- 31820 miles<sup>2</sup>
- 33 years
- 200 feet
- 3 people

**10. Check how many facts about extreme places you can remember.**

1. Which of the places mentioned in the video are appreciated by climbers?
2. What mountain range extends through 7 South American countries?
3. Who managed to reach the depth of 12,262 metres in the Baltic continental crust?
4. What is the town of Arica in Chile famous for?
5. Where does water evaporate before it reaches the ground?
6. What river created the world's largest gorge?



**11. Now look at the list of extreme places and mark them on the blank map below to see which continent or ocean takes the lead in the number of extremes situated there.**



**SPEAKING**

**12. Tell your partner which of the extreme places you would like to visit and which you would have fainted with fear if visited.**

**Do you know any other world extreme places?**

**Have you ever been to/Would you like to visit...**

- |                       |                 |              |
|-----------------------|-----------------|--------------|
| - a cave?             | range/a summit? | sea/a lake/a |
| - an underwater cave? | - a canyon?     | bay/a gulf?  |
| - a coral reef?       | - an estuary?   | - a delta?   |
| - a mountain          | - an island?    | - a desert?  |
|                       | - an ocean/a    |              |

### 13. Do the quiz on geography of Ukraine with a partner.

- What are the highest mountains in Ukraine? Where are they situated?
- What is the name of the longest/deepest canyon in Ukraine? Where is it situated?
- What are the longest rivers in Ukraine? What tributaries do they have?
- What are the biggest waterfalls in Ukraine?
- What are the biggest lakes in Ukraine? Where are they located?
- What is the deepest lake in Ukraine?
- Where is the geographical centre of Ukraine situated? Where is the geographical centre of Europe located?
- What are the furthest points of Ukraine?



## READING AND GROUP WORK

### 14. Work in groups. Follow the instructions:

- read the texts filling in the gaps with the provided words;
- underline the **key words** that help you to identify the landform;
- join another group;
- describe your landforms **without giving their names** and let the other groups **guess the names**.

Group 1. Go to Appendix 14.

Group 2. Go to Appendix 16.

Group 3. Go to Appendix 18.

Group 4. Go to Appendix 20.

### 15. Look through the texts in Appendices 14, 16, 18 and 20 again. Find equivalents for the words and expressions below.

- |   |   |
|---|---|
| 1. більш важке для життя місце                      | 10. пливти проти течії                          |
| 2. круті схили гір                                  | 11. водна маса/водний об'єкт                    |
| 3. бути повністю позбавленим рослинного життя       | 12. незалежні (самостійні) екосистеми           |
| 4. край землі                                       | 13. напівзатоплене, просочене водою середовище  |
| 5. проникати всередину, проходити крізь             | 14. міжприливні ділянки вздовж узбережжя        |
| 6. ланцюжок харчування                              | 15. торф  |
| 7. помірні моря                                     | 16. засушливі райони у помірних регіонах        |
| 8. вода, що постійно тече в одному напрямку         | 17. бути добре пристосованим до збереження води |
| 9. відкриватися (бути виставленим) під час відпливу |   |

# READING

16. Work in pairs. Follow the instructions below.

- Read the text.
- Make up questions to find out the missing information.
- Ask your partner and fill in the gaps in the text.

**Student A. Go to Appendix 15.**

**Student B. Go to Appendix 19.**

## GROUP WORK

17. Work in groups of 3 – 4 to make a short presentation about the geography of the USA and UK. Use Appendix 21 to help you organise a group.

### Group 1

◆ Prepare the information about the ***oceans, seas, main rivers and their tributaries, main lakes, main waterfalls of the USA***. Choose the most famous, well-known geographical objects. Provide the most essential information about the objects (location, length, importance).

◆ Write the list of the names of the geographical objects and make copies for your classmates.

◆ Check the pronunciation of the geographical objects on your list.

◆ Please, be ready to show the objects on the map.

### Group 2

◆ Prepare the information about ***the mountain ranges, mountain peaks, plains and deserts of the USA***. Choose the most famous, well-known geographical objects. Provide the most essential information about the objects (location, length, importance).

◆ Write the list of the names of the geographical objects and make copies for your classmates.

◆ Check the pronunciation of the geographical objects on your list.

◆ Please, be ready to show the objects on the map.

### Group 3

◆ Prepare the information about ***the oceans, seas, main rivers and their tributaries, main lakes, main waterfalls of the UK***. Choose the most famous, well-known geographical objects. Provide the most essential information about the objects (location, length, importance).

◆ Write the list of the names of the geographical objects and make copies for your classmates.

◆ Check the pronunciation of the geographical objects on your list.

◆ Please, be ready to show the objects on the map.

### Group 4

◆ Prepare the information about ***the mountain ranges, mountain peaks, plains and deserts of the UK***. Choose the most famous, well-known geographical objects. Provide the most essential information about the objects (location, length, importance).

◆ Write the list of the names of the geographical objects and make copies for your classmates.

◆ Check the pronunciation of the geographical objects on your list.

◆ Please, be ready to show the objects on the map.

# USE OF ENGLISH

## 18. Who is Christopher Columbus? What is he famous for?

Complete the text using articles where necessary.

...AMERICA was the most famous discovery of Christopher Columbus. On October 12, 1492 the expedition of Christopher Columbus reached \_\_\_ island of \_\_\_ San Salvador in \_\_\_ Bahamas archipelago. This day is considered the official date of the discovery of \_\_\_ America.



Until the end of his days, Columbus believed that he opened the way to \_\_\_ Asia. At that time \_\_\_ Ottoman Empire blocked the path of the Silk Road, which ran across \_\_\_ Himalayas and \_\_\_ Karakum desert from \_\_\_ China to \_\_\_ Mediterranean Sea connecting \_\_\_ Western Europe and \_\_\_ Southeast Asia. As trade links between \_\_\_ Europe and \_\_\_ Asia were blocked and the sea route around \_\_\_ Africa was long and dangerous, the European merchants were interested in finding new trade roads. At that time it was already known that the Earth is round. Therefore, Columbus believed that by moving to the west, he could arrive in \_\_\_ Asia and save considerable time. As we know Columbus was mistaken but due to this a new continent of \_\_\_ North America was discovered. Besides, Columbus was the first European to cross \_\_\_ Atlantic Ocean, sail \_\_\_ Caribbean Sea, discover and land in \_\_\_ Bahamas archipelago, \_\_\_ Greater and Lesser Antilles, \_\_\_ island of \_\_\_ Hispaniola (known now as \_\_\_ Haiti) and many others. Thus Christopher Columbus initiated the Spanish colonization of the New World.

## 19. Do you know the person who discovered the sea route from Europe to India? Name other people who made great discoveries.

Read about other great travellers and discoverers. Fill in the articles where necessary.

1. **Roald Amundsen** (a Norwegian explorer of Polar Regions) was the first person to set foot on \_\_\_ South Pole in 1912.

2. **Richard E. Byrd** (an American aviator and polar explorer) flew over \_\_\_ North Pole in 1926 and made the first flight over \_\_\_ South Pole in 1929. He discovered \_\_\_ Edsel Ford Mountains and \_\_\_ Morei Byrd Land.

3. **John Cabot** (a Venetian navigator and explorer) discovered \_\_\_ New Foundland in 1494.

4. **Captain James Cook** (a British explorer, navigator, and cartographer) discovered \_\_\_ Sandwich (now Hawaiian) Isles in 1770.

5. **David Livingstone** (a Scottish pioneer medical missionary and an explorer in Africa) discovered course of \_\_\_ Zambesi, \_\_\_ Victoria Falls and \_\_\_ Lake Nyasa in \_\_\_ Africa.

6. **Edmund Hillary** (a New Zealand mountaineer and explorer) and Tenzing Norgay (a Nepali Sherpa mountaineer) became the first climbers confirmed to have reached the summit of \_\_\_ Mount Everest.

7. **Ferdinand de Lesseps** (a French diplomat) conceived the plan of \_\_\_ Suez Canal, which in 1869 joined \_\_\_ Mediterranean Sea and \_\_\_ Red Sea, substantially reducing sailing distances and times between \_\_\_ Europe and \_\_\_ East Asia.

8. **Ferdinand Magellan** (a Portuguese explorer) commanded the first expedition in 1519 to sail round the world. He discovered passage to \_\_\_ Pacific from \_\_\_ Atlantic through Strait afterwards named after him: \_\_\_ Strait of Magellan.

9. **Fridtjof Nansen** (a Norwegian explorer) traversed \_\_\_ Greenland and reached the highest altitude in \_\_\_ North Polar Region.

10. **Abel Tasman** (a Dutch seafarer, explorer, and merchant) was the first to reach the islands of \_\_\_ Tasmania and New Zealand, and to sight \_\_\_ Fiji islands.

11. **Vasco da Gama** (a Portuguese explorer) rounded \_\_\_ Cape of Good Hope and was the first European to discover the sea route to \_\_\_ India in 1498.



# VOCABULARY

20. How many countries are there in the world?  
 How many English names of different countries do you know?  
 Can you say their capitals? Fill in the following table.

	Country	Pronunciation	Capital city	Pronunciation	People
1	Afghanistan	[æf'gænistæn]	Kabul	['ka:bol]	an Afghan
2	Argentina		Buenos Aires		an Argentinian, Argentine
3		[ɒ'streɪliə]		['kænbərə]	
4	Austria		Vienna		
5	Belarus				Belorussian /Byelorussian
6		['beldʒəm]		['brʌsəlz]	a Belgian
7	Brazil		Brasilia	[brə'zɪliə]	
8	Bulgaria	[bʌl'gɛəriə]			
9			Ottawa		
10	China	['tʃamə]			a Chinese
11			Bogota	[,bɒgə'tɑ:]	
12	Cuba				a Cuban
13	Czech Republic				a Czech
14	Denmark		Copenhagen		
15	Egypt				an Egyptian
16			Tallinn	['tælm]	
17			Helsinki		a Finn
18			Paris		a Frenchman, a Frenchwoman
19	Georgia		Tbilisi		a Georgian
20	Germany				a German
21		[gri:s]	Athens		
22	Hungary				
23		['aɪslənd]			
24			New Delhi		
25	Iran		Teheran		an Iranian
26		[ɪ'rɑ:k]			an Iraqi
27			Dublin		an Irishman, an Irishwoman
28		['ɪzreɪəl]	Jerusalem		
29			Rome		
30	Kazakhstan				
31			Riga		a Latvian
32		[,lɪθ ju'eɪniə]		['vɪlniəs]	
33			Skopje		
34		['neðələndz] ['hɒlənd]			
35	New Zealand			['welɪŋtən]	a New Zealander
36			Oslo		a Norwegian
37		['pəʊlənd]		['wɔ:sɔ:]	a Pole
38	Portugal		Lisbon		a Portuguese

39		[ru'meɪniə]	Bucharest		[ru'meɪniən]
40	Russia				a Russian
41			Bratislava		a Slovak
42	Slovenia			[,lʊbli'ɑ:nə]	a Slovene or a Slovenian
43			Madrid		
44		['swi:dən]	Stockholm		
45		['switsələnd]			[swɪs]
46	Thailand		Bangkok		
47			Ankara		a Turk
48	United Arab Emirates			[,æbu'dɑ:bi]	
49				['lʌndən]	a Briton ['brɪtən]
50	United States of America				a US citizen

## LISTENING

21. Explain the difference between the notions below by matching them to their definitions.

*a boundary – a border*  
*a coastline – a coast – a beach – the seashore – the seaside*



- the official line that separates two countries, states, or areas, or the area close to this line
- the land on the edge of the coast, especially the shape of this land as seen from the air
- the areas or towns near the sea, where people go to enjoy themselves
- the land at the edge of the sea, consisting of sand and rocks
- an area of sand or small stones at the edge of the sea or a lake
- the area where the land meets the sea
- the real or imaginary line that marks the edge of a state, country etc, or the edge of an area of land that belongs to someone

22. Use the words from the previous exercise to complete the sentences:

- While our plane was landing we could see the hills along the \_\_\_\_\_ of New England.
- This was their first holiday together at the \_\_\_\_\_.
- The opening shot shows a cliff on the \_\_\_\_\_.
- We drove along the Pacific \_\_\_\_\_ to Seattle.
- I like the kind of holiday where I can sit on the sandy \_\_\_\_\_ for a week and do nothing.
- The Mississippi River forms a natural \_\_\_\_\_ between Iowa and Illinois.
- The river lies on the \_\_\_\_\_ between the US and Mexico.

**23. You are going to listen to the text about landlocked countries. Using the key words provided below, try to guess what countries are called **landlocked**.**

- ◆ isolated
- ◆ a coastline
- ◆ a route
- ◆ navigable
- ◆ to have access to
- ◆ a border
- ◆ to reach
- ◆ means of transport

**24. Work in pairs. Look at the map of the world and decide what the following countries have got in common.**

- 1) Australia, Japan, the United Kingdom, Iceland and Madagascar
- 2) Slovakia, Botswana, Kazakhstan, Paraguay and Liechtenstein



**25. Listen to check your answers and mark which of these countries are landlocked. Make notes about them.**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Australia          | <input type="checkbox"/> Liechtenstein                    | <input type="checkbox"/> Ethiopia       |
| <input type="checkbox"/> Japan              | <input type="checkbox"/> Austria                          | <input type="checkbox"/> Bolivia        |
| <input type="checkbox"/> the United Kingdom | <input type="checkbox"/> Switzerland                      | <input type="checkbox"/> Eritrea        |
| <input type="checkbox"/> Iceland            | <input type="checkbox"/> Uzbekistan                       | <input type="checkbox"/> Chile          |
| <input type="checkbox"/> Madagascar         | <input type="checkbox"/> Nepal                            | <input type="checkbox"/> Singapore      |
| <input type="checkbox"/> Slovakia           | <input type="checkbox"/> Poland                           | <input type="checkbox"/> Russia         |
| <input type="checkbox"/> Botswana           | <input type="checkbox"/> the Democratic Republic of Congo | <input type="checkbox"/> Czech Republic |
| <input type="checkbox"/> Kazakhstan         | <input type="checkbox"/> Angola                           |   |
| <input type="checkbox"/> Paraguay           |   |   |

**26. Listen again. Decide whether the statements are true or false.**

1. A country is called landlocked if it is situated on an island and has no borders with any other country.
2. If you live in Paraguay, you have to cross another country's border to go to the seashore.
3. Lichtenstein is doubly landlocked because it borders on 5 other landlocked countries.
4. The Himalayas form the natural boundary of Switzerland.
5. Poland has got access to the Black Sea via a small corridor of land.
6. Bolivia used to have access to the Pacific, but now it is landlocked.
7. If a country is landlocked, it cannot access the coast in any way.
8. Almost all the landlocked countries are economically advanced.
9. To improve their economic situation, landlocked countries have to develop different routes and means of transport.

**27. How does the geographical position of a country influence its economic climate? Use examples from the audio and your own ones to prove your point of view.**

# PROJECT

28. You are going on an expedition to different places on the Earth in groups of 3-4. Your task is to explore the place in as much detail as possible and to report to the class. Follow the steps below.

1. Choose your destination from the list.

- **Kamchatka peninsula**
- **Niagara Falls**
- **Mount Kilimanjaro**
- **Amazonian rainforest**
- **The Great Lakes**
- **The North or South Pole**

2. Plan what exactly you are going to take with you (depending on the climate and geographical position of the place).

3. Go on the expedition to explore your area.

4. Make a video diary of your stay there (each of you makes a 1-2 minutes diary entry about your trips and finding of the day - what you have found out).

4. Write a report about the geographic characteristics (such as landforms and climate) of the place you visited including the route you followed (mark it on the map).

Good luck!



# Unit 7. On the Move

## VOCABULARY

1. Read the following quotations and discuss the questions below.

- *"I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move."* (Robert Louis Stevenson)
- *"It is good to have an end to journey toward; but it is the journey that matters, in the end."* (Ernest Hemingway)
- *"I have found out that there ain't no surer way to find out whether you like people or hate them than to travel with them."* (Mark Twain)
- *"...to travel is worth any cost or sacrifice."* (Elizabeth Gilbert)
- *"Don't tell me how educated you are, tell me how much you have travelled."* (The Prophet Mohammed)
- *"One's destination is never a place, but a new way of seeing things."* (Henry Miller)



- Why do you think travelling is important for people?
- Do you like travelling? Why or why not?
- What do you like most of all in travelling?
- How many different countries/cities/places have you visited?

2. Match the words to their meanings and write the corresponding actions.

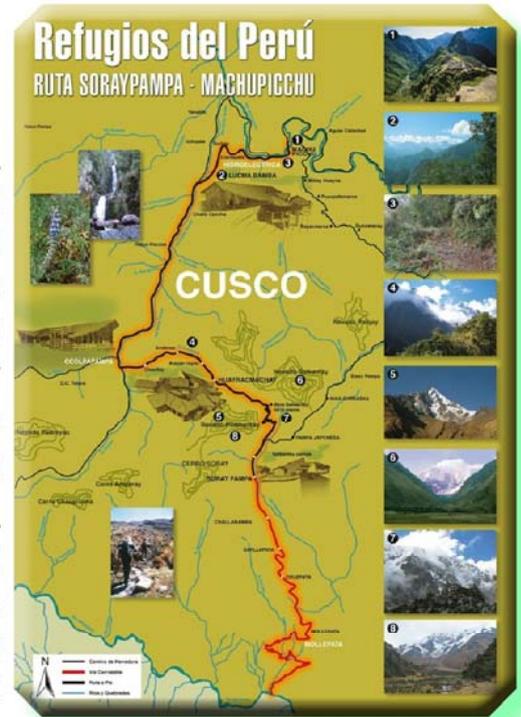
1) <u>To travel</u>	1) Travel	a) an activity in which you go through a place (such as a building or city) in order to see and learn about the different parts of it
2) _____	2) A tour	b) a long and difficult journey that is made especially by walking
3) _____	3) A trip	c) a way to get from one place to another place; a way that someone or something regularly travels along
4) <u>To go on a journey</u>	4) A journey	d) the general activity of moving from one place to another, especially over long distances for pleasure
5) _____	5) An expedition	e) an occasion when you travel from one place to another, especially when there is a long distance between the places
6) _____	6) A trek	f) a usually brief pleasure trip
7) _____	7) A hike	g) a journey especially by a group of people for a specific purpose (such as to explore a distant place or to do research)
8) _____	8) An excursion	h) a long walk especially for pleasure or exercise
9) _____	9) A trail	i) a route that someone follows to go somewhere or achieve something
10) _____	10) A route	j) a short journey to a store, business, office, etc., for a particular purpose



3. Fill in the text with the necessary words from the list above. One of them is mentioned twice.

### The Lodge Trek

This new \_\_\_\_\_ is for those who want to \_\_\_\_\_ like an old-school Andean explorer by day but sleep between clean sheets each night after cocktails and a gourmet meal. (And who don't mind paying for the privilege of staying at the four fully serviced private lodges that dot the route.) The \_\_\_\_\_ is similar to the Salcantay Route, offering close-up views of the sacred apu and its glaciers, but places an emphasis on comfort rather than on roughing it. The \_\_\_\_\_ reaches a height of 15,000 feet before descending into a lush valley where coffee and bananas grow. Luxury lodgings near Machu Picchu and a private \_\_\_\_\_ guide at the ruins are usually included in the price of a package \_\_\_\_\_.



4. Make up your own sentences with the words not mentioned in the text.

## LISTENING

5. Answer the following questions.

- 1) What is your idea of the perfect holidays? Depict a scene from your perfect vacation.
- 2) Have you ever heard anything about ecotourism? How do you imagine it?

6. Match the following explanations with the words in the box.

1. able to continue without causing damage to the environment
2. to protect something and prevent it from changing or being damaged
3. to get help or an advantage from something
4. an area of land where wild animals and plants are protected
5. one that soon may no longer exist

to conserve  
sustainable  
a reserve  
endangered  
to benefit

7. Listen to the first part of the audio and tick the essential features that distinguish ecotourism from other kinds of tourism. Write down other names for ecotourism mentioned in the text.

Ecotourism must..

- explore the unique experiences
- conserve the wildlife and culture of the area.
- help tourists to escape from established routines
- benefit the local people and involve the local community
- allow time for relaxing, partying, sporting, celebrating, and romancing, if possible, near the sea
- be sustainable, that is make a profit without destroying natural resources
- provide an experience that tourists want to pay for.



**ECO**  
**TOURISM** =

8. Listen to the second part of the programme about ecotourism and finish the sentences to complete the ecotourist guidance below.

- Be prepared. Learn \_\_\_\_\_.
- Have respect \_\_\_\_\_.
- Don't waste \_\_\_\_\_.
- «Leave nothing behind \_\_\_\_\_ and take nothing away \_\_\_\_\_» Take as much care \_\_\_\_\_ . Don't buy \_\_\_\_\_.
- Walk or use \_\_\_\_\_.
- Be flexible and keep \_\_\_\_\_.
- Stay in \_\_\_\_\_ and eat \_\_\_\_\_.
- Buy \_\_\_\_\_ and pay \_\_\_\_\_.
- Choose \_\_\_\_\_.

## READING AND VOCABULARY

9. You are going to read a text about a married couple's travel adventure. Scan the first part of the text to answer the questions below.

What was their original destination?

What happened to their visas?

Read again and give details about the couple's thoughts and feelings.

### It Really Happened: Visas Required Aisha Causey

When my husband, Mike, and I stood in the check-in line at the Chicago O'Hare airport for the beginning of our blissful 11-day vacation to sun-drenched Rio de Janeiro, Brazil, we never could have imagined that the bathing suits, khaki shorts, quick-dry tank tops, and bottles of SPF 15 **suntan lotion** we were toting in our luggage would be completely useless.

"Going to Rio?" Tom, the airline agent asked, thumbing through our tickets and passports. "Do you have visas?"

"Visas?" my husband and I responded in unison.

"Yes, I can't let you get on the plane without them."

In all of my careful planning of each and every detail, I'd forgotten nothing — except to apply for our visas.

As reality sank in, I stood there dumbstruck. I've always considered myself an organized traveler. When faced with the adversities of ever-changing itineraries, delayed flights, lost reservations, and unpredictable weather, I had always been able to temper my frustrations and **make the most of the situation**.

However, standing at the ticket counter, an indescribable **surge of panic** engulfed me. I quickly forced it down with a gulp of air and then swallowed another for good measure. By the look on Mike's face, I could tell he wasn't taking the disappointment any better.

Forcing myself to think of our options, I decided we could drive back home and try again later, leaving all thoughts of Brazil in the cold. Or, we could wait two days until the Brazilian Embassy opened, pay the hefty rush fees, and hope we'd **be granted permission** to enter. Neither scenario seemed appealing, but then I remembered another vacation — this one in Mexico.

Because of **gusting winds** and **a relentless downpour**, my visit to Chichén Itzá, a popular cluster of Maya ruins, had been cancelled. Flush with disappointment, I had returned to my hotel room for **an uneventful day** of channel surfing and napping when I saw two rain-soaked children puddle-jumping in the courtyard.

They were obviously **making the best of a bad situation**. Why couldn't I? I slipped into my bathing suit, headed outside, and **made a beeline for** the beachside pool. The sun wasn't shining and the rain was a constant tickle on my shoulders, but I was able to let go, relax, and enjoy the moment.



10. What will Aisha and Mike do? Where do you think the couple will end up? Before reading the second part of the story, try to predict it.

Back at the ticket counter, with the image of those children in mind, I blurted, “Where can we go without a visa?”

Mike and I huddled around the computer while airline agent Tom, typed in destinations as quickly as we rattled them off — London, Sydney, and Mexico City —and voilà: We were able to evenly exchange our plane tickets to Rio for tickets to Tokyo, Japan.

Even though our plans had greatly changed, along with the current season of our destination, our smiles reappeared. We had been tested, flexed far beyond what we imagined, and had not broken. In a not-so-subtle way, we were reminded that sometimes it isn't the destination that's important but the ability **to let go** and enjoy the journey.

Japan turned out to be an amazing place to visit after all. I enjoyed window shopping along the bustling districts of Tokyo, gazing upon the serene rock gardens and ancient temples in Kyoto, trying new foods and bathing at a traditional onsen (spa).

These were just some of the many experiences we'll not soon forget. And all because I forgot those visas.



## 11. Check your comprehension. Answer these multiple choice questions.

**1. Another title for this story could be...**

- a) A great voyage to Japan.
- b) An unexpected journey to Japan.
- c) A wasted journey to Japan.
- d) A fantastic trip to Japan.

**2. Which sentence about Aisha and Mike's journey is NOT true?**

- a) They were disappointed because they did not have visas to go to Brazil.
- b) They were able to exchange their plane tickets.
- c) They decided to wait for two days until the Brazilian Embassy opened and pay the hefty rush fees to get visas.
- d) Instead of traveling to Rio, they ended up in Japan.

**3. Which statement would Aisha most likely disagree with?**

- a) The ability to enjoy the journey is far more important than the destination.
- b) There is always a way-out, even in the most desperate situation.
- c) Any trip should be thoroughly planned.
- d) One must be able to make the best of the bad situation.

## 12. Answer the questions.

1. What made Aisha change her mind about their intended destination?
2. How did they like their vacation in Japan? What did they do there?
3. Describe the changes in the couple's emotional state throughout the story. What expressions are used to depict the emotions?
4. Have you ever found yourself in an awkward or extraordinary situation while travelling?

**4. In the sentence “Tom, the airline agent asked, thumbing through our tickets and passports.” what does 'thumb through' mean?**

- a) to look through something quickly
- b) to look through something thoroughly
- c) to see something through
- d) to see through something

**5. Which expression from the text means “to say something suddenly and without thinking”?**

- a) to respond
- b) to rattle off
- c) to blurt

**6. In the sentence “As reality sank in, I stood there dumbstruck.” what does 'dumbstruck' mean?**

- a) very happy and exited
- b) bitterly disappointed
- c) so shocked or surprised that you cannot speak
- d) unhappy, especially because something unpleasant has happened

**13. Match the collocations as they appear in the text.**



- |                       |                 |
|-----------------------|-----------------|
| 1. ancient            | a) itineraries  |
| 2. serene             | b) flights      |
| 3. bustling           | c) city         |
| 4. window             | d) temples      |
| 5. popular cluster of | e) reservations |
| 6. ticket             | f) districts    |
| 7. lost               | g) shopping     |
| 8. delayed            | h) counter      |
| 9. ever-changing      | i) rock gardens |
| 10. sun-drenched      | j) (Maya) ruins |

**14. Work in pairs. Explain the highlighted expressions from the text. Let your partner guess the expression.**

**15. What usually happens at the airport? Put the events below in the logical order. Use the useful words from the box to say what people usually do when travelling by plane.**

- to stay in the check-in line
- to weigh the luggage
- to apply for visas
- to get a boarding card
- to go through passport control
- to check in for the flight (at a check-in desk)
- to go to the departure lounge
- to get on /board the plane
- a plane taxis (moves slowly) towards the runway
- to pass through customs
- the plane takes off
- to fasten your seatbelt
- the plane lands
- to get off the plane
- to go through security
- to go to the baggage reclaim



- to begin with
- in due time
- as soon as
- in the meantime
- without delay
- first, second
- immediately
- quickly
- finally
- after
- later
- last
- before
- hence
- since
- when
- once
- about
- next
- now
- formerly
- suddenly
- shortly
- henceforth
- whenever
- eventually
- meanwhile
- further
- during in time

## VOCABULARY

**16. Match the pictures with the words denoting different vehicles. Say what each vehicle is used for.**

- Convertible car
- Limousine
- Lorry/Truck
- Minivan
- Pickup truck
- Smart car
- Van



**What other vehicles/means of transport do you remember?**

**17. Discuss the following questions.**

How often do you use transport? What means of transport do you use most often/seldom?

Why do you use transport?



**WATCHING A VIDEO**

18. Watch a video 'A journey home from grandpa's'. While watching, make notes under the following categories (as in the example):

means of transport/ vehicles	actions (verbs)	places (nouns)	characteristics (adjectives)
<i>car</i>	<i>to drive</i>	<i>road</i>	<i>bouncy, bumpy</i>

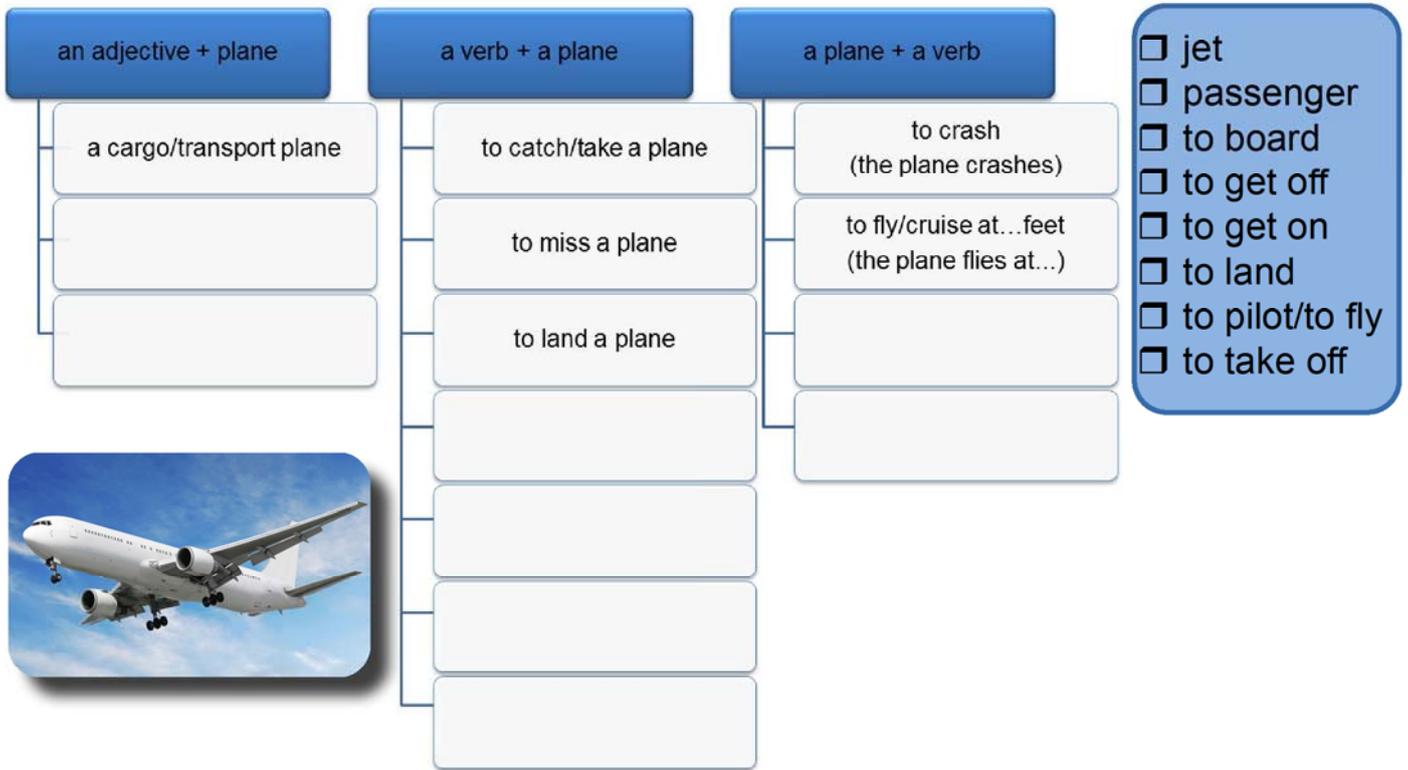
**VOCABULARY**

19. Complete the charts using the words from the boxes to make collocations (as in the examples). Translate all collocations.

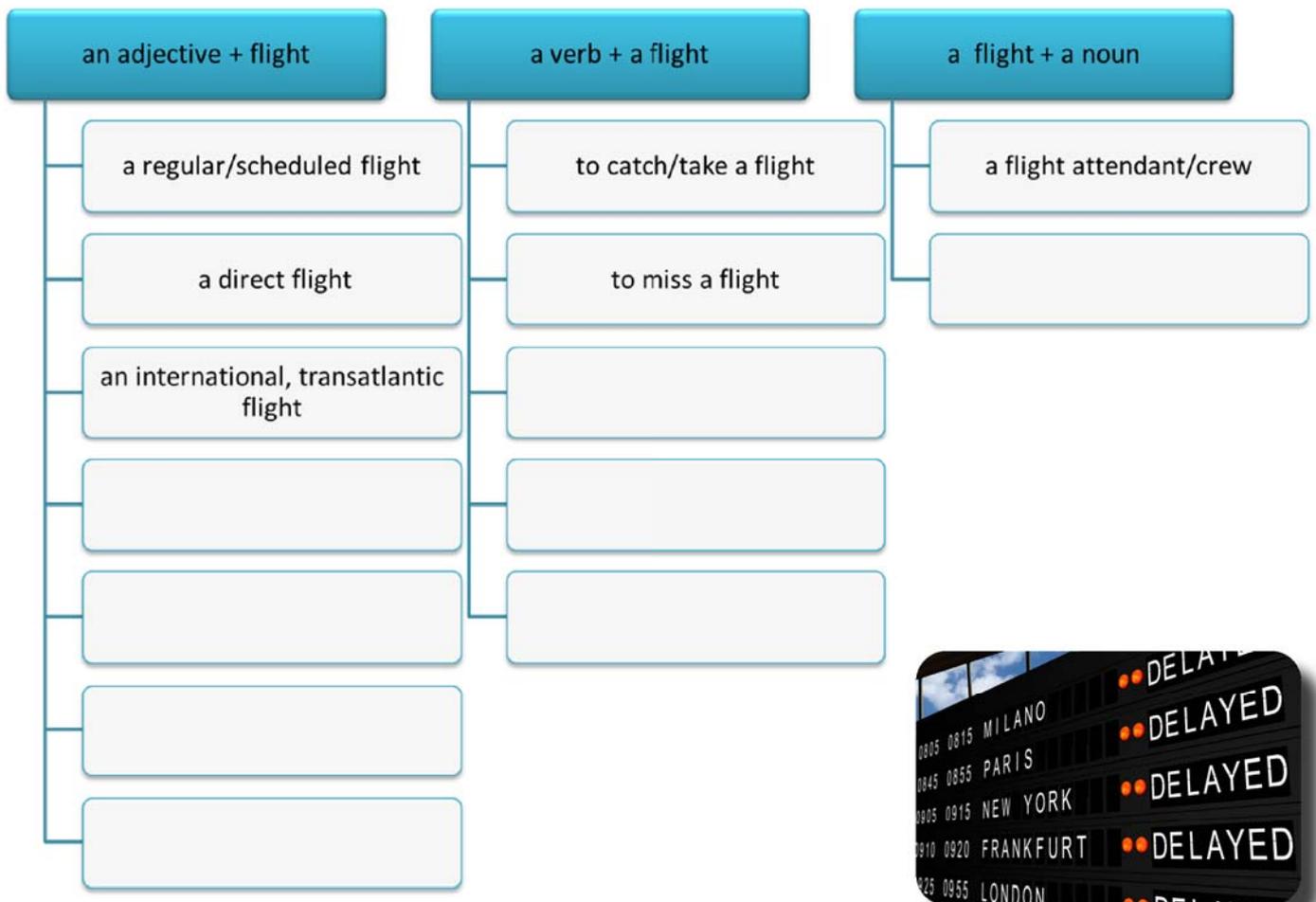
- commuter
- driver
- fare
- freight
- intercity
- platform
- route
- to board
- to change
- to get off
- to get on
- to run late
- to terminate
- to travel at the speed...

an adjective + train	a verb + a train	a train + a verb	a train + noun
a passenger train	to catch/take a train	to be delayed (the train is delayed)	a train car
a direct train	to miss a train	to be due (the train is due)	a train compartment
a suburban train		to depart (the train departs)	a train conductor
			a train schedule/timetable

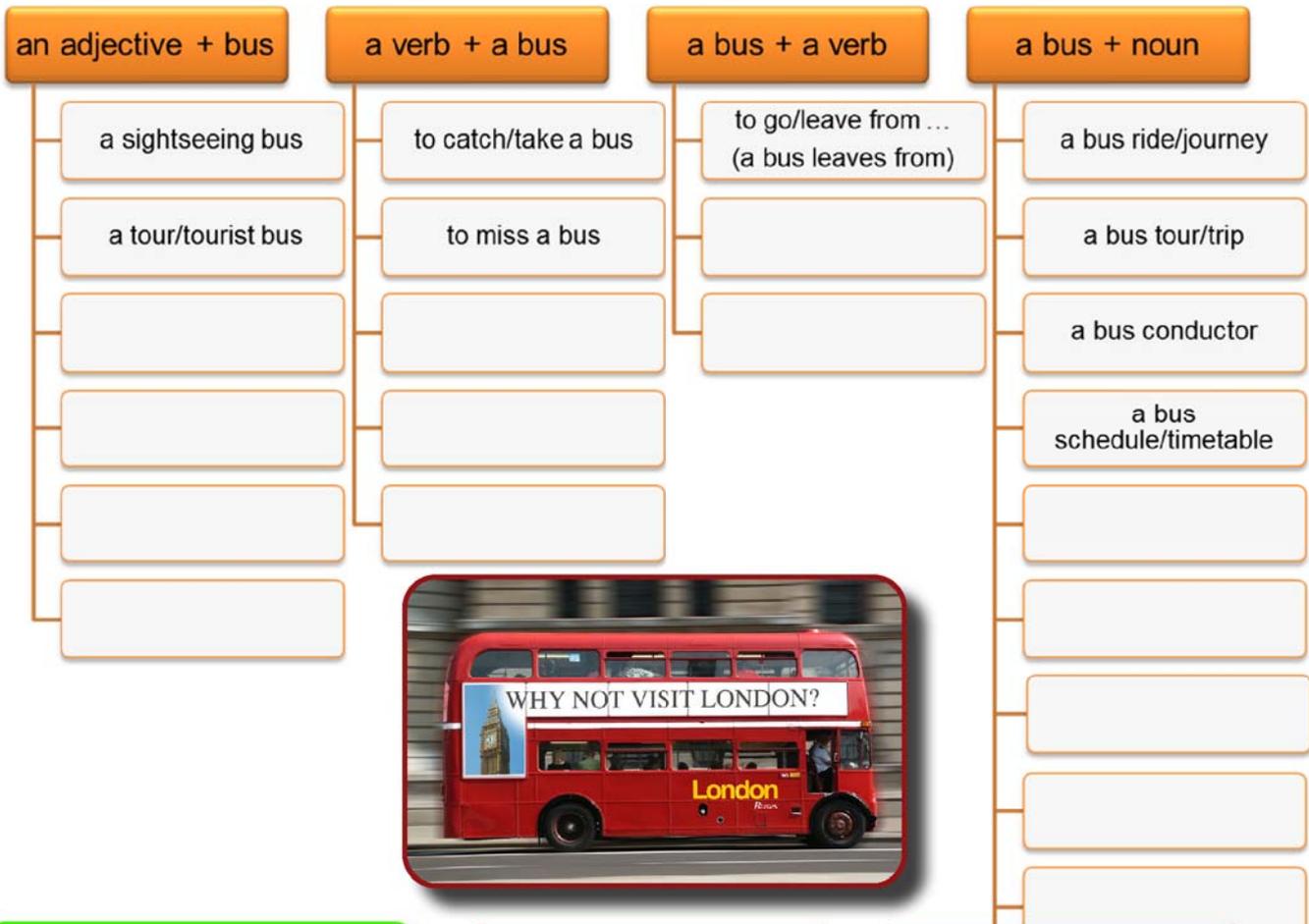




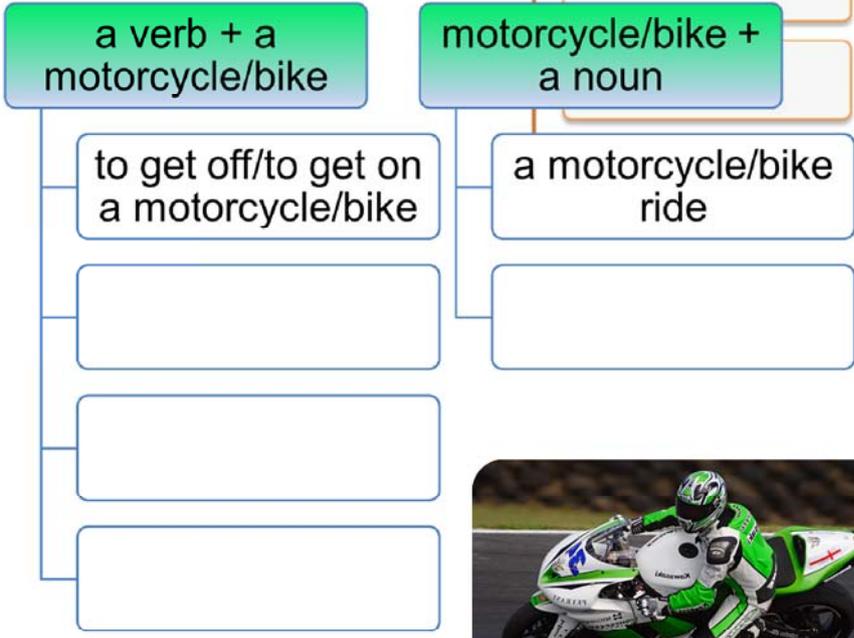
- connecting
- charter
- domestic
- bumpy, smooth
- to book sb / yourself on/onto
- to cancel/ suspend
- to delay/ hold up
- number



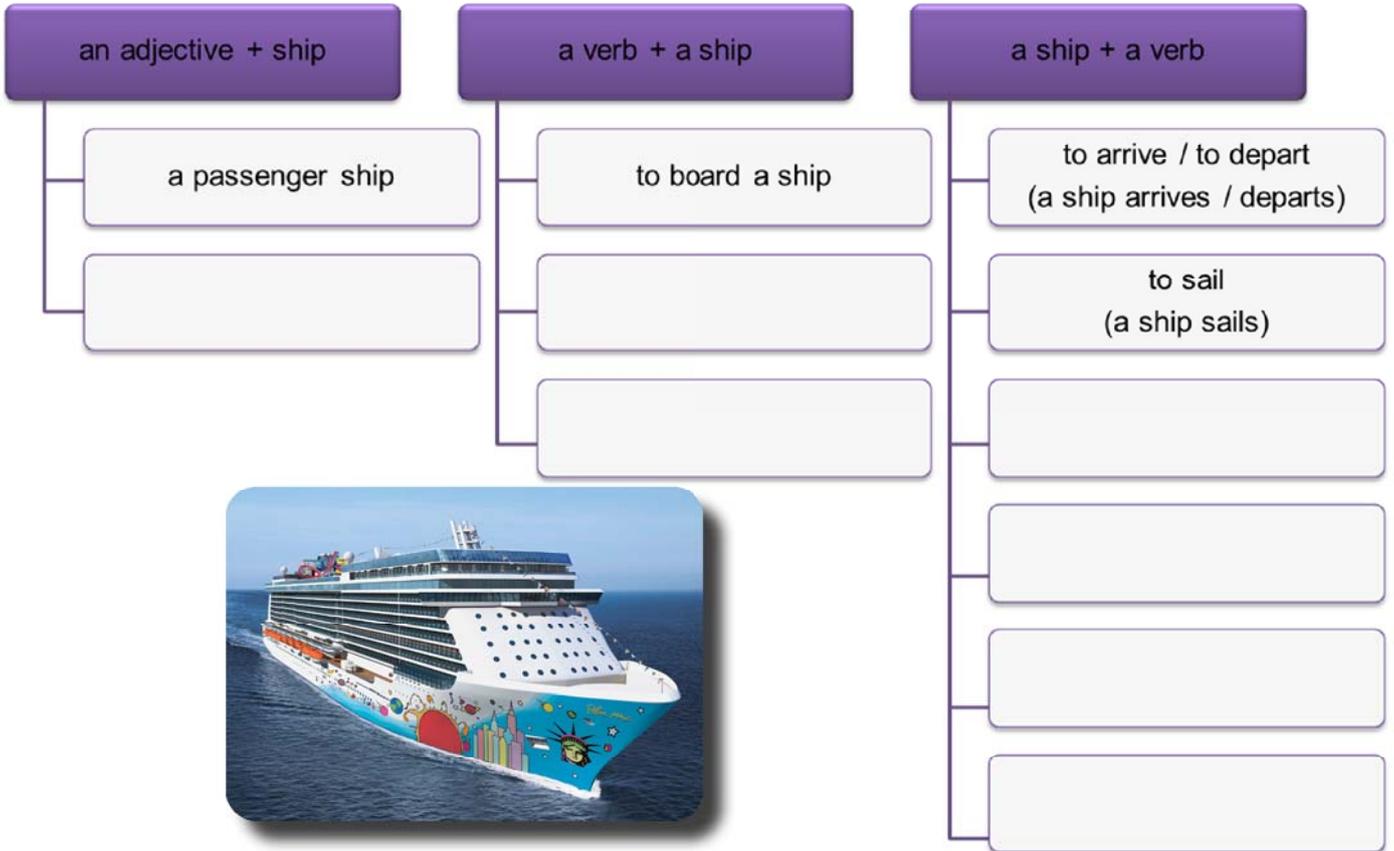
- double-decker
- fare
- open-topped (BrE)
- pass
- public
- queue (BrE)
- route
- shuttle
- station
- stop
- terminal
- to board
- to carry sb
- to get off
- to get on/onto
- to pick sb up



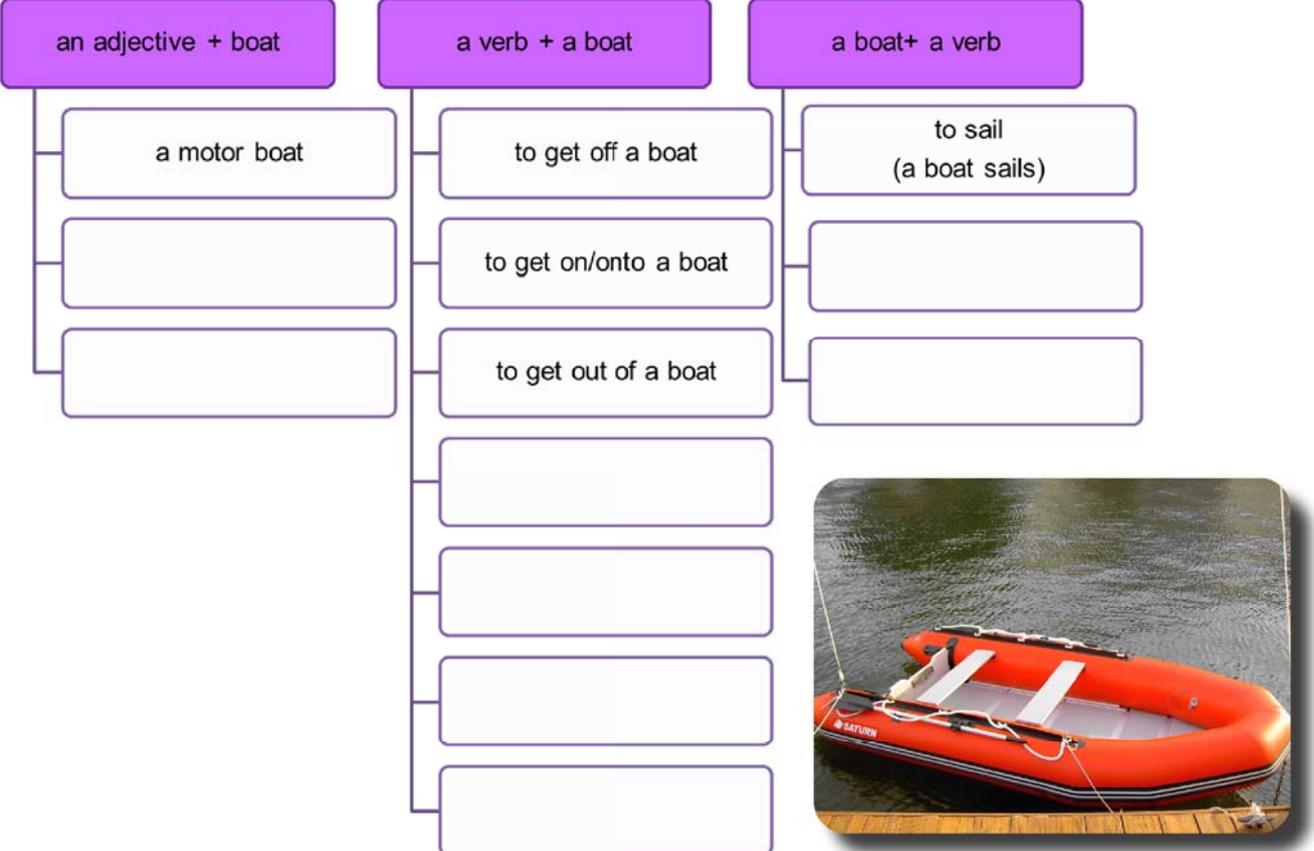
- to come off/to fall off
- to mount
- to ride/to drive
- rider



- cruise
- to anchor
- to be at anchor (to lie at anchor)
- anchor)
- to come/go aboard
- to come/go on board
- to put out to sea (to put to sea)
- to set sail



- inflatable
- rubber
- to anchor
- to get into
- to row
- to sail
- to capsize
- to sink



**20. Decide which word does NOT collocate with the key word. Explain your choice. Translate the appropriate collocations.**

- 1. railway(BrE)/  
railroad(AmE):**  
a high-speed ~,  
a low-speed ~,  
a funicular ~,  
commuter ~,  
a passenger ~,  
a freight ~



- a foreign ~,  
a departure ~,  
a destination ~,  
an intermediate ~



- an airplane ~,  
a subway ~,  
a tube ~,  
an underground ~

- 4. airport:**  
to depart from an ~,  
to arrive at an ~,  
to take off from an ~,  
to land at an ~,  
to terminate at an ~,  
to pass through an ~,  
to touch down at an ~

- 7. motorway/freeway:**  
a busy ~,  
a three-lane ~,  
an urban ~,  
an intercity ~,  
an orbital ~



- 2. railway(BrE)/  
railroad(AmE):**  
a ~ journey,  
a ~ travel,  
a ~ connection,  
a ~ voyage,  
a ~ network,  
a ~ system,  
a ~ bridge,  
a ~ crossing,  
a ~ tunnel



- 5. airport:**  
an ~ building,  
an ~ terminal,  
an ~ check-in,  
an ~ check-out,  
an ~ lounge

- 8. highway:**  
a three-lane ~,  
a federal ~,  
an interstate ~,  
a main/major ~,  
a national ~,  
a county ~,  
a provincial ~,  
a rural ~,  
a village ~,  
a coastal ~,  
a deserted ~,  
an empty ~

- 3. airport:**  
a domestic ~,  
an international ~,  
a local ~,  
a regional ~,

- 6. station:**  
a railroad/railway ~,  
a train ~,  
a bus ~,  
a coach ~,

**21. Provide the equivalents for the following words and phrases:**

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. приміський поїзд/електричка        | 13. вийти в море                 |
| 2. товарний та пасажирський поїзд     | 14. відправитися у плавання      |
| 3. пересісти з одного поїзда на інший | 15. надувний човен               |
| 4. затримуватися                      | 16. двоповерховий автобус        |
| 5. відправлятися пізніше              | 17. приміський автобус           |
| запланованого часу (про поїзд)        | 18. туристичний автобус          |
| 6. кінцевою зупинкою поїзда є...      | 19. плата за проїзд в автобусі   |
| 7. купе нового вагона                 | 20. черга на автобус             |
| 8. розклад руху поїздів               | 21. залізничний переїзд          |
| 9. сісти на корабель                  | 22. внутрішній/місцевий аеропорт |
| 10. сісти на поїзд/автобус            | 23. автовокзал                   |
| 11. сісти на літак                    | 24. кільцева дорога              |
| 12. ставити корабель/човен на якір    | 25. затримати рейс на літак      |

**22. Agree or disagree with the following statements and provide examples to support your ideas.**

1. It is much better to travel by public transport because it is cheaper.
2. A bus pass and a monthly or season ticket saves you a lot of money.
3. A bus tour around Europe is a fabulous opportunity to see a lot of interesting places in a short period of time.
4. The best way to get to any place in a city is taking a taxi.
5. The cheapest way of travelling around another city is renting a bike.
6. It is really dangerous to sail in an inflatable boat.

**23. Discuss the following questions.**



1. What is the longest distance that you have travelled? How did you travel? What means of transport have you used?
2. What means of transport have you never used? Which ones would you like to travel by? Which ones are you afraid of using?
3. What are the most comfortable/uncomfortable means of transport in your opinion? Why do you think so?
4. What unusual means of transport do you know? Think about different nations in different countries and how landforms and climate can influence means of transport.

## USE OF ENGLISH

**24. Fill in the correct word derived from the words in the box.**

The tuktuk is Thailand's local version of a taxi. It's (1) \_\_\_\_\_ a three-wheeled vehicle that looks like a (2) \_\_\_\_\_ motorcycle built with a metal frame carriage that can accommodate 2 passengers. The carriages are usually bright and (3) \_\_\_\_\_, and carry the "TAXI" symbol on the roof. These three-wheeled vehicles can be found in (4) \_\_\_\_\_ every town and city in Thailand, including the mega-packed city of Bangkok.

Tuktuks are great for buzzing around the busy and (5) \_\_\_\_\_ streets, as they can easily manoeuvre and squeeze through the smallest gaps in the traffic. However,



this also means that you will experience the ride of your life. The tuktuk (6) \_\_\_\_\_ can drive really fast and turn and cut corners that most foreigners find themselves clinging on to their seats! Taking the tuktuk may not be for the (7) \_\_\_\_\_, but it's a great way to experience and travel around Bangkok and other towns and cities in

Thailand. Nevertheless, it is one of Thailand's unique mode of transport, and a symbol of Thai ingenuity.

1. essential
2. modify
3. colour
4. near
5. crowd
6. drive
7. faint, heart

**25. Translate the following sentences paying attention to the expressions in bold.**

1. Miranda was alone in **the compartment** and glad of it, as it was an old-fashioned **commuter train**, with no corridor, just a door opening straight on to **the line**.

2. On the way to our initial meeting I had **to change trains**, and soon found that I was **travelling in the wrong direction**.

3. The **liner** will depart from Tilbury on August 31 for a Norwegian fjords **cruise** which **terminates** at Liverpool on September 14.

4. Hundreds of people are standing around, gazing up at **the indicator** and waiting for **the platform** of their train to be flashed up.

5. In addition, for a short time **bus route** 64 was extended from West Croydon to the Robin Hood and to Elmers End Garage, but there proved not to be a demand for this service and it was soon cut back again.

6. The spacious **railway carriage** known as The Anna Karenina is available for charters by private groups of two to eight **passengers**, allowing **an extensive tour of Russia** in considerable style and comfort.

7. Under these circumstances, it would have been possible for **a ship sailing** south from Thera to dock at Dia, unload and **set sail** again for destinations to the east or west.

8. When I **changed buses** there was just time to get the sweets and bananas — the bananas were very good today; and on the other bus there was a nice **driver** who said that if I sat near the front he would let me off **at the crossing** if he was **held up in the traffic**, instead of my going on to **the bus stop** and having to walk back, because of the rain.



**26. Insert prepositions where necessary. Translate the sentences.**

1. Nine cars and a van collided, spilling wreckage \_\_\_\_\_ across all three lanes \_\_\_\_\_ the motorway.

2. I might have travelled \_\_\_\_\_ almost eight thousand inches an hour if it hadn't been \_\_\_\_\_ the stops.

3. The train was delayed \_\_\_\_\_ 224 minutes and left just after 9am eventually.

4. Since she'd started work she had seen nothing of the surrounding area, except that covered \_\_\_\_\_ the bus route which took her \_\_\_\_\_ work and back each day.

5. He was standing \_\_\_\_\_ the window of an empty compartment, laughing, as he made the gesture of slitting his throat.

6. The river, so wide that she would have mistaken it \_\_\_\_\_ the sea, was full of craft of all sizes, though most of them lay \_\_\_\_\_ anchor.

7. The sound was a bit like an underground train \_\_\_\_\_ a distance, and there was a feeling \_\_\_\_\_ complete emptiness when it had gone.

8. I was a bus conductor \_\_\_\_\_ twelve days — eleven days of training and one day as a bus conductor.



**27. Complete the sentences using the words in the box. Translate the sentences.**

changed  
collided

jumped  
oncoming

platform  
railway

return  
voyages

1. The current timetable unfortunately allows only thirteen minutes in Llandrindod before the \_\_\_\_\_ train.
2. The \_\_\_\_\_ train drew nearer.
3. In addition there have been several other accidents where cars have \_\_\_\_\_ with each other.
4. The long passageway towards the \_\_\_\_\_ was spotless, gleaming like a hospital ward.
5. Susan laid down the paper she had been reading, and with one gloved hand made a little peep-hole on the steamy window of the \_\_\_\_\_ carriage.
6. John and Sebastian Cabot and Martin Frobisher set sail on their pioneering \_\_\_\_\_ from here.
7. Brenda \_\_\_\_\_ off her bike and stood still.
8. Regular visitors to Switzerland will almost inevitably have \_\_\_\_\_ trains there at some time or another.



**★28. Find mistakes in some of the sentences and correct them. Put a tick if a sentence has no mistakes.**

1. A daytime shuttle bus operates 6 days a week to the village.
2. Jack was able stopping the freight train without accident.
3. There were no serious injuries, but one passenger was cut by flying glass and traffic were held up for over an hour.
4. She waited for some minutes at a platform, a train came and she would have got into it if that had been possible.



5. In 1842 six ships were at anchor in Funchal Bay when a hurricane blew them all onto the shore.
6. Cars parked on both sides of the road made it almost impossible for buses passing each other on a popular bus route.
7. When Columbus first set sail, his aim was to reach India and China.
8. You can also reach the museum on train from any station on the suburban line.

29. Read the text and fill in the gaps with only one word.

**Hanging Train – Schwebebahn**



The Wuppertal Schwebebahn is (0) the continent's only suspension urban rail line, which for most (1) \_\_\_\_\_ its length (10 km) runs 12 m above the river Wupper. Only the westernmost section between Sonnborner Straße and Vohwinkel (3.3 km) runs 8 meters above streets. This line can (2) \_\_\_\_\_ called a full metro line because it's totally independent,

absolutely urban and runs on a 4-6 minute headway.

(3) \_\_\_\_\_ almost 100 years this was one of (4) \_\_\_\_\_ safest means of transport in the world, but unfortunately (5) \_\_\_\_\_

April 1999 a bad accident happened after repair work had been carried out during the weekend and 3 people lost their lives and more (6) \_\_\_\_\_ 40 were injured as a train fell down (7) \_\_\_\_\_ the river Wupper. The single rail which carries the train is supported (8) \_\_\_\_\_



472 iron arches that span over the river bed. Currently all

these arches are being replaced and also stations are being restored, most of them in their original Jugendstil design.

## LISTENING AND WRITING

30. Match the words with their definitions:

1. canal	a) a machine that uses the energy from steam to produce movement
2. magnet	b) to make sth work by using electricity; to pass an electrical current through sth
3. rails	c) a vehicle with four wheels, pulled by horses or oxen and used for carrying heavy loads
4. steam engine	d) two metal bars that form the track that trains run on
5. to electrify	e) a piece of iron that attracts objects made of iron towards it, either naturally or because of an electric current that is passed through it
6. to hover	f) a long straight passage dug in the ground and filled with water for boats and ships to travel along; a smaller passage used for carrying water to fields, crops, etc
7. to refine	g) to stay in the air in one place
8. wagon	h) to improve sth by making small changes to it

**31. Look at the proper names that will be mentioned in the recording. Do you know anything about these people and phenomena?**

- James Watt
- Richard Trevithick
- Cornish
- the Stockton and Darlington Railway
- The Rocket
- the Manchester and Liverpool railway
- the Golden Age of Steam
- The Orient Express
- The Flying Scotsman
- The Trans-Siberian railway
- The Mallard
- Bullet Train
- the TGV (=train à grande vitesse: a high-speed passenger train)
- Euro-tunnel
- Maglev trains

**32. Listen to the recording 'Trains: past, present and future'. Make notes about the history of trains using the provided key words, dates and proper names mentioned above.**

### Key words

idea of transporting things  
need to transport raw materials  
canals and horsepower  
steam engines  
a 'puffer'  
early locomotive  
a competition,

train accident  
Golden Age of Steam  
famous trains and journeys  
diesel powered locomotives  
modern trains  
high speed trains  
the future of train travel

- 1800
- 1829
- 1833
- 130 years
- 1870
- 1883
- almost 30 years
- 1994

**33. Decide whether the statements are true or false. Correct the false statements.**

1. Richard Trevithick called the first locomotive a 'puffer' because of the noise it made.
2. The first locomotive travelled at almost 18 km/h on its first journey.
3. One of the first train accidents in history happened during the competition when a Member of Parliament wasn't careful as he crossed the tracks and The Rocket knocked him down.
4. The Orient Express started in 1883 and carried people in luxury through more than 13 countries between France and Russia.



5. The longest steam train in the world was The Mallard.
6. Quite a lot of countries now use high speed trains.
7. Euro-tunnel was opened in 1994 and connects Britain to France through a railway that goes under the sea.
8. Maglev trains are supported by electro-magnets and hover off the ground.
9. Some engineers think speeds of over 10000 km/h are possible.

**34. Listen to the recording 'Trains: past, present and future' again and complete the sentences.**

1. Rails were made of \_\_\_\_\_, stone or \_\_\_\_\_, and railway wagons were pulled by \_\_\_\_\_, some were even wind powered and had sails.
2. By 1829 locomotives were travelling at \_\_\_\_\_ of over 45km/h and the first public \_\_\_\_\_ had been opened, the Stockton and Darlington \_\_\_\_\_.
3. By 1870 it was possible to cross \_\_\_\_\_ by train, and the building of railways in many other countries allowed people and progress to move \_\_\_\_\_ across the world.
4. The Trans-Siberian railway was finished in \_\_\_\_\_, and is still the \_\_\_\_\_ railway line in the world. It goes between St. Petersburg and Vladivostok, is over 9000 km long and even today the journey takes over a \_\_\_\_\_.
5. Diesel powered \_\_\_\_\_ or trains running on electrified \_\_\_\_\_ now run on most railways.
6. Journey times are now much \_\_\_\_\_, and trains can travel on some unusual \_\_\_\_\_: up hills, through mountains, even under the sea.

**35. Write a short paragraph (5 – 7 sentences) summarizing the text.**

★ **36. Plan a round-the-world journey by choosing at least five destinations and deciding which means of transport (e.g., plane, train, ship, bus, or car) you will use to travel between them.**

## READING

**37. Check the meaning of the following expressions:**

- a rural area
- to be in the country (NOT ~~To be in the nature~~)
- peaceful/ tranquil countryside
- (gentle/ bleak) landscape
- unspoilt/ breath-taking scenery
- uninterrupted/ panoramic/ spectacular views
- secluded place
- pace of life



**COUNTRYSIDE**

**38. Rewrite the sentences using the words above.**

1. Already she had fallen under the lazy, carefree spell of the **peaceful rural area**.
2. After another mile, Chapel-le-Dale is reached, an oasis of greenery in a **dull scenery**.
3. 'From my boyhood, I always wanted to live in **an isolated area**, to live like a Sufi.

4. Walking in the wild **place where people have not touched a thing** is a favourite occupation of most guests.
5. Public transport needs in **a countryside** will be different from those in an urban area.
6. In Vienna **the speed of living** was more civilized.
7. Situated on Karon Beach the well-appointed rooms in the Thavorn Palm Beach have **views that are not hidden by anything**.

**39. Describe a place ideal for cycling.**

**40. Read the text and compare your ideas.**

## 6 of the World's Best Biking Destinations

by George Hincapie

*George Hincapie is one of the most recognized professional cyclists in the world with numerous national championships and professional victories to his credit. He has traveled around the world devoting time to his passion for riding and has created a line of custom professional sportswear for cyclists, available at [Hincapie.com](http://Hincapie.com). More recently, along with his brother Rich, the Hincapies opened Hotel Domestique in the Blue Ridge Mountain foothills, drawing inspiration from George's world travels.*



With spring just around the corner, it's hard not to fantasize about the days when the sun starts to dry the road, offering optimal conditions for hours of cycling. If you're serious about riding, no doubt you have a few **go-to spots** within an hour or two from home, if not right outside your doorstep. Of course, there are also times when you itch to travel farther afield for a little more adventure.

Here, six fantastic travel destinations for cyclists, whether you're ready to pack up your bike and take it across the country—or perhaps across an ocean.

### **Superb Scenery: Villefranche-sur-Mer, France**

This commune in the south of France is the perfect starting point for exploring the French Riviera by bike.

There are several **routes** you can choose between Nice, which adjoins Villefranche, and Monaco

roughly 20km away. As one might expect, the coastal routes are fairly **heavy with traffic**, but if you take the **inland routes**, you can ride all day without seeing a single car. And of course, there are the amazingly **quaint** French villages, which are great for family activities or a post-ride **stroll**. A **must-visit** on this trip is Èze, a small village on the cliffs above Monaco, where there are amazing walking paths, lovely cafes, and of course, great wine.



### Unexpected Solitude: Malibu, California



You probably wouldn't think of Los Angeles as a cycling-friendly **getaway**, but you'd be surprised. Once you get into the mountains above Malibu, you can really disappear. And there's virtually no traffic up there—definitely not what one expects in L.A. It's a great place to train, because there's lots of climbing and the weather is great year-round. There are also many camping options in the area, and the kids will love the beaches. Plus, it's not too far from the **hustle and bustle**, in case you want to go out for



incredible Mexican or super-fresh sushi after a long day of riding.

### Country Roads: Greenville, South Carolina



I may be a little biased, because I live in Greenville, but it really does offer some of the best riding on the east coast. Plus, the area has plenty to offer for other outdoor sports as well, including some beautiful hiking **trails**. You can ride straight from downtown and be at Paris Mountain in 20 minutes and there are countless miles of country roads to choose from. On a single visit, you could easily go without riding the same road twice. **Downtown** is also home to tons of bars and restaurants downtown — two of my favorites are the Sip rooftop wine bar and Soby's. And of course, you'll find plenty of nice places to rest your head, including Hotel Domestique.



### A True Escape: Colombia



Colombia is still way **off-the-beaten path** for a lot of travelers, but it's truly a unique destination worth exploring — especially by bike. The people here are some of the nicest I've ever met, and if you know the right places and the right people, you can really have some great support along the roads. Cycling is the second largest sport in the country (behind football — as in soccer — of course), and the scenery is as varied as it is spectacular. Also, two words: The Andes. If you're after challenging climbs, this is the perfect spot.



### Post-ride Relaxing: Blackberry Farm, Tennessee



Blackberry Farm resort really is **in the middle of nowhere**, so you can imagine the kind of traffic you'll find on the surrounding roads (read: little to none). The roads themselves are great: it's a fairly hilly area, and you can ride a nice climb from the resort up into the nearby state parks. Of all the cycling trips I've taken, Blackberry Farm offers the best **place to unwind**, thanks largely to their amazing spa. Who wouldn't want a massage after a long day of riding?

### Cycling on the Side: Gargas, France



Provence is one of best places to ride if you're not really looking for a lot of climbing. The area features plenty of easy riding for all levels. In addition to being bike-friendly, Gargas offers plenty of **indulgent activities** for the whole family. Stroll around vineyards, eat world-class food, or have lunch by the pool at La Coqillad's bar.





# READING AND VOCABULARY

46. Guess the city from the picture, description, and the letters from its name.



1. V \_ I \_ E

Among those who've seen it in person, the conclusion is unanimous: It is unique and well

worth seeing. Each building is a work of art, with their beauty enhanced when reflected on the canals that cross the city. Its **magical scenery** is **fascinating** and **brehtaking** at first sight.



2. \_ A \_ I \_

The Seine and the bridges that cross it, the **grand boulevards**, the **monumental squares**, the

**magnificent monuments**, the **charming streets** of Montmartre -- these images confirm that it is indeed the most **elegant and sophisticated of all cities**. Sit at an **outdoor café table** or go on a boat tour of the Seine and see it all romantically flash before your eyes.

3. P \_ A \_ \_ E

It is known as the city of the thousand spires because of its **beautifully-preserved historical monuments** dating from practically every period in history. Those spires are best admired from the bridges that cross the Vltava River, especially from the magnificent Charles Bridge, or standing in the **stunningly beautiful Old Town Square**. Add the **atmospheric alleyways** and **cobbled streets** that lead to it, and you know that few other cities **delight the senses** as much as this city.



4. L \_ B \_ \_

**Magnificently sited** on a series of hills running down to the grand Tagus River, it is one of the world's most scenic



cities. Beautiful **unexpected views** are found at every turn down its colorful, **picturesque streets**. The city has an unpolished, seductive appearance; an effortless beauty with captivating details such as cobbled designs, tiled façades, and pastel-colored buildings blending together to give it a **singular atmosphere**.

5. \_ IO \_ \_ \_ A \_ EI \_ O



There are those who say God created the world in six days and devoted a seventh to this city. It is indeed blessed with one of the most **stunning settings**

in the world. Even if it was deserted of buildings and population, anyone standing at the top of the famous Sugarloaf Mountain or by the Corcovado statue would see one of the world's most **beautiful landscapes**. Green, **tropical luxuriance** mixes with the **blue of the ocean** and the brightness of the golden sands at the beaches, proving that this is indeed «the **marvelous city**» as locals call it.

6. FL \_ EN \_ E

This city is synonymous with the Italian Renaissance, known for the artistic heritage in its palaces



and museum collections. See its beauty from Piazzale Michelangelo, a 19th century terrace **overlooking the entire city**, and you'll be looking at one of the most **storybook-perfect cityscapes**. You'll see its **unspoiled skyline**, the towers and domes of the heart of the city, its bridges, the hills in the distance, and the magnificent Duomo dominating the cityscape. Few other places in the world will **leave you as awestruck**.

7. GU \_ T \_ \_ \_ LA \_ C \_ T \_



This **fumes-and-crime-filled city** is the capital of an otherwise beautiful country. It looks more like a **slum** than a capital city, with

most buildings appearing **on the verge of collapse**. Many streets are **strewn with litter**.

9. LU \_ \_ DA

It's undergoing a spectacular boom as the capital of Africa's recent economic success story, but let's hope the new development creates



something more attractive than what we see now: **ugly apartment buildings dotting the skyline of city**. There's no question that it's **one big ugly concrete jungle**. It should simply be an **arrival and departure point on your travel itinerary**. Unless you enjoy **dirty, chaotic streets** and ugly buildings looking like they're **crumbling** on top of each other.

8. E \_ \_ O \_ C \_ T \_

Mexico's capital is an eyesore. It's currently known as one of the world's most **dangerous cities**, but even if it was a safe haven,



it still would not be a very **inviting city**. In fact some districts have become **no-go areas with high crime**. It's one of the world's most **polluted cities** and there isn't much to look at.

10. CA \_ AC \_ S

Venezuela's capital sure is no beauty with a **large impoverished and homeless population** (close to



one in five families live below the poverty line) and a **cityscape with no formal zoning regulations**. **Rundown city** mostly made up of brick, concrete and glass. The **comfortable suburbs** away from the city center contrast sharply with the poor **shanty towns** and the **urban waste lands** in the industrial zones.

11. L \_ \_ A \_ \_ \_ \_ S



A city known for its **congested highways with bumper-to-bumper traffic** is enough to make it unattractive, but then there isn't much to look at walking down the street either (if anyone actually walks -- this is one of the world's least **pedestrian-friendly cities**). Despite the allure of Hollywood and the beaches nearby, **upmarket shops, pricey restaurants, fashionable clubs**, this city is simply not the prettiest place on Earth.

47. In the descriptions above find all the adjectives used to characterize a city.



48. Which of the expressions below are positive and which are negative? Which ones would you use to describe your native city/town?

*ugly concrete jungle; singular atmosphere; stunning settings, a large impoverished and homeless population; tropical luxuriance mixes with the blue of the ocean; buildings appearing on the verge of collapse; storybook-perfect cityscapes.*

49. Match the collocations to identify objects and districts that can be found in a city.

1. upmarket
2. congested
3. no-go
4. monumental
5. urban
6. bumper-to-bumper
7. pricey
8. fashionable
9. shanty
10. outdoor
11. comfortable
12. beautifully-preserved historical
13. atmospheric
14. cobbled

- a) shops
- b) cafés
- c) clubs
- d) areas
- e) highways
- f) waste lands
- g) alleyways
- h) squares
- i) restaurants
- j) traffic
- k) streets
- l) towns
- m) suburbs
- n) monuments



50. Describe the view using the expressions below and other expressions from the texts.

*magical scenery is fascinating and breathtaking; delight the senses; unexpected views; picturesque; beautiful landscapes; overlooking the entire city; storybook-perfect cityscapes; unspoiled skyline; leave you as awestruck*



# PROJECT

**51. Choose a city and prepare the city guide. Make a pecha-kucha presentation of your city guide for tourists. Follow the guidelines for Pecha-Kucha presentations (Appendix 26) and the instructions below .**

Describe the city stating its different peculiarities, attractions, sights, etc. **Make others want to visit this city!**

Your presentation may include such sections.

## Background

You should include only those facts (about geographical features and climate) that are important for the activities that are connected with this place (e.g. you should say that Bukovel is a resort situated in the Carpathian Mountains and tell some facts about the weather there if you want to speak about skiing there).

## History

Please, do not copy and insert large pieces of information about the history of the city if it is not connected with the activities you are speaking about. Try to connect history facts with the sights of the city that you can visit (see the section 'Activities and Attractions').

## Activities and Attractions

Pay special attention to this part of the presentation. Mention the sights of the place and different types of activities using as many words as possible (e.g. If you are interested in arts and architecture, you can visit the art gallery..., such monuments as..., such temples and cathedrals as... etc.).

## Transportation

Specify how you can get to the place that you are describing (by railway/by bus/by plane etc.). Say what the most convenient way is.

Also, speak about different means of transport that you can find in your city. Mention specific facts (e.g., London double-deckers).

## Shopping

Include very brief information about shopping if the place is connected with some specific activities and products.

## Attractions and Sights

- museum/art gallery
- church/cathedral/  
mosque
- tombs/mausoleum/  
memorial
- castle/tower/town  
hall
- statue/monument/  
fountain
- park/square/market  
place/zoo
- Ferris wheel/  
observation wheel or  
big wheel
- theatre/cinema/opera  
house
- café/restaurant/  
casino/ cabaret

## 52. Discuss the following questions.

- What is the most marvelous city you have been to?
- Which city in the world would you like to live in if you were able to choose? Why?
- What sights and attractions do people usually try to visit when coming to a city? What about you? What are the most magnificent/striking sights you have seen?
- Name top 5 cities you would like to travel to and explain your reasons. What sights would you like to see?
- Describe your native city in 5 sentences.
- Imagine you are hosting a foreign friend. Where would you take them to? Think of the sights and attractions your city has to offer.
- What are the main problems of modern cities?
- What is the ugliest city you have ever seen or visited?

## READING AND WRITING

53. Look at these descriptions of different types of travellers. Some information is missing, brainstorm ideas to complete the gaps.

### No Matter What Type Of Traveler You Are, We've Got A Vacation Idea That's Perfect For You

(ADAPTED FROM ALICIA COX «WHAT TYPE OF TRAVELLER ARE YOU?»)

The thrill of a vacation starts in the planning stage—you consult your travel advisor, check out different destinations and packages and then decide on The One. To help you to choose the right trip, location, accommodation and itinerary the travel advisor has to know what kind of traveler you are. Check out these types of travellers, with vacation ideas suited to each one.

#### The Adventurer



**Likes:** Learning about indigenous cultures, experiencing an adrenaline rush.

**Dislikes:** Lying on a beach for two weeks, complainers, fine dining (read: waiting forever for miniscule portions), forgetting the video camera.

**Favourite way to get away:** Exotic places and unique experiences excite this fearless thrill seeker

**Worth Exploring:** Discovering the Himalayan kingdoms with Trek Holidays. This exciting 13-day tour will take you through the wonders of Nepal and India. While there is some walking and

hiking involved, this tour is not overly physical and can be enjoyed by Adventurers of all ages.

#### The Culture Vulture

**Likes:** Local art, “satis-map-tion” (the satisfaction that comes with finding a location on a foreign map).

**Dislikes:**

**Favourite way to get away:** The Culture Vulture loves to spend time in a sophisticated city.

**First-class holiday:** An Insight Vacations Easy Pace 11-day tour of London, Paris and Rome will allow you plenty of time to explore on your own. Begin in London with a guided tour of the West End, take the high-speed Eurostar train to Paris, where you'll discover the beauty of the Louvre and end the journey with a glass of wine in Rome.



#### The Spiritual Seeker

**Likes:**

**Dislikes:** Celebrity tabloids, pollution, fast food, plastic surgery.

**Favourite way to get away:** The Spiritual Seeker is searching for a vacation that will enlighten his body, mind and soul, with lots of physical activities

**Soulful Exploration:**

### The Single Senior

**Likes:** Being a social butterfly, getting-to-know-you conversations, dancing to a live band, watching a perfect sunset.

**Dislikes:**

**Favourite way to get away:**

**Singular Adventure:**



### The Foody

**Likes:**

**Dislikes:**

**Favourite way to get away:**

**Worth Exploring:**

### The Eco Traveller

**Likes:**

**Dislikes:**

**Favourite way to get away:**

**Worth Exploring:**



54. You are a travel agent and you have to work out a package tour for one type of the travelers above. Write down your holiday ideas and prepare a brochure of your package tour. Use the guidelines in Appendix 23 to create an effective brochure.

## GROUP WORK

55. Role-play the situation. Use 'Useful Language' box to help you.

**Student A:** You are a travel agent. Using the brochure you have made, sell your package tour to a tourist or a group of tourists. Think of possible questions that may arise and get ready to answer them.

**Student B:** You want to go on holidays and you are looking for a perfect package tour. Look through the holiday brochures and choose one that appeals to you. Think of four to eight questions to ask the travel agent about this holiday. Use "Useful language" for ideas.

### "Useful language"

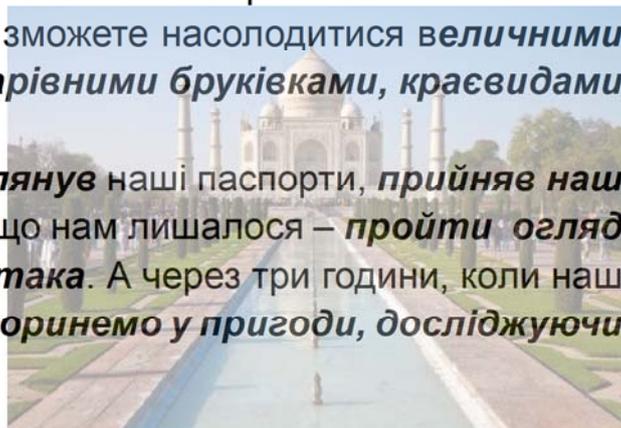
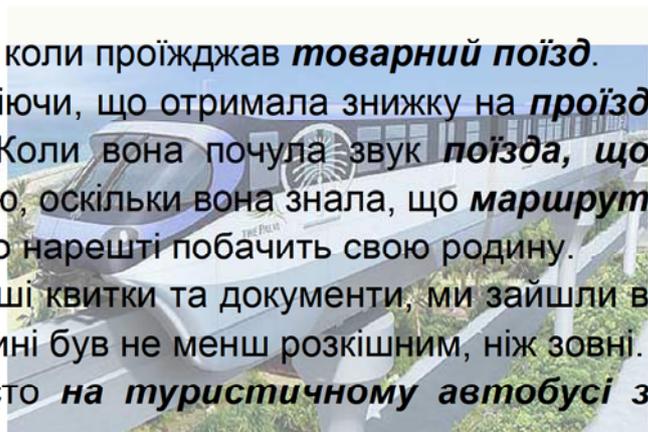
- Is \_\_\_\_\_ included in the price?
- Could you tell me more about \_\_\_\_\_ (e.g. the hotel/the flight/...)?
- How many meals do we get?
- What else do I have to pay for?
- What about ...
  - the transfer?
  - the excursions?
  - the car rentals?



# REVISION

## 56. Revise your active vocabulary. Translate the sentences.

1. Миколаїв та Одеса не сполучаються **міжміським поїздом**.
2. **Кінцевою зупинкою** цього **поїзда** є Сімферополь, але Вам потрібно **пересісти на інший поїзд** у Джанкої, якщо Ви хочете дістатися Феодосії, оскільки немає **прямого поїзду** з Миколаєва до Феодосії.
3. Через високі ціни на житло в столиці багато людей живуть у селах та містечках недалеко від Києва, тому вони щодня користуються **приміською електричкою** або **приміським автобусом**, щоб доїхати до міста, а потім – **переповненими поїздами метро, автобусами, тролейбусами, трамваями**, щоб дістатися місця роботи чи навчання.
4. Вікна її будинку дрижали кожного разу, коли проїжджав **товарний поїзд**.
5. Джейн чекала на поїзд **на пероні**, радіючи, що отримала знижку на **проїзд у поїзді** завдяки студентському квитку. Коли вона почула звук **поїзда, що наближався**, її посмішка стала ще ширшою, оскільки вона знала, що **маршрут поїзда** є досить коротким і вона дуже скоро нарешті побачить свою родину.
6. Після того, як **провідник** перевірів наші квитки та документи, ми зайшли в наше **купе** та зрозуміли, що **вагон** всередині був не менш розкішним, ніж зовні.
7. Мені дуже подобається оглядати місто **на туристичному автобусі з відкритим верхом**.
8. Скільки зараз коштує **проїзний квиток в автобусі**? – Чесно кажучи, я не знаю, оскільки не користуюся часто **громадським транспортом**. Мені не подобається **стояти у довгих чергах** на **автобусних зупинках**. До того ж, їхати автобусом до роботи мені лише на 10 хвилин менше, ніж іти пішки, тому я зазвичай прогулююся.
9. Великі міста часто бувають надзвичайно **забрудненими** і стикаються з великою кількістю проблем, таких як: **нескінчений потік транспорту та затори, високий рівень злочинності у небезпечних районах міста, перетворення промислових районів міста на пустки**. Заможним людям зазвичай не подобається жити у цих **кам'яних джунглях**, тому вони живуть у **комфортних передмістях**.
10. Якщо ви любляєте культуру, замовте **7-денний автобусний тур вишуканими містами** Західної Європи. **Найгарніші міста** Європи **захоплять вас пейзажами, від яких перехоплює дух**. Ви зможете насолодитися величними **пам'ятниками, що чудово збереглися, чарівними бруківками, краєвидами міст, що ніби зійшли зі сторінок книг**.
11. **Працівник аеропорту швидко переглянув** наші паспорти, **прийняв наш багаж, видав нам посадкові талони**. Все що нам лишалось – **пройти огляд служби безпеки та піднятися на борт літака**. А через три години, коли наш літак **приземлиться** у аеропорту Делі, ми **поринемо у пригоди, досліджуючи дива** Індії.



# Unit 8. **BRITAIN AND THE BRITISH** **UKRAINE AND THE UKRAINIANS**

## LISTENING AND SPEAKING

1. What are the first three things which come to your mind when you hear the words 'Britain' or 'the British'? What stereotypes of the English do you know? Make a list and compare it with the rest of the group.

### «Englishman In New York»

I don't drink \_\_\_\_\_ I take \_\_\_\_\_ my dear  
I like my \_\_\_\_\_ done on one side  
And you can hear it in my accent when I talk  
I'm an Englishman in New York

See me walking down Fifth Avenue  
A \_\_\_\_\_ here at my side  
I take it everywhere I walk  
I'm an Englishman in New York

I'm an \_\_\_\_\_ I'm a legal \_\_\_\_\_  
I'm an Englishman in New York  
I'm an \_\_\_\_\_ I'm a legal \_\_\_\_\_  
I'm an Englishman in New York

If, "Manners maketh man" as someone said  
Then he's the \_\_\_\_\_ of the day  
It takes a man to suffer ignorance and \_\_\_\_\_  
Be yourself no matter what they say

I'm an \_\_\_\_\_ I'm a legal \_\_\_\_\_  
I'm an Englishman in New York  
I'm an \_\_\_\_\_ I'm a legal \_\_\_\_\_  
I'm an Englishman in New York

Modesty, propriety can lead to notoriety  
You could end up as the only one  
Gentleness, sobriety are rare in this \_\_\_\_\_  
At night a candle's brighter than the sun

Takes more than combat gear to make a man  
Takes more than a \_\_\_\_\_  
\_\_\_\_\_ your enemies, \_\_\_\_\_ them when you can  
A gentleman will walk but never \_\_\_\_\_  
If, "Manners maketh man" as someone said  
Then he's the \_\_\_\_\_ of the day  
It takes a man to suffer ignorance and \_\_\_\_\_  
Be yourself no matter what they say

I'm an \_\_\_\_\_ I'm a legal \_\_\_\_\_  
I'm an Englishman in New York  
I'm an \_\_\_\_\_ I'm a legal \_\_\_\_\_  
I'm an Englishman in New York



2. Now look at the lyrics of Sting's song "Englishman In New York" and try to complete the missing parts. Then listen to the song and complete the gaps.

3. Discuss the questions.

- How is the Englishman shown in the song?
- What is different between the English and the Americans according to the song?



# READING AND VOCABULARY

4. Decide which of the stereotypes about the British below are true and which are false.



- Britons love to queue.
- All Britons have bad teeth.
- Pubs in Britain only serve warm beer.
- Britons drink tea all day.
- Everyone in Britain is closely related to the Royal Family.
- Britons love to celebrate Royal occasions.
- Everyone in Britain has a plummy accent and talks like the Queen.
- Britons are obsessed with the class system.
- It rains every day in Britain.
- Britons do everything by the book.

5. Read the text, check your suggestions and put the stereotypes mentioned above in the right place.

It would be **valuable** indeed if divine providence blessed us with the gift to 'see ourselves as others see us' as Robert Burns mused in his famous poem 'To A Louse', but although we'll never achieve this sort of omniscience, it's still fun **to sift through** some of the most common stereotypes about Britain and the British and consider which have any basis in fact.

Naturally, it's impossible to generalise over the beliefs, habits and attitudes of each and every Briton, and as a modern multicultural nation we also celebrate unity in diversity. However, one thing Britons have in vast reserve is eccentricity and their perpetual ability to combine **a stiff upper lip** with surreal and self-effacing humour.

So here follow five stereotypes about Britain which are false and five which have some basis of truth.

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

Since Britain has a population of over 63 million this is not the case, but some unlikely Britons in line for the throne include Catherine Laing; a West Country travel agent's wife and Chloe Felton, a farmer's daughter from Devon. In fact, there are only around 20 people in the UK who bear the title 'Your Highness' or 'Your Majesty' and around a further 70 who can claim to be members of the extended Royal Family or Royal Household; so it's a reasonably exclusive club!



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



Although Britain receives its fair share of rain, in 2009 the UK received less annual rainfall than Norway, Switzerland, Japan or New Zealand. It's true that sodden citizens of Glasgow can expect around 48 inches of rain a year but this is only half the amount that the good people of Bergen, Norway can look forward to!

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

Whilst some ales are still served warm, the popularity of continental lagers means that most beers served in the UK are now served cold. In fact, British lagers such as Carling and Tennents are marketed as best served cold and even Guinness stout has an 'extra cold' version due to popular demand!





**6. Say what these numbers refer to.**

3	48 inches
1.89 KG	20
24.5 million	63 million

**7. Match the highlighted words from the text to their definitions below.**

1. not certain because people have different opinions about them
2. to make someone or something seem less successful or important, by becoming more successful or important than they are
3. definitely true or correct
4. to examine information, documents etc carefully in order to find something out or decide what is important and what is not
5. unclear in shape, or making it difficult to see shapes
6. important because there is only a limited amount available
7. having a special quality, character, or appearance that is different and easy to recognize
8. to do something that is against a law or someone's legal rights

**8. Match the collocations as they were used in the text and explain them.**

1. lavish
2. rule-bound
3. in one's right
4. factual
5. plummy
6. to receive
7. red
8. to bear
9. stiff

- a) mind
- b) occasions
- c) accent
- d) nations
- e) basis
- f) the title
- g) upper lip
- h) tape
- i) one's fair share

**9. Fill the words from the exercises 7 and 8 into the gaps and agree or disagree with the statements. To express your opinion, use the phrases from the box.**

1. Ukrainians are one of the most \_\_\_\_\_ nations.
2. Nowadays the boundaries between sexes are \_\_\_\_\_.
3. In the modern world information is more \_\_\_\_\_ than money.
4. The \_\_\_\_\_ feature of Britons is their politeness.
5. French women are, \_\_\_\_\_, the most beautiful in the world. Nobody can \_\_\_\_\_ their beauty.
6. Nobody in \_\_\_\_\_ would move from a city to a village.
7. There is no \_\_\_\_\_ for claiming British football fans to be hooligans.
8. One can \_\_\_\_\_ the law if he is sure that he won't be punished.

**Useful phrases**

**to express a personal point of view**  
In my experience...  
As far as I'm concerned...  
Speaking for myself...  
In my opinion...  
Personally, I think...  
I'd say that...  
I'd suggest that...  
I'd like to point out that...  
I believe that...  
What I mean is...

**to agree with a statement**  
That's a good point.  
Exactly.  
I don't think so either.  
I'd go along with that.  
That's true.  
I agree with this entirely.  
That's just what I was thinking.  
I couldn't agree more.

**to disagree with a statement**  
That's different.  
That's not entirely true.  
On the contrary...  
I'm afraid I have to disagree.  
I'm not so sure about that.

# GROUP WORK

10. Work in groups of 6. Using the information from the text and the useful phrases for group discussion (Appendix 30), role-play the situation.

## Student A

You are hosting a talk show. The topic of the day is **“Common stereotypes about Britain and the British”**. The guests are several British people from different social groups. Ask them if the stereotypes about the British have any basis of truth.



## Student B

You are an aristocrat from British upper class. You are distantly related to the Royal Family.

You are taking part in a talk show. The topic of the day is **“Common stereotypes about Britain and the British”**. Try to speak using the “plummy accent”. Express your opinion on British obsession with the class system.

## Student C

You are a van driver. You are taking part in a talk show. The topic of the day is **“Common stereotypes about Britain and the British”**. At leisure you enjoy spending time in pubs. You definitely know how beer is served in English pubs. Express your opinion on English pubs.



## Student D

You are a dentist. You are taking part in a talk show. The topic of the day is **“Common stereotypes about Britain and the British”**. You must be especially interested in discussing the stereotypes about Britons having bad teeth. Express your opinion on this topic.

British People  
Have Bad Teeth

Myth  
or  
Fact?



## Student E

You are a police officer. You are taking part in a talk show. The topic of the day is **“Common stereotypes about Britain and the British”**. When asked, prove that the British are the most rule-bound nation on the Earth.



## Student F

You are an owner of a grocery store in Gloucester. You are taking part in a talk show. The topic of the day is **“Common stereotypes about Britain and the British”**.

Go along with an idea that the British are fond of queuing.

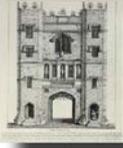
11. What image do foreigners have of your country, its food and its people? Do you think it is accurate?

# WATCHING A VIDEO

## The Ultimate Journey – London

12. You are going to watch a film about London. Before watching the film, in one minute write as many facts as you can about London.

13. While watching the film, complete the table with the facts about London from the video.

Place/Fact	What's special about it? (write as many details as possible)
Population	
London Eye	How many capsules are there? Why? How many people can each of them carry? 
The Tower of London	How many monarchs ruled it? How is it connected with Henry VIII? 
Rowing	
The Square Mile	
Fire of London	
New Gate Prison	
Sweeney Todd	
Hyde Park	

<p><b>The London Aquarium</b></p>	
<p><b>South Bank</b></p>	
	<p>What kind of art is exhibited there? How much does it cost to visit it?</p> 
<p><b>The restaurant "Les Trois Garçons"</b></p>	
	
<p><b>The Spaniards Inn</b></p>	
<p><b>Jack the Ripper</b></p>	
<p><b>Pearly Kings and Queens</b></p>	<p>What do they do? Why?</p> 
	
<p><b>Brick Lane</b></p>	
<p><b>Hindu (Indian) Temple</b></p>	
<p><b>Oxford Street</b></p>	

14. Imagine you are in London for just half of the day. Which attraction would you choose to visit and why?

## READING AND VOCABULARY



15. Answer the following questions.

1. Why do many people feel uncomfortable if a black cat walks across the path in front of them?
2. What is 'a superstition'? Do you believe in superstitions?

16. Read the text and find out what superstitions Ukrainians believe in.  
**Ukrainian Superstitions**

Inna Danylyuk, a philologist, has done some research into the phenomenon of superstition and now says that though Ukrainian superstitions share many common features with superstitions of any other nation, there are differences, peculiar for the Ukrainians.

The word "superstition" is somewhat ambiguous and suggests a belief or practice for which there appears to be no rational substance. Every religious system tends to accumulate superstitions as peripheral beliefs — a Christian, for example, may believe that in time of trouble he will be guided by the Bible if he opens it at random and reads the text that first strikes his eye. In fact, all religious beliefs and practices may seem superstitious to the person without religion.

There are superstitions that belong to the cultural tradition and these are enormous in their variety. Many persons, even in the most developed and largely irreligious societies, have held, seriously or half-seriously, irrational beliefs concerning methods of warding off ill or bringing good, foretelling the future, and healing or preventing sickness or accidents. A few specific folk traditions, such as belief in the evil eye or in the efficacy of amulets, have been found in most periods of history and in most parts of the world. Others may be limited to one country, region, or village, to one family, or to one social or vocational group.

Also, people may develop their personal superstitions, but we'll deal with superstitions that have gained wide currency in Ukraine and are still, though not to the extent as in the earlier times, popular.

"Don't whistle indoors!" is a stricture that a lot of boys and girls have heard from their grandma. "Why?" some dare to ask. "Because if you do, there'll be no money in this house!" But it's not an explanation, of course. It is one of the most characteristic features of any superstition that in most cases, there seems to be no rational explanation. Many attempts have been made to discover the circumstances that gave rise to this or that superstition, or dig deep into the roots of the age-old traditions, or probe into the subconscious of the people who believe in superstitions, but it seems not much success has been achieved.

Though no results of a large-scale research into the superstitions of the Ukrainians seem to be available, it is probably quite safe to say that a great many people in Ukraine today feel uncomfortable if a black cat walks across your path in front of you. They would feel something has to be done to ward off the possible ill effects on them that they, for no apparent reason, believe may be caused by that small and harmless feline just peacefully taking a walk and minding its own business — many would look for a cross or wood to touch; some would spit over the left shoulder three times, change the direction of their walk or try to walk around the place the black cat has walked across, or wait for someone else to cross the imaginary line along which the cat has walked — the passerby who does it would thus take the evil charge of the black cat magic upon himself. Most of those who do such things would hardly be able to explain why they do it, but would admit that the instance of the black cat walking in front of them can bring bad luck.

Some research suggests that in the times of old, it was widely believed that it was the devil himself that walked around in the shape of a black cat.

Some superstitions have become so wide-spread and casual that many people think that they uphold some traditions (and usually people do not either question the reason why this or that tradition should be maintained, or give it any thought and just do what the tradition requires) rather than believe in these irrational superstitions.

Reluctance to work on Sunday, for example, on the part of many people seems to go much deeper into the past than may seem at first glance.

Ethnographic materials collected in the nineteenth century show that there

was a belief that existed in a very distant past — “working on Sunday may turn you into a werewolf.”

Superstitions can be divided into several groups. “Don’t do it” superstitions are particularly many and have roots in a very distant past. Most of them have died out, but some still persist. Such superstitions are of the kind that many people would not dare to ignore them.

Do not look into the mirror after the sunset — or you’ll lose your beauty.

Don’t borrow money in the evening.

The study of superstitions may help understand better certain aspects of ancient beliefs and conditions of life, and can even reveal some unexpected “shady nooks” of the human mind.

### 17. Find the English equivalents for the following words in the text.

1. вірування
2. звичка, заведений порядок
3. двозначний, сумнівний
4. навмання, випадково
5. віщувати майбутнє
6. ефективність, дієвість
7. осуд, обмеження поведінки
8. обставини, умови
9. відвертати (небезпеку)
10. підтримувати, зберігати



### 18. Answer the following questions.

1. Why do people hold beliefs?
2. Are folk traditions and beliefs limited to only one region? Why/Why not?
3. What is one of the most characteristic features of any superstition?

### 19. Write your own list of ‘Don’t do it’ superstitions that you are familiar with.

#### ‘Don’t do it’ superstitions

•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

### 20. Work in groups of 3 – 4 and compare your lists of superstitions. Discuss any unknown facts. Are there many similar superstitions?



## WATCHING A VIDEO

21. You are going to watch a video called 'Why Ukraine?'. Before watching, discuss with your partner why Ukraine is worth visiting. Think about the history of Ukraine, its culture, traditions, its nature and its people.

22. Watch the video 'Why Ukraine?' and fill in the blanks in the sentences below.

1. Ukraine is a bridge between \_\_\_\_\_ and \_\_\_\_\_.
2. The strongest powers used to \_\_\_\_\_ for the right to \_\_\_\_\_ this wonderful land.
3. The construction of Kyiv began \_\_\_\_\_ years ago.
4. Pilgrims from all over the world come to bow to the \_\_\_\_\_ of \_\_\_\_\_ located in the centre of Ukraine's capital.
5. Back in ancient history, the Great \_\_\_\_\_ ran through this breathtaking and beautiful land.
6. Yesterday's Ukraine is an unknown country; Ukraine of today is an \_\_\_\_\_; Ukraine tomorrow is life-affirming \_\_\_\_\_ of Europe wise with experience.

23. Explain the quotes and answer the questions.

1. 'The history of great empires is here, in Ukraine'. What empires is the history of Ukraine connected with?
2. Why is Kyiv called 'a second Jerusalem'?
3. 'The land shrouded in legends'. What is it? Why is it called so? What is this region characterised by/famous for?
4. Where can you see the ruins of ancient Hellenic cities, Genoese fortresses, monuments of the Ottoman empire and gorgeous palaces of Russian tsars?
5. Why is Ukraine 'about the youth of modern Europe'?
6. How are the people of Ukraine characterised?
7. What is said about Ukrainian cuisine?



24. You are going to watch a video 'Ukraine's Top 5 Places to Visit'. Before watching, think about different particular places in Ukraine that you would recommend to visit. Prove your choice.



25. Explain the meaning of the words below.

- fast-paced
- cemetery
- pristine
- alabaster



**26. Watch the video 'Ukraine's Top 5 Places to Visit' and check your comprehension.**

1. What place does Andrew Evans miss the most, have in his mind and want to get back to? How does he describe this place?

2. What is Andrew's favourite place in Lviv? Why? What does this place show?

3. What is 'number three' in Andrew's list? What reasons does he provide? What villages does he mention?

4. What is Andrew's favourite river? Which particular place on the river does he talk about? How does he describe Zaporizhya?

5. Why is Sevastopol different from the rest of Ukraine? Why does it attract Andrew?



**27. Discuss the questions below.**

1. What places mentioned by Andrew have you been to? Are they among your top 5 places to visit in Ukraine? Why/Why not?

2. What places in Ukraine can be called some of the culturally richest places on earth? Why do you think so?



3. Which places in Ukraine have 'strong literary history'?

4. What is 'Ukrainian country village spirit' for you?

5. What places of Ukraine would you call 'incredible nature parks'? Where are they situated?

6. Is there a place in Ukraine that you have in your mind and want to get back to? What attracts you most in this place?

7. Are there any places you have been to several times? How many times have you been there? Why?

## PROJECT

**28. Prepare a presentation "Born in Ukraine".**

Speak about people who were born in Ukraine or have Ukrainian routes and now are famous all over the world.

### Instructions

1. Search different sources (books, journals, Internet sites) and find out information about famous Ukrainians.

2. Choose three people that you want to speak about. You can speak about writers, poets, scientists, sportsmen, etc.

3. Choose the information about these people and organise it. You should say what these people are famous for; how and when they became famous. You should include only the most interesting facts about people that are relevant to the topic.

4. Include visual materials (pictures, maps, etc.) to help you.

5. Learn the text of your presentation. Practise speaking and mind the time! The presentation should be 3-5 minutes. It may be a Pecha-Kucha presentation.

6. Present your projects in the group.

## APPENDIX 1. UNIT 1. LEISURE. EXERCISE 33. PETS.

Examine the list of words and their definitions to read the text 'Top 10 Peculiar Pets That Are Legal To Own'.

- containment – the act of keeping sth under control
- dispositions – the natural qualities of (a person's) character
- diurnal [daɪ'ɜ:nl] – (of animals) active during the day
- domesticated – accustomed to home life
- enclosure – a piece of land that is surrounded by a fence or wall and is used for a particular purpose
- equine – of, relating to, or resembling a horse 2) of, relating to, or belonging to the family Equidae, which comprises horses, zebras, and asses
- fad – something that people are interested in for only a short period of time
- gross – (informal) very unpleasant, disgusting
- herd – a group of animals of the same type that live and feed together
- implication – a possible effect or result of an action or a decision
- leash – a line or rope used to walk or control a dog or other animal; lead
- maintenance – the act of keeping sth in good condition by checking or repairing it regularly
- maturity – the state of being fully grown or developed
- nocturnal – (of animals) active at night
- obese – very fat, in a way that is not healthy
- obscure – not well known
- odor (BrE odour) – a smell, especially one that is unpleasant
- pasture – land covered with grass that is suitable for feeding animals on
- pellet – a small round ball
- stench – a strong, very unpleasant smell
- surge – a strong rush or sweep; sudden increase
- to bond - to develop or create a relationship of trust with sb; to become emotionally attached to one another
- to inhibit – to prevent sth from happening
- to molt (BrE moult) (of birds, mammals, reptiles) – to shed (feathers, hair, skin, or cuticle)
- to neuter – to remove part of the sex organs of an animal so that it cannot produce young
- to nosh – to eat
- to roam – to walk or travel around an area
- to spay – to remove the ovaries of a female animal, to prevent it from breeding
- to trim – to put in good order, esp by cutting or pruning

### **Miniature Donkey**

Shrek and Fiona might have accepted a donkey into their family in the popular animated movie, «Shrek,» but wasn't that just a fairy tale? Not necessarily. The American Pet Products Association reports that more than 3 million people in the United States own equine animals, including miniature donkeys. According to the National Miniature Donkey Association (NMDA), these animals make good pets because they are affectionate and good with children.



#### ***Caring for This Pet***

Don't let the name fool you: Mini donkeys aren't tiny. They are about 3 feet tall (1.5 meters) and weigh between 200 and 350 pounds (90 and 158 kilograms) at maturity. Mini donkeys have needs similar to those of full-size donkeys: plenty of hay, grain, fresh water and access to a fenced pasture with dry shelter. They also require regular vaccines and should have their hooves trimmed every two to three months. NMDA explains they need the companionship of other mini donkeys, as they are not solitary animals, so taking on one means taking on at least a pair.

#### ***Is This Pet Right for You?***

Do you have plenty of land for at least two mini donkeys to roam? Are you financially prepared to keep up with the large amount of hay your pets will require? Do your city's laws allow for pet donkeys? These are all questions you'll need to find the answers to before you make such a big investment.

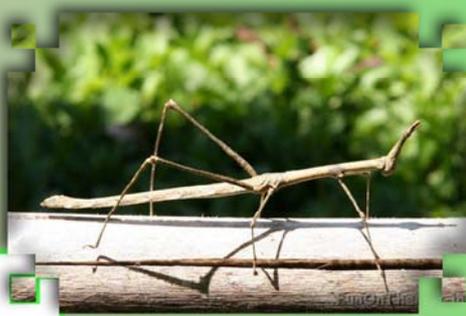
### **Stick Insect**

The stick insect has been entertaining and educating school-age children in classrooms for years, because of its unique appearance and simple care needs. Now, more and more people are keeping stick insects as pets at home, according to science author Sandra Markle. These intriguing insects are usually around 3 to 4 inches (7 to 10 centimeters) long and can live for several years in the right conditions.

#### ***Caring for This Pet***

Stick insects need tall enclosures, at least double the height of the insect, because they like to hang. They are omnivores and thrive on a diet of bramble, ivy or even lettuce. These insects don't like being alone and need other stick insects for companionship. Their enclosures should be kept at room temperature and cleaned out weekly. Stick insects molt many times before they reach maturity and need enough room to literally climb out of their skin.

#### ***Is This Pet Right for You?***



Stick insects are very low-maintenance and generally make good first pets for children, as long as adults are in charge of cleaning and handling duties. Special care should be taken when handling the insects, as their limbs can break easily. The species' unique appearance and interesting molting process make them a living science project for anyone's home.

### APPENDIX 3. UNIT 2. SPORTS. EXERCISE 33. STUDENT A.

Read the arguments and match each argument to the headings below.

1. Coercion
2. Seeking an «Unfair» Advantage
3. Drugs vs. Technology
4. Health Risk
5. Sportsmanship

#### Should performance enhancing drugs be accepted in sports?

1. PRO: «If athletes prefer the gains in performance provided by the use of steroids, along with the increased risk of harm, what gives anyone the right to interfere with their choice? After all, if we should not forbid smokers from risking their health by smoking, why should we prohibit track stars or weightlifters from taking risks with their health in pursuit of their goals?»

2. PRO: «There is no argument to support the view that enhancing performance is unfair; if it were, we would ban coaching and training. Competition can be unfair if there is unequal access to particular enhancements. Athletes come from a variety of training environments; some athletes have the luck of growing up in a wealthy country, while others grow up in much poorer countries. Some athletes have access to the best coaches in the world, while others don't get any coaching. Some athletes have access to world-class training facilities, while others don't have access to any training facilities. As one can see, even before we get to the PED issue, there is no such thing as an "equal playing field"».

4. PRO: «Why should we think that those who take drugs to remain competitive with the drug users are forced into doing so? No one is forced to become a competitive athlete. The pressures that the non-drug users may feel are no different than any other pressures that come with committing oneself to playing the game at a relatively high level of competition. If some athletes spend much more time in the weight room than others and thereby build their muscular strength to levels significantly higher than their opponents, those opponents who want to remain competitive may feel obliged to also put in more time with weights».

3. PRO: «Sport is for enjoyment and competition, and usually aims to improve; but what is the difference between increasing skill and performance by training, and taking drugs? If it is the use of personal effort rather than outside help, then what of advanced training by teams of sports physiologists who wire athletes to equipment monitoring heart, muscle, brain and nerves to optimize activity. Today's athletes use a lot of equipment that is highly "unnatural": extremely light shoes, advanced speed skates etc. As a matter of fact – it's hard to imagine today – training of any kind was disapproved in the early days of the modern Olympics. To train for competition was considered "ungentlemanly" — because remember, the early Olympics were only open to rich white males».

5. PRO: «The spirit of sport is defined as 'ethics,' 'fair play, and a bunch of other words that clarify nothing. The definition includes 'courage' and 'dedication.' Doesn't it take courage and dedication to change your genes for the sake of improving performance? If sport is the exhibition of human achievement then improving those achievements is a good thing. As mentioned earlier, PEDs will increase the rate at which we approach the limit of human performance. In other case, soon that improvements will be measured in 1000ths and 10,000ths of a second or spectators will have to wait 150 years to break a world record in swimming, sprint or any other kind of sport».

Compare your answers with another student A.

Discuss the doping issue with your partner. You have arguments in support of PEDs. Try to prove that PEDs should not be banned using the arguments that you have. To debate use Appendix 25.

### **Capybara**



Related to the guinea pig, this native South American is the largest rodent in the world. Fully grown, the capybara is on average 4 feet (1.2 meters) long and usually weighs more than 100 pounds (45 kilograms). It's rare to find these obscure animals as pets, but there's one capybara named Caplin Rous who's gained a loyal Internet following. His owner, Melanie

Typaldos, who lives in Buda, Texas, has made it her mission to educate people about this very unusual rodent.

#### ***Caring for This Pet***

Typaldos says capybaras are never fully domesticated, so you must handle one often while it's young to establish a human-rodent relationship. Capybaras need lots of outdoor space and places to swim, since they are semi-aquatic creatures. They eat a steady diet of grass and require fresh drinking water at all times.

#### ***Is This Pet Right for You?***

Capybaras need a lot of attention, plenty of room to roam and some type of swimming pool. They can be territorial and could bite with their large teeth. Typaldos doesn't recommend capybaras for families with young children, because the rodents aren't nearly as tolerant as some other domestic pets, like dogs. Like most of the animals on our countdown, your city or state may have exotic pet legislation that would keep you from owning a capybara, so always check the laws before bringing one home.

### **Hedgehogs**

Many think the surge in pet hedgehogs began with the release of the popular video game, «Sonic the Hedgehog» in 1991, and this is one fad that seems to have staying power. Hedgehogs are commonly mistaken for small porcupines, but the two species are not related. Hedgehogs can vary in size from 0.5 pounds to 1.5 pounds (0.23 kilograms to 0.6 kilograms), with spines up to 0.75 inches (1.9 centimeters) in length.

#### ***Caring for This Pet***

Hedgehogs are generally low-maintenance, gentle pets. Wild hedgehogs eat insects, but you can buy hedgehog mixes at pet stores that are specially formulated for these spiny creatures and supplement their diet with insects, like crickets, as treats. They need to be handled often while they are young to adjust to humans. For living conditions, The Hedgehog Welfare Society (HWS) recommends cages no smaller than 30 by 24 inches (76 by 60 centimeters) and at least 15 inches (38 centimeters) tall to accommodate exercise wheels.

#### ***Is This Pet Right for You?***

It is illegal to own a hedgehog in some states, and in Washington D.C. and New York City, so check your city's and state's laws before purchasing one. You should also make sure you can locate a vet in your area that will treat hedgehogs. A hedgehog can make a good pet if you're committed to weekly weight checks to ensure it's not eating too much or too little, and plenty of one-on-one time. This is a pet that mostly sleeps all day and is up all night, so you'll also need to plan bonding time during odd hours.



## APPENDIX 5. UNIT 2. SPORTS. EXERCISE 33. STUDENT B.

Read the arguments and match each argument to the headings below.

1. Coercion
2. Seeking an «Unfair» Advantage
3. Drugs vs. Technology
4. Health Risk
5. Sportsmanship

Should performance enhancing drugs be accepted in sports?

1. CON: «Performance enhancers, like steroids and other forms of doping, have a negative effect on long-term health. For then users of these enhancers are hurting themselves in the long run without on the average improving their short-term rewards from athletic competition, as long as competitors also use harmful enhancers. This is the main rationale for trying to ban steroids and other forms of doping from athletic competitions».

2. CON: «Remember that athletes don't take these drugs to level the playing field, they do it to get an advantage. And if everyone else is doing what they're doing, then instead of taking 10 grams or whatever it is, they'll take 20 or 30 or 40, and a vicious circle simply gets bigger. The end game will be an activity that is increasingly violent, extreme, and meaningless, practiced by a class of chemical or genetic mutant gladiators. The use of performance-enhancing drugs is not accidental; it is planned the sole objective of getting an unfair advantage».

3. CON: «When used by fully trained, elite athletes, [performance-enhancing] drugs can improve performance to a much greater extent than any combination of the most intensive, and costly nonpharmaceutical means known to modern sports science. Special diets, and complex physiological and psychological measurements during exercise and recovery cannot match the enhancing effects of drugs... Thus, drug use in a subgroup of athletes who -- even in the absence of drugs -- are able to compete at an elite level causes their separation into a distinct athletic population, distanced from 'natural' humans».

4. CON: «One athlete's decision to use performance enhancing drugs also has a powerful effect on the other athletes in the competition. As reported by Sports Illustrated, half of all recently surveyed Olympic athletes said that they would be willing to take a drug -- even if it would kill them in the end -- as long as it would let them win every event they entered five years in a row. This type of 'win at any cost' mentality results in athletes feeling forced to use substances just to compete with other athletes».

5. CON: «Anti-doping programs seek to preserve what is valuable about sport. This value is often referred to as 'the spirit of sport'; it is the essence of Olympism; it is how we play true. The spirit of sport is the celebration of the human spirit, body and mind, and is characterized by the following values:

- |                                   |   |
|-----------------------------------|---|
| 1. Ethics, fair play and honesty. | 7. Dedication and commitment.               |
| 2. Health.                        | 8. Respect for rules and laws.              |
| 3. Excellence in performance.     | 9. Respect for self and other participants. |
| 4. Character and education.       | 10. Courage.                                |
| 5. Fun and joy.                   | 11. Community and solidarity.               |
| 6. Teamwork.                      |   |

Doping is fundamentally contrary to the spirit of sport».

Compare your answers with another student B.

Discuss the doping issue with your partner. You have arguments against PEDs. Try to prove that PEDs should be banned using the arguments that you have. To debate use Appendix 25.

## APPENDIX 6. UNIT 1. LEISURE. EXERCISE 33. GROUP 3.



### Wallaby

Native to Australia, the wallaby is a marsupial like its cousin the kangaroo. It can grow up to 41 inches (104 centimeters) in length and weigh up to 53 pounds (24 kilograms). It might be really cute, but the wallaby is also a fast jumper and needs a lot of space to hop around at high speeds.

#### ***Caring for This Pet***

Wallabys are timid animals that require a lot of open space and diets rich in grass, leaves and some fruits, such as apples. They are great escape artists, and regular privacy fences are no match for them. According to the Australia Marsupial Society (AMS), you'll need fencing that's at least 5 feet (1.5 meters) or taller and has additional containment structures, like chains, along the bottom half to keep them from going under the fence, too. Wallabies are social animals, so it's best to own a pair.

#### ***Is This Pet Right for You?***

The wallaby typically doesn't make a good pet for most people. A normal backyard isn't going to be enough space for a wallaby to roam, and the expense associated with providing the necessary fencing could be too much for many. According to the AMS, these animals do not house-train easily, and they are generally nocturnal, which could mean sleepless nights for you and your family. Families looking to bring a wallaby into their homes should seriously consider the financial implications and commitment before purchasing or adopting a wallaby.



### Skunk

Skunks have been kept as pets since the early 20th century, but these striped animals have never been that popular. It could have something to do with the species' smelly reputation, but domesticated skunks' scent glands are removed when they're about 4 weeks old, so that owners won't have to live with the stench. Skunk enthusiasts describe them as very sensitive and intelligent animals, with curious personalities.

#### ***Caring for This Pet***

According to pet skunk expert Jane Bone, owners need to spend plenty of time bonding with their pet skunks when they're young, so that the animals will be accustomed to being held and grow up to be tame. Skunks can be litter-trained, just like cats, and eat diets similar to ferrets', with a mix of fresh veggies to supplement dry food. They do require annual visits to veterinarians for vaccines, and must be spayed or neutered in addition to having their scent glands removed. Keep in mind, not many vets are experienced with skunks, so make sure you locate a professional who is comfortable treating skunks before you bring one into your fold.

#### ***Is This Pet Right for You?***

Only a few states allow skunks as pets, so that prohibits the majority of Americans from owning one. If you do live in a state where pet skunks are allowed, then really think long and hard about whether you are truly willing to dedicate yourself to this pet for the remainder of its life, which can be more than 10 years. Pet skunks cannot ever be released into the wild, since they no longer have their most vital defense mechanisms, the scent glands.

**APPENDIX 7. UNIT 4. CHOOSING A CAREER. EXERCISE 18. GROUP 1.**

**Student 1.** You work in a bank and maintain security there.

- ✓ Find a member of a fire brigade.
- ✓ Find a police officer.

**Student 2.** You are an expert in the medical treatment of animals. You check, examine, and treat them.

- ✓ Find a surgeon.
- ✓ Find someone who works at the casualty department and is responsible for the treatment of accident and emergency patients.

**Student 3.** Your job is to cut men's hair and sometimes to shave them.

- ✓ Find a postman.
- ✓ Find a semi-skilled person who serves customers and keeps the stock in the shop looking its best.

**Student 4.** You started working as a baker 10 years ago and now you are very famous in your neighborhood for delicious biscuits and croissants you sell in your bakery.

- ✓ Find someone who owns or works in the butcher's.
- ✓ Find a chef.

**Student 5.** Your job is to repair water pipes, baths, toilets etc.

- ✓ Find someone who designs and supervises the construction of buildings or other large structures.
- ✓ Look for a person whose job is to draw all the parts of a new building or machine that is being planned.

**APPENDIX 8. UNIT 5. A QUESTION OF HEALTH. EXERCISE 51. GROUP A.**

Each member of the group found themselves in an emergency situation. Think about the names for people and the places where the situations can take place. Using the key words in the box, depict the situation. Expand it with expressions from your active vocabulary. Call 911 (a student from Group B) to ask for help.

- 1.
- ✓ sharp sudden pain
  - ✓ chest discomfort
  - ✓ breath
  - ✓ to have a heart attack
  - ✓ to get unconscious, to breathe with difficulty

- 2.
- ✓ a severe burn
  - ✓ limbs, body, skin
  - ✓ swelling/blisters
  - ✓ unbearable pain

- 3.
- ✓ to break
  - ✓ open fracture
  - ✓ bones, skin, injured area
  - ✓ to be in agony
  - ✓ to swell up, to bleed

- 4.
- ✓ to cut oneself badly (on smth)
  - ✓ deep cut
  - ✓ the surface of the skin/muscles/ligament/blood vessels
  - ✓ to bleed heavily, to swell
  - ✓ to be in (a lot of) pain

- 5.
- ✓ a car crash
  - ✓ a back injury
  - ✓ broken limbs
  - ✓ bruises, bleeding, concussion
  - ✓ to be unconscious

- 6.
- ✓ to be allergic to smth
  - ✓ swelling (of the face, eyes, or tongue)
  - ✓ skin reaction
  - ✓ to be out of breath, to cough
  - ✓ to lose consciousness

- 7.
- ✓ to fall out of (e.g. window)/to fall down
  - ✓ to injure smth/to break/to twist/to bleed/to be unable to move
  - ✓ bruises, fractures, bleeding
  - ✓ to be unconscious

## APPENDIX 9. UNIT 1. LEISURE. EXERCISE 33. GROUP 4.

### Potbellied Pig

This pig isn't the 1-ton (2,000-pound) variety you'd find on a farm, but a smaller breed that makes a pretty good pet. George Clooney famously cared for a potbellied pig named Max for more than 18 years. These squealers are relatively odor-free and easy to train. Police departments have even used potbellied pigs as drug sniffers, because of their trainability and the fact that they have an amazing sense of smell.

#### ***Caring for This Pet***

Potbellies like a regimented schedule, so exercise and mealtimes should be at the same times every day. According to veterinary experts, they have a tendency to become obese, so it's important to maintain a balanced diet and make sure that they get plenty of exercise. Potbellies can be trained to walk on leashes, so you can walk your pig the same way you would a dog for daily activity.

#### ***Is This Pet Right for You?***

Potbellies are considered intelligent and affectionate animals, but they might not make great pets for everyone. For one thing, the potbelly likes to be the center of attention, so one pig is enough for any family. According to the Merck Veterinarian Manual, this sense of importance can lead to aggressive behavior after the age of 2. Therefore, this peculiar pet doesn't make a good match for a family with small children. The potbelly also loves to root and can destroy carpet, if yours is an indoor pet. And it's worth stating that this pet isn't good for anyone who takes pride in a perfectly manicured lawn.



### Madagascar Hissing Cockroach

Some might think this is the grossest pet ever, but many people consider this large, hissing insect their love bug. If you can get past the idea of keeping a cockroach on purpose, you might realize these hissers actually make really good pets. They don't fly or bite, and the hissing sound they make is pretty cool, too.

#### ***Caring for This Pet***

These roaches need small living spaces with places to hide from light, and sticks to climb. They are excellent climbers and have been known to climb right out of their enclosures. Experts recommend keeping the top couple inches of the enclosures coated with petroleum jelly to inhibit the roaches from escaping. These insects like fresh veggies with any type of dry pellet food that's high in protein -- even dog food will do the trick.

#### ***Is This Pet Right for You?***

Some states might require you to get a permit before bringing these large cockroaches into your life, so check your city and state laws before bringing the bugs home. Because they don't bite or sting, these cockroaches could make excellent first pets for children, especially those interested in bugs. Just remember, as with all of the pets on this countdown, owning these rather peculiar pets can present some challenges. Make sure you're up for them before diving in.



## APPENDIX 10. UNIT 4. CHOOSING A CAREER. EXERCISE 18. GROUP 2.

**Student 1.** You have been working for the post office for 14 years.

- ✓ Find a person who works in the local barbershop.
- ✓ Find a person who works in a shop selling things to customers.

**Student 2.** You are a member of the police force.

- ✓ Find someone who rescues people from car accidents, collapsed and burning buildings and other such situations.
- ✓ Find a uniformed security guard.

**Student 3.** You are formally educated and trained in the care of the sick.

- ✓ Find someone who has something to do with treating sick animals.
- ✓ Find someone whose profession is to cure diseases or injuries of the body by manual operation.

**Student 4.** Your everyday responsibility is to prepare standard cuts of meat and poultry for sale in your shop.

- ✓ Find a person who works in a commercial bakery.
- ✓ Find someone who is in charge of all activities related to the kitchen, which usually include menu creation, management of kitchen staff, ordering and purchasing of inventory, and plating design.

**Student 5.** You are qualified to design buildings and to superintend their erection.

- ✓ Find a tradesperson who specializes in installing and maintaining systems used for potable (drinking) water, sewage, and drainage in plumbing systems.
- ✓ Find a person who has something to do with drawings, plans, and sketches.

## APPENDIX 11. UNIT 5. A QUESTION OF HEALTH. EXERCISE 51. GROUP B.

Each member of this group is an emergency dispatcher answering a certain phone call. The emergency dispatcher may find it necessary to give urgent advice in life-threatening situations and tell people how to perform first aid or CPR.



Think about **the first aid measures** that could be taken in different situations:

- a person is unconscious; out of breath (because of different reasons);
- a person has different injuries: a deep cut; broken or twisted limbs; fractures; injured back/head, etc.;
- a person is unable to move;
- a person has an allergic reaction to something;
- a person has poisoning;
- a person is burnt.

When somebody calls you for help in case of emergency, you can follow these **instructions**.

1. Ask what has happened. Perform a primary survey to determine the condition of the victim.
2. Calm the person down.
3. Ask the person's name and location.
4. Insure that the paramedics are on their way and are going to help them.
5. Explain to the person step by step how to perform first aid or CPR.
5. Keep talking and asking questions about the situations until the rescue crew let you know that they have found the injured person.
6. Let the person know that paramedics will take care of them.

## APPENDIX 12. UNIT 1. LEISURE. EXERCISE 33. GROUP 5.

### Pygmy Goat

Goats have long been kept as pets; even Abraham Lincoln had a pet goat in the White House during his presidency. Although most people don't keep standard dairy goats as pets anymore, pygmy goats are popular as pets, thanks to their compact sizes and friendly dispositions. These grass-eaters are similar to small dogs in size and are generally considered easy to care for.

#### ***Caring for This Pet***

Pygmy goats aren't as high maintenance as standard goats, but they still require shelters that are at least 8 by 10 feet (2.4 by 3 meters) with 4-foot (1.2 meters) high fencing, suggests the National Pygmy Goat Association (NPGA). They are very sociable and are happier in a herd atmosphere or with other pygmies to befriend. A balanced diet for these creatures includes grass hay, brush and leaves. While most livestock vets will treat pygmy goats, you should locate one before bringing home your unique pet.

#### ***Is This Pet Right for You?***

A pygmy goat might be right for you if you are able to provide a home environment that includes strong structures with plenty of land to roam and healthy grass to nosh. The NPGA says that pygmies will react to their owners' voices, but even with a responsive goat, this pet could prove too challenging for most people.



### Sugar Gliders

Part of the possum family, sugar gliders are quickly becoming one of America's favorite peculiar pet species. They are native to Australia and get their name because of a special membrane that extends from the front leg to the hind leg, allowing them to glide from tree to tree. The average full-grown glider will weigh only about 3 ounces (85 grams) and reach around 7 inches (17 centimeters) in length.



#### ***Caring for This Pet***

Sugar gliders love to socialize, so they are happiest in pairs or more. They are capable of bonding with people, so spend plenty of time handling your gliders when they are young to make a connection. You'll need a proper enclosure with enough space to allow them to climb on tree branches. Veterinarians recommend a diet of cooked meats and eggs, fresh vegetables, and raw nuts for gliders, supplemented with insects, leaves and fresh branches.

#### ***Is This Pet Right for You?***

Sugar gliders are nocturnal and rarely adapt to daytime activities, so you might have to adjust your schedule to get in some bonding time. This animal is probably not ideal for a household with small children, since gliders do have sharp teeth and claws that can hurt inexperienced handlers. These tiny marsupials are considered exotic pets, and regulations in your city or state could prohibit you from owning them as pets.

## APPENDIX 13. UNIT 4. CHOOSING A CAREER. EXERCISE 50. GROUP 1.

You are employers who have got a vacancy in their companies and who are looking for people with certain qualifications. Prepare and hold the interview.

- ◆ Discuss in your group what questions you can ask at the interview.
- ◆ Read your piece of information and remember it. Be ready to answer interviewee's questions.
- ◆ Organise the space for your 'company'.
- ◆ Hold a job interview. You may interview any people who come to your company. While interviewing, make notes on different candidates.
- ◆ Decide what candidate you would like to hire.
- ◆ Give a feedback open class. Present the information to others (your company name, your requirements, the candidate you have decided to hire and the reasons for choosing this person).

### Group 1. Student 1 Employer 1

**Company Name:** The Garden Cafe  
**Job Description:** Chef/Cook  
**Required Qualification:** 3-years of cooking experience  
**Job Salary:** \$20.00/hour  
**Location:** Downtown Restaurant  
**Benefits and Incentives:** Free dinners  
**Promotions and Raises:** 3% raise per year.

### Group 1. Student 2 Employer 2

**Company Name:** South Hampstead High School  
**Job Description:** Teacher of English for senior students  
**Required Qualification:** 5 years of teaching experience  
**Job Salary:** \$30 000/year  
**Location:** Suburbs  
**Benefits and Incentives:** Medical/Dental; 3 Month Vacation  
**Promotions and Raises:** 3% raise every year.

### Group 1. Student 3 Employer 3

**Company Name:** TranslateMedia  
**Job Description:** English/Ukrainian translator/interpreter  
**Required Qualification:** excellent knowledge of English and Ukrainian; 4 years of experience  
**Job Salary:** \$100.00/day  
**Location:** Downtown London Agency  
**Benefits and Incentives:** Free dinners, bonuses; overtime pay  
**Promotions and Raises:** 5% raise per year.

### Group 1. Student 4 Employer 4

**Company Name:** Hummingbird Bakery  
**Job Description:** baker  
**Required Qualification:** 4-year cooking experience  
**Job Salary:** \$50/a day  
**Location:** Islington, London  
**Benefits and Incentives:** Free dinners, bonus  
**Promotions and Raises:** 1% raise per year.

### Group 1. Student 5 Employer 5

**Company Name:** Travel Channel (TV)  
**Job Description:** journalist  
**Required Qualification:** 4-year experience  
**Job Salary:** \$1600/a month  
**Location:** London, 64 Newman Street  
**Benefits and Incentives:** Overtime pay, bonus  
**Promotions and Raises:** 3% raise per year.

### Group 1. Student 6 Employer 6

**Company Name:** The Illustrated London News  
**Job Description:** news editor  
**Required Qualification:** 5-year experience  
**Job Salary:** \$1500/a month  
**Location:** London, 64 Newman Street  
**Benefits and Incentives:** Overtime pay, bonus  
**Promotions and Raises:** 3% raise per year.



altitudes	nesting	slopes
harsher	rocky	soils
lowland	salty	uppermost

## Mountains

Mountains are in general a much tougher place to life than equivalent (1)\_\_\_\_\_ habitats, partly due to the lower temperatures and (2)\_\_\_\_\_ weather. At very high (3)\_\_\_\_\_ there is also less oxygen and carbon dioxide in the air, making life difficult for both animals and plants. (4)\_\_\_\_\_ are thin or non-existent on steep mountain (5)\_\_\_\_\_, which restricts the types of plants that can grow. The (6)\_\_\_\_\_ slopes of the tallest mountains may be completely barren of plant-life.



## Coastal cliffs

Coastal cliffs are the (7)\_\_\_\_\_ land edges that face the sea. These are complex and diverse habitats that lie above the water line, where exposure to (8)\_\_\_\_\_ spray, wind, sun and rain all play their part, as does the type of rock. Clifftops make important (9)\_\_\_\_\_ places for seabirds and each species has its own requirements. Bats, lizards and buzzing insects are also to be found.

## APPENDIX 15. UNIT 6. GEOGRAPHY. EXERCISE 17. STUDENT A.

### Record Number of Climbers Reach Top of World's Highest Mountain

They include an 18-year-old girl and a 71-year-old man.  
*Special English, 19 June 2007*

Today, we tell about efforts to climb **(0) Mount Everest**. Last month, an 18-year-old (1) \_\_\_\_\_ became one of the youngest people to climb the tallest mountain on Earth. And, a 71-year old Japanese man became the oldest.

Mount Everest is at the border of Nepal and Tibet. It was named for Sir George Everest, who (2) \_\_\_\_\_ the mountain's position in 1841. Since 1953, more than 10,000 people have attempted to climb to the top of the world's highest mountain. The summit of Mount Everest is 8,848 meters high.

Climbers have reached the summit more than 3,000 times. However, more than (3) \_\_\_\_\_ people died while attempting to get there.

They all battled low temperatures. Wind speeds of up to (4) \_\_\_\_\_ an hour. Dangerous mountain paths. And they all risked developing a serious health disorder caused by lack of oxygen. All for the chance to reach the top of the world.

The first and most famous of the climbers to disappear on Mount Everest was George Mallory. (5) \_\_\_\_\_ was a member of the first three trips by foreigners to the mountain. In 1921, Mallory was part of the team sent by the British Royal Geographical Society and the British Alpine Club. The team was to create the first map of the area and find a possible path to the top of the great mountain.

Mallory also was a member of the first Everest climbing attempt in 1922. But the attempt was canceled after a storm caused (6) \_\_\_\_\_ to slide down the mountain, killing seven ethnic Sherpa guides.

Mallory was invited back to Everest as lead climber of another expedition team in 1924. On June fourth, Mallory and team member Andrew Irvine left their base camp for the team's final attempt to reach the summit. The climbing team had great hopes of success for the two men. A few days earlier, expedition leader Edward Norton had reached a record height of 8,573 meters before he turned back.

Mallory and Irvine were using (7) \_\_\_\_\_. Mallory believed that was the only way they would have the energy and speed to climb the last 300 meters to the top and return safely. Team member Noel Odell saw Mallory and Irvine climbing high on the mountain the following day.

Odell said they had just climbed one of the most difficult rocks on the northeast path. He said they were moving toward the top when clouds hid them. He never saw them again. The disappearance of Mallory and Irvine on Mount Everest remains among the greatest exploration mysteries of the last century.

Today, scientists say a person dropped on the top of the mountain would live no more than (8) \_\_\_\_\_. Climbers can survive above 8,000 meters because they spend months climbing on the mountain to get used to the conditions. Several things have made climbing Everest easier now than it was for the first climbers. These include modern equipment and clothing. They also include information gained from earlier climbs and scientific studies.

This year has been reportedly the most successful ever for Mount Everest climbers. More than (9) \_\_\_\_\_ people have reached the top of the world's highest mountain.

Last month, eighteen-year old Samantha Larson of Long Beach, California became one of the youngest people to reach the top. She made the climb with a group that included her father. Larson is believed to be the youngest person in the world to have climbed all of the «seven summits,» the highest mountains on each of the continents.

Also last month, a (10) \_\_\_\_\_ from Japan became the oldest person to reach the top of Mount Everest. Katsusuke Yanagisawa is seventy-one years old. He said climbing the mountain was more difficult than he expected. He said he was not attempting to set a record. Instead, he said he was just trying his hardest not to die.

Another record was set last month. Nepali mountain guide Apa reached the summit for the seventeenth time. That broke his old world record.

#### Questions: Example

**(0) The efforts of climbing which mountain does the article tell about?**

## Deep ocean

*chilly*

*coral-dominated*

*cover*

*diversity*

*food*

*sea bed*

*shallow*

*shelves*

*sunlit*

*tropical*



The deep ocean begins where the continental (1)\_\_\_\_\_ and their (2)\_\_\_\_\_ waters give way to the dark depths where little or no sunlight penetrates. Here, in the layer underneath the (3)\_\_\_\_\_ open oceans, live some of the most bizarre and highly adapted creatures on the planet. With no plants or algae here to photosynthesize and form the base of the (4)\_\_\_\_\_ chain, life here is largely dependent on the dead material and droppings that sink down from above.



## Reefs

Reefs have existed since at least the Cambrian, although the familiar (5)\_\_\_\_\_, reefs of today are a much later arrival. A coral reef is much more than old rock lying on the (6)\_\_\_\_\_. An intricate structure, complex set of relationships and distinct zones (reef top, reef sides, debris piles around the base) offer myriad places for animals to live and hide, which leads to incredible (7)\_\_\_\_\_.

Did you know?

Australia's Great Barrier Reef is larger than the Great Wall of China and is visible from space.



## Shallow seas

Shallow seas (8)\_\_\_\_\_ the continental shelves. These sunlit, or neritic, waters are where the oceans are most productive, where biomass is highest and where all the major sea fisheries of the world take their catches. The shallow seas include warm (9)\_\_\_\_\_ waters, temperate seas like those round the UK and the (10)\_\_\_\_\_ waters of the Arctic and Southern Oceans.

## APPENDIX 17. UNIT 4. CHOOSING A CAREER. EXERCISE 50. GROUP 2.

You are looking for a job and are going to attend some interviews.

- ✓ Discuss in your group what questions you can be asked at the interview.
- ✓ Think of the questions that you could ask an employer.
- ✓ Read your piece of information and try to remember it.
- ✓ Go around the classroom. Look at different companies and choose those that you could work for.
- ✓ Attend several job interviews.
- ✓ Decide what company you would like to work for if you were suggested a position in all companies.
- ✓ Give a feedback open class. Present the information to others (your name, your qualifications, the interviews you attended and the reasons for choosing a particular company).

### Group 2. Student 1 Interviewee 1

**Your Name:** Sam Spade  
**Work Experience:** 2 years cooking at a restaurant.  
**Your Major:** Economics  
**Special Skills:** Driver's License  
**Good Points:** Funny, tidy  
**Bad Points:** Lazy

### Group 2. Student 2 Interviewee 2

**Your Name:** Ann Smith  
**Work Experience:** 2 years as an interpreter  
**Your Major:** French; English; Ukrainian  
**Special Skills:** driving license  
**Good Points:** responsible  
**Bad Points:** talkative

### Group 2. Student 3 Interviewee 3

**Your Name:** Mary Shevchenko  
**Work Experience:** 4 years as a university teacher  
**Your Major:** Linguistics; English  
**Special Skills:** Computer programming skills.  
**Good Points:** Creative, intelligent.  
**Bad Points:** gets bored easily.

### Group 2. Student 4 Interviewee 4

**Your Name:** Betty Crocker  
**Work Experience:** Three years at a bakery  
**Your Major:** Didn't go to university  
**Special Skills:** Bakers License  
**Good Points:** Kind, Generous  
**Bad Points:** Talkative

### Group 2. Student 5 Interviewee 5

**Your Name:** Catherine Jonson  
**Work Experience:** 3 years as a news reporter (at a radio station)  
**Your Major:** journalism; reporting  
**Special Skills:** computer skills  
**Good Points:** analytically-minded, easy-going  
**Bad Points:** moody

### Group 2. Student 6 Interviewee 6

**Your Name:** Margaret Black  
**Work Experience:** 3 years of editing experience at a fashion magazine  
**Your Major:** journalism; editing  
**Special Skills:** knowledge of Spanish and Polish  
**Good Points:** attentive, persistent  
**Bad Points:** messy

## APPENDIX 18. UNIT 6. GEOGRAPHY. EXERCISE 4. GROUP 3.

bodies	downstream	level
coast	flows	mix
current	inlet	species

### Rivers and streams

Rivers and streams, burns, brooks and springs – the names are varied but the flora and fauna all have to cope with the same thing: water that (1)\_\_\_\_\_ continuously in one direction. If you live here you need a way to avoid being washed (2)\_\_\_\_\_ and ultimately into the sea. Plants and animals have to be able to cling on, hide away from the flow or swim against the (3)\_\_\_\_\_.



### Estuaries



An estuary is an (4)\_\_\_\_\_ of the sea, into which flows a river or stream. Fresh and salt water (5)\_\_\_\_\_ here, so the inhabitants have to cope with both. Some estuaries have extensive mudflats which are exposed at low tide, and teem with life.

Many estuaries were formed at the end of the Ice Age, when sea (6)\_\_\_\_\_ rose and flooded the (7)\_\_\_\_\_. If an estuary completely silts up, it will turn into a delta.

### Lakes and ponds

From the smallest pond (1m square) to the largest lake, this biome provides many opportunities for life to thrive. Because many of these (8)\_\_\_\_\_ of water are closed environments, they often have self-contained ecologies, enabling some to become evolutionary microcosms. One such example is the African Great Lakes, where over a thousand new (9)\_\_\_\_\_ of cichlid fish have evolved during the last 12,400 to 100,000 years.



## APPENDIX 19. UNIT 6. GEOGRAPHY. EXERCISE 17. STUDENT B.

### Record Number of Climbers Reach Top of World's Highest Mountain

They include an 18-year-old girl and a 71-year-old man.

*Special English, 19 June 2007*

Today, we tell about efforts to climb Mount Everest. Last month, an 18-year-old American became one of the youngest people to climb the tallest mountain on Earth. And, a 71-year old **(0) Japanese man** became the oldest.

Mount Everest is at the border of Nepal and (1) \_\_\_\_\_. It was named for Sir George Everest, who recorded the mountain's position in 1841. Since 1953, more than (2) \_\_\_\_\_ people have attempted to climb to the top of the world's highest mountain. The summit of Mount Everest is (3) \_\_\_\_\_ high.

Climbers have reached the summit more than 3,000 times. However, more than 200 people died while attempting to get there.

They all battled (4) \_\_\_\_\_. Wind speeds of up to 160 kilometers an hour. Dangerous mountain paths. And they all risked developing a serious health disorder caused by lack of oxygen. All for the chance to reach the top of the world.

The first and most famous of the climbers to disappear on Mount Everest was George Mallory. The British schoolteacher was a member of the first three trips by foreigners to the mountain. In 1921, Mallory was part of the team sent by (5) \_\_\_\_\_ and the British Alpine Club. The team was to create the first map of the area and find a possible path to the top of the great mountain.

Mallory also was a member of the first Everest climbing attempt in 1922. But the attempt was canceled after a storm caused a giant mass of snow to slide down the mountain, killing seven ethnic Sherpa guides.

Mallory was invited back to Everest as (6) \_\_\_\_\_ of another expedition team in 1924. On June fourth, Mallory and team member Andrew Irvine left their base camp for the team's final attempt to reach the summit. The climbing team had great hopes of success for the two men. A few days earlier, expedition leader Edward Norton had reached a record height of 8,573 meters before he turned back.

Mallory and Irvine were using bottles of oxygen. Mallory believed that was the only way they would have the energy and speed to climb the last 300 meters to the top and return safely. Team member Noel Odell saw Mallory and Irvine climbing high on the mountain the following day.

Odell said they had just climbed (7) \_\_\_\_\_ on the northeast path. He said they were moving toward the top when clouds hid them. He never saw them again. The disappearance of Mallory and Irvine on Mount Everest remains among the greatest exploration mysteries of the last century.

Today, scientists say a person dropped on the top of the mountain would live no more than ten minutes. Climbers can survive above 8,000 meters because they spend months climbing on the mountain to get used to the conditions. Several things have made climbing Everest easier now than it was for the first climbers. These include modern equipment and (8) \_\_\_\_\_. They also include information gained from earlier climbs and scientific studies.

This year has been reportedly the most successful ever for Mount Everest climbers. More than 500 people have reached the top of the world's highest mountain.

Last month, eighteen-year old Samantha Larson of Long Beach, California became one of the youngest people to reach the top. She made the climb with a group that included (9) \_\_\_\_\_. Larson is believed to be the youngest person in the world to have climbed all of the «seven summits,» the highest mountains on each of the continents.

Also last month, a retired teacher from Japan became the oldest person to reach the top of Mount Everest. Katsusuke Yanagisawa is seventy-one years old. He said climbing the mountain was more difficult than he expected. He said he was not attempting to set a record. Instead, he said he was just trying his hardest not to die.

Another record was set last month. Nepali mountain guide Apa reached the summit for the (10) \_\_\_\_\_ time. That broke his old world record.

#### Questions: Example

(0) *Who became the oldest man to climb Everest?*

**APPENDIX 20. UNIT 6. GEOGRAPHY. EXERCISE 4. GROUP 4.**

- amasses      edge      rainfall
- arid          ground      still
- climates      habitat      wetland

**Marshes**

Marshes form where water is very close to, or above, the (1)\_\_\_\_\_ surface for part or most of the year. This results in a waterlogged environment that stays soggy even if there are no pools of standing water. Marshes are either features in their own right, or zones along the margin of a lake or a river's (2)\_\_\_\_\_.



In intertidal areas along the coast, salt marshes sometimes occur. Surprisingly, these are enormously biologically productive.

**Bogs**

Bogs, though similar to swamps or marshes, are a distinctive kind of (3)\_\_\_\_\_ where peat forms from dead plant matter. Waterlogged conditions set this cycle going: (4)\_\_\_\_\_ water holds little oxygen compared to flowing water, so plant material can't decay fully and slowly (5)\_\_\_\_\_. The decaying plants keep the oxygen level suppressed. Bogs are common in places with wet (6)\_\_\_\_\_ like Siberia, Ireland and Scandinavia.

**Desert**

Desert and dry scrubland describes any area that receives less than 250mm of (7)\_\_\_\_\_ a year. Not just the endless, baking sand dunes of popular conception, it includes (8)\_\_\_\_\_ areas in temperate regions. Plants in this (9)\_\_\_\_\_ are well adapted to conserving water and often have to survive extremely hot days and cold nights when the temperature plummets. Deserts may appear to have very little life in them, but a closer inspection can reveal high biodiversity.



**APPENDIX 21. UNIT 6. GEOGRAPHY. EXERCISE 19.**

		The USA	The UK
		<b>GROUP 1. Students' names</b>	<b>GROUP 3. Students' names</b>
1	Oceans	1.	1.
	Seas	2.	2.
	Rivers and tributaries	3.	3.
	Waterfalls	(4.)	(4.)
	Lakes		
		The USA	The UK
		<b>GROUP 2. Students' names</b>	<b>GROUP 4. Students' names</b>
2	Mountain Ranges	1.	1.
	Mountain Peaks	2.	2.
	Plains	3.	3.
	Deserts	(4.)	(4.)

## APPENDIX 22. UNIT 4. CHOOSING A CAREER. EXERCISE 18. GROUP 3.

**Student 1.** You are a firefighter.

✓ Find someone whose responsibility is to guard buildings, goods in stores, money that is being transported.

✓ Find a person who wears a uniform, is armed and arrests people who have committed crimes.

**Student 2.**

Your responsibilities are to find items for customers, to give advice and information and to handle payment for customers' purchases.

✓ Find a person who is some sort of hairdresser but for men.

✓ Find someone whose job is to collect and deliver letters.

**Student 3.** You perform operations, operate on patients.

✓ Find someone whose job is to look after people who are ill or injured.

✓ Find someone who practices veterinary medicine.

**Student 4.** You are a skilled cook, and you are very proud to work as a main cook in a fine French restaurant.

✓ Find a person who has something to do with selling meat.

✓ Find a person whose business it is to bake bread, biscuit, etc.

**Student 5.** You work as a draughtsman for an architect's bureau.

✓ Find a person who fits and mends domestic water, gas and sewage pipes.

✓ Find someone who has something to do with designing and erecting buildings.

## APPENDIX 23. GUIDELINES FOR WRITING AN EFFECTIVE BROCHURE.



1. Think of your audience, not yourself.

2. Start with a sentence that hooks your audience and makes them read the rest of your brochure.

3. Don't immediately include the price. If there is something really expensive, give details about your product, then introduce the price.

4. Highlight the main features, that your target audience will find appealing, and list them in bullet points.

5. Make the brochure easy to scan. When there is too much text, your prospect clients will probably not take the time to read everything.

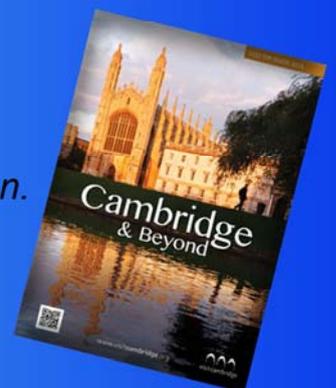
6. Write short sentences.

7. Check for punctuation, spelling, and grammar.

8. Use different colours and fonts to highlight important information.

9. Add eye-catching photos.

(<http://www.wikihow.com/Make-a-Travel-Brochure>)



## APPENDIX 24. INSTRUCTIONS FOR DEBATES

**Step 1. Introducing the topic.**

**Step 2. Introducing the resolution.**

**Step 3. Introducing the affirmative and the negative team.**

**Step 4. First speeches: preparation.**

**The affirmative team** (pro resolution) should come up with several **reasons** that support their position. **The negative team** (anti resolution) should come up with several reasons why they support their position. Both groups should prepare a speech and assign two people the role of spokesperson to deliver the team's argument to the class. The teams have 5 minutes to prepare the first speeches.

**Step 5. First affirmative speech: presentation.**

After a few minutes of preparation the spokesperson for the affirmative team should give a 3 minutes speech defending why the resolution is good. While this person is speaking the class should be quiet. The negative team may take notes and prepare questions to ask at the cross examination.

**Step 6. Cross examination.**

After the spokesperson for the affirmative team finishes their speech, the negative team is allotted 3 minutes to ask questions.

**Step 7. First negative speech: preparation and presentation.**

The negative team has 2 minutes to make their speech ready. In 2 minutes the negative spokesperson should give a 3 minutes speech defending their point of view. **Part of the speech should contain counterarguments** to what the affirmative speaker has said. The affirmative team is quiet and thinking about how to respond to this speech.

**Step 8. Cross examination.**

After the spokesperson of the negative team finishes their speech, the affirmative team has 3 minutes to ask questions. After this time expired, the affirmative team is allotted 2 minutes to prepare the second affirmative spokesperson for their speech. This speech has to be **a direct response to the negative team's speech**.

**Step 9. Closing speeches.**

The affirmative spokesperson makes a 3 minutes speech. There is **no cross examination** this time. The negative team has 2 minutes to prepare their second speaker with a speech that should be a direct response to the affirmative team's speech.

## APPENDIX 25. USEFUL PHRASES FOR SUCCESS IN DEBATES

### Stating an opinion

- ◆ In my opinion...
- ◆ The way I see it...
- ◆ If you want my honest opinion...
- ◆ According to ...
- ◆ As far as I'm concerned, ...
- ◆ If you ask me, ...

### Expressing agreement

- ◆ I agree with you 100 percent.
- ◆ I couldn't agree with you more.
- ◆ That's so true.
- ◆ That's for sure.
- ◆ (*slang*) Tell me about it!
- ◆ You're absolutely right.
- ◆ Absolutely.
- ◆ That's exactly how I feel.
- ◆ Exactly.
- ◆ I'm afraid I agree with James.
- ◆ No doubt about it.
- ◆ (*agree with a negative statement*) Me neither.
- ◆ (*weak*) I suppose so/I guess so.
- ◆ You have a point there.
- ◆ I was just going to say that...



### Asking for an opinion

- ◆ What's your idea?
- ◆ What are your thoughts on all of this?
- ◆ How do you feel about that?
- ◆ Do you have anything to say about this?
- ◆ What do you think?
- ◆ Do you agree?
- ◆ Wouldn't you say?



### Expressing disagreement

- ◆ I don't think so.
- ◆ (*strong*) No way.
- ◆ I'm afraid I disagree.
- ◆ (*strong*) I totally disagree.
- ◆ I beg to differ.
- ◆ (*strong*) I'd say the exact opposite.
- ◆ Not necessarily.
- ◆ That's not always true.
- ◆ That's not always the case.
- ◆ No, I'm not so sure about that.

### Settling an argument

- ◆ Let's just move on, shall we?
- ◆ Let's drop it.
- ◆ I think we're going to have to agree to disagree.
- ◆ (*sarcastic*) Whatever you say/If you say so.

### Interruptions

- ◆ Can I add something here?
- ◆ Is it okay if I jump in for a second?
- ◆ If I might add something...
- ◆ Can I throw my two cents in?
- ◆ Sorry to interrupt, but...
- ◆ (*after accidentally interrupting someone*) Sorry, go ahead. OR Sorry, you were saying...
- ◆ (*after being interrupted*) You didn't let me finish.

## APPENDIX 26. PECHA KUCHA PRESENTATION

PechaKucha or Pecha Kucha (Japanese, IPA: [pet̚ɕa ku̚t̚ɕa]chit-chat) is a presentation style in which 20 slides are shown for 20 seconds each (six minutes and 40 seconds in total). The format, which keeps presentations concise and fast-paced, powers multiple-speaker events called PechaKucha Nights.

- Try to use as many new words and expressions as possible. At the same time, avoid using sentences that are too long and constructions that are too difficult for comprehension. Be precise and specific.
- Carefully choose the information you would like to include. Search for the photos for your slides. You may insert your personal photos of the place you are talking about or you can find photos in the Internet.
- Then, organise the information to match the slides and to meet time requirements. Practise your presentation aloud.

## APPENDIX 27.

### THE SPORTS THAT ARE NOW INCLUDED INTO THE OLYMPIC PROGRAMME

Summer Sports		Winter Sports	
Aquatics		Biathlon	
Diving		Bobsleigh	
Swimming		Bobsleigh	
Synchronized Swimming		Bobsleigh Skeleton	
Water polo		Curling	
Archery		Ice Hockey	
Athletics		Luge	
Badminton		Skating	
Basketball		Figure skating	
Boxing		Short Track Speed	
		Skating	
Canoe kayak		Speed Skating	
Slalom			
Sprint		Skiing	
		Alpine Skiing	
Cycling		Cross Country Skiing	
Cycling BMX		Freestyle Skiing	
Cycling Road		Nordic Combined	
Cycling Track		Ski Jumping	
Mountain Bike		Snowboard	
Equestrian			
Dressage			
Eventing			
Jumping			
Fencing			
Football			
Golf			
Gymnastics			
Artistic Gymnastics			
Rhythmic Gymnastics			
Trampoline			
Handball			
Hockey			
Judo			
Modern pentathlon			
Rowing			
Rugby			
Sailing			
Shooting			
Table tennis			
Taekwondo			
Tennis			
Triathlon			
Volleyball			
Beach volleyball			
Volleyball			
Weightlifting			
Wrestling			
Greco-Roman			
Freestyle			

## APPENDIX 28. PERFORMANCE REVIEW GUIDELINE

**Begin with a catchy statement** to attract the reader's attention. This can be a quote from the play or a list of items from the play, for example.

Make sure to **include** the answers to the **five W's** :

Who (the playwright, directors, and actors)

What (the title of the play)

Where (the name of the school or theater)

When (when did you see it?)

Why (In a few sentences, state the basic theme of the play)

Give the reader some **background about a production**, a little bit of history about the playwright and the period in which the play was written, a brief outline of the plot and themes, a sense of what the staging looks (and sounds) like.

Review the performance. Do not summarize what happens in the script. Speak about **how the actors act** within the script, whether they approach the roles traditionally or in a new way, if they were believable or not. Justify your reasoning for not liking (or really liking) an actor's performance. Be sure to provide the actors' names and other information, such as some of their past performances.

**Don't Forget The Production Crew!** A lot of work went into designing the sets and lighting and everything else you see on stage besides the actors. Comment on it. Sometimes, the set and props make the whole show. Even if it's just one sentence, please say something about it.

Tell your readers whether you would recommend the play, and give reasons. Suggest ways in which the performance could be improved, and if the performance is great, tell why. **Be honest about what you really think about the production:** convey your enthusiasm for it or explain why you disliked it.

**Remember to:**

- \* Back up all your opinions with valid reasons.
- \* Be objective, fair, and sincere.
- \* Evaluate the entire production.
- \* Be constructive. Indicate good points along with those you felt needed improvement.

**Do NOT just tell the story** and **DO enjoy giving your own opinion** because that is what makes a good review stand out from the rest while a timid theatre review is often a dull read.

Good luck and happy reviewing!

## APPENDIX 29. WORKSHOP

**A workshop is an informative or instructional class focused on teaching specialized skills or exploring a particular subject.**

To prepare a workshop, you must first identify the core objective of it, as well as the needs of the participants. You as workshop leaders can strengthen the effectiveness of your presentations through careful planning, organization and presentation practice. Here are the steps and tips for preparing a workshop.

**Define your objective.** The objective of your workshop may be to teach a practical skill (e.g. how to use movies in teaching English) or to deliver general information about a certain topic.

**Plan your workshop presentation.**

○ **Introduction.** Decide how you will introduce yourself, other workshop leaders, and the topic. List the skills and/or topics you will cover.

○ **Presentation.** Decide on the order of the topics. Move the most important skills or information to the early part of the workshop.

○ **Interactive activities.** Find relevant activities or games to increase engagement and participation. Activities may occur in small or large groups.

○ **Question part.** Invite participants to ask questions either throughout the workshop or in scheduled time slots.

○ **Conclusion.** Think how to conclude your workshop. You might include a short review of learned skills or receive participants' feedback.

**Divide responsibilities among workshop leaders.** Think what each of you is good at, but make sure everybody is equally involved.

**Plan the amount of time** you will assign to each part of the workshop.

**Create handouts for participants.** Convert your presentation outline into an agenda for participants and/or prepare hard copy handouts of important information or graphs.

**Use visual tools.** Movie episodes, pictures, tunes, everything that can be useful to back up your message and to convey particular concepts or skills.

**Rehearse your workshop presentation.** Rehearsal is an important part of the workshop preparation process, as you can make sure that your presentation is smooth, fluent, clear and effective.

**Arrive early on workshop day to set up.** Prepare electronic equipment and other tools that require testing and set up.

For more details go to <http://www.wikihow.com/Prepare-a-Workshop>.

## APPENDIX 30. USEFUL PHRASES FOR GROUP DISCUSSION

### 1. Introducing the topic

- Today we are here to discuss...
- The goal of our discussion today is...

### 2. Bringing in other people

- What is your opinion, Mr. ...?
- Do you agree with Mr. ....'s opinion, Ms. ....?
- Mr. ...., what do you think we should do?
- What are your views regarding this point?

### 3. Keeping the Discussion Moving

- Let's go on to another point.
- Next, let's talk about...

### 4. Giving an opinion

- In my opinion...
- As far as I'm concerned...
- Personally, I believe that...
- The way I see it is...

### 5. Getting further information

- Would you mind explaining that a little more, please?
- Could you explain that more fully?

### 6. Restating an idea

- In other words,
- That is, ...
- What I'm trying to say is...
- I mean...
- To put it another way...

### 7. Persuading Convincing

- You must admit that...
- Don't forget that...

- You must remember that...

### 8. Inquiring about Agreement or Disagreement

- Do/don't you agree, Ms. Suzuki?
- Wouldn't you agree, Mr. Ito?

### 9. Expressing doubt or reservation

- Well, maybe, but I'm not sure about that.
- Hmm, he may be correct but I'm not sure.
- I can see your point, but I'm not sure I agree.

### 10. Refuting a fact

- Actually,
- As a matter of fact, ...
- Well, I'm not sure that is true/correct because...

### 11. Dismissing an irrelevant point

- I'm afraid you're missing the point.
- I don't think that has anything to do with the goal of our discussion.

### 12. Capitulation

- Mr. ... has convinced me that my opinion/suggestion/idea is not useful/practical/necessary/good. Therefore, I have changed my mind.
- OK. You have persuaded me to change my mind. I can agree with you.

### 13. Expressing similarities

- Those two points/

suggestions are similar.

- Mr. Suzuki's idea is about the same as Ms. Ito's.
- My idea/suggestion is (more)...er than mine/hers.

### 14. Interrupting

- Excuse me for interrupting, but...
- Sorry to interrupt, but...

### 15. Getting a point into the discussion

- I have a point I'd like to make.
- I'd like to add something here.
- I'd like to say something about your/her/his idea.

### 16. Seeking clarification

- What do you mean?
- Sorry, I'm not quite sure what you mean.
- Do you mean that...?
- I'm sorry, I don't quite follow.
- I don't quite understand what you're saying.

### 17. Paraphrasing another person's idea

- What Ms. .... means is that...
- What (s)he is trying to say is that...

### 18. Closing the Discussion

- In conclusion, the purpose of this discussion...
- The goal of our discussion is to....
- We have concluded that...

## WORD LIST. UNIT 1. LEISURE

### Pursuing a hobby

- can't bear
- can't care less
- can't put up with
- can't stand
- to adore
- to annoy smb
- to be crazy about
- to be fond of
- to be keen on
- to be mad about
- to be passionate or concerned about
- to be sick of
- to change one hobby for another
- to choose/ to decide on a hobby
- to come up with new, creative solutions to
- to creep into your free time
- to drive smb crazy
- to enjoy
- to enjoy oneself
- to fancy oneself
- to get involved in/ to get interested in
- to give up/ to drop a hobby
- to give yourself the space to unwind, reflect
- to hone skills to
- to indulge (in) your hobby or pastime
- to keep yourself occupied
- to make no difference to smb
- to make smb mad
- to provide you with ample opportunities for
- to start/ to take up a hobby

### Leisure activities

- collecting
- cooking
- dancing
- doing jigsaw puzzles/ puzzles/crosswords
- drawing
- eating out
- exercising and playing a sport
- fishing
- gardening
- geocaching
- going dancing
- going downtown
- going on a picnic
- going out
- going shopping
- going to a ball game/ match/to a concert/to the cinema/theatre
- going to an amusement park/to an art gallery/ to the museum/ to the park/ to the zoo
- going to the beach/ seaside
- having a party
- listening to music
- painting
- playing a musical instrument
- playing board games /cards /chess/ draughts(checkers) / dice
- playing computer games/ video games
- practicing art and crafts
- reading
- rollerblading
- sculpting
- singing
- surfing the internet
- taking photographs

- visiting friends/ socializing/hanging out
- watching a movie
- writing a diary

### Describing a hobby or pastime

- to be a major source of therapeutic unwinding
- to be absorbing
- to be an enjoyable experience
- to be beneficial
- to be boring
- to be environmentally friendly
- to be exciting
- to be money-consuming
- to be more your thing
- to be mundane
- to be painstaking
- to be relaxing
- to be terrific
- to be time-consuming
- to be useful and enjoyable
- to give tremendous creative satisfaction
- to make you feel diligent /engaged fully in life / focused /switched on / well-rounded
- to make you feel inner joy

### Crafts

- beadwork and beading
- blacksmithing
- candle making
- ceramics [sə'ræmɪks]
- crochet/crocheting ['krəʊtʃ(ɪ)]
- cross stitching
- decoupage [ˌdeɪku:'pɑ:ʒ]

- doll making
- embroidery
- engraving
- knitting
- leather crafting/working
- macramé [mə'krɑ:mɪ]
- origami
- papier-mâché [ˌpæpiɛr'mæʃeɪ]
- patchwork
- pottery
- pyrography/ woodburning
- quilting
- scrapbooking
- sewing [ˈseʊɪŋ]
- soap making
- weaving
- wood carving/ woodworking
- fabric [ˈfæbrɪk]
- needle
- ornament [ˈɔ:nəmənt]
- stitching
- technique [tek'ni:k]
- thread
- yarn [jɑ:n]

### Keeping Pets

- diet rich in sth
- friendly dispositions
- simple care needs
- to accept (an animal) into the family
- to adopt an animal
- to be (not) ideal for a household with small children
- to be accustomed to
- to be considered affectionate/entertaining/educating/tolerant/gentle/intelligent/timid/sensitive animals
- to be easy to care for/to train
- to be good with children
- to be in charge of cleaning/handling

- to be litter-trained/low maintenance/ odour-free/ tame
- to handle an animal
- to hurt inexperienced handlers
- to lead to aggressive behaviour
- to locate a vet in your area
- to maintain (a balanced diet)
- to make a good match for a family with small children
- to make an excellent (first) pet
- to need ... enclosures
- to plan bonding time
- to prove too challenging
- to recommend a diet of...
- to require regular vaccines/shelters/open space/diet
- to roam
- to supplement the pet's diet with...
- to take on an animal
- to thrive on a diet of ...
- to trim an animal

### Extreme Sports and Activities

- base jumping
- big wave surfing
- bungee jumping
- caving
- kayaking
- mountain biking
- mountaineering
- parachuting
- paragliding
- parkour
- rallying
- rock-climbing
- white water rafting
- windsurfing
- adrenaline rush

- commitment
- danger for the fun of it
- daredevil
- daunting
- death-wish
- experience of a lifetime
- frightening experience
- hair-raising experience
- heart-pounding sport
- insane, unreasonable, risky
- personal challenge
- thrill seeking/ sensation seeking
- thrilling/ terrifying/exiting/ scaring
- to faint with fear
- to get addicted to the risk of it
- to go beyond your fears
- to push the boundaries
- to scream in cold sweat
- typical adrenaline junky

### Other expressions

- favourite pastime
- geyser (hot spring)
- on a whim
- regular get-togethers
- sedate
- sense of fulfilment
- to accommodate
- to brag/ to show off
- to gain immense popularity
- to plunge
- to share ideas
- useful pursuit
- vertigo-inducing
- white-knuckle
- to bring sb
- to come along
- to get together
- to go round
- to hang out
- to have a party
- to meet up with sb
- to socialize

## WORD LIST. UNIT 2. SPORTS

### Individual Sports and Games

- badminton
- basketball
- billiards (snooker, pool, pyramid)
- bowling
- bowls
- chess
- darts
- golf
- squash
- table tennis (=ping-pong)
- tennis

### Athletics (track and field events)

- track events
- marathon (race)
- long-distance race
- relay race
- middle-distance events
- sprint
- hurdles (hurdling)
- field events
- discus (throwing)
- javelin (throwing)
- high jump
- pole-vault (pole vaulting)
- long jump
- modern pentathlon
- shot-put
- triple jump

### Team sports and games

- American football
- baseball
- basketball
- football (soccer)
- hockey (ice hockey, field hockey)
- rugby
- volleyball, beach volleyball
- curling
- handball

### Fighting sports and Martial arts

- boxing
- fencing
- judo
- karate
- kickboxing
- sumo wrestling
- boxing
- taekwondo
- wrestling (Greco-Roman/freestyle)

### Aquatic & paddle sports

- diving
- rowing
- sailing
- surfing
- swimming
- synchronized swimming
- water polo
- windsurfing

### Winter sports

- biathlon
- ice-skating/ figure skating
- short track speed skating
- speed skating
- skeleton
- luge
- bobsleigh
- slalom
- cross-country skiing
- ski jumping
- freestyle skiing
- nordic combined
- snow jumping
- snowboarding

### Races

- horse racing
- motor racing
- mountain biking
- cycling (cycling BMX/ cycling road/cycling track)

### Other kinds of sport

- aerobics
- archery
- equestrian (dressage/ eventing /jumping)
- gymnastics (artistic gymnastics/rhythmic gymnastics)
- trampolining
- hang-gliding
- jogging
- roller-skating
- shooting
- skateboarding
- triathlon
- weightlifting
- weightlifting

### Places

- a course
- a court
- a lane
- a piste
- a pitch
- a ring
- a rink
- a track
- an alley

### Equipment

- a barbell
- a bat
- a bow
- a club
- a crash helmet
- a cue
- a dart
- a foil
- a hole
- a hoop
- a net
- a paddle
- a pin
- a pole
- a puck
- a racing shell
- a racquet (racket)
- a sabre

- a shuttlecock
- a stick
- a target
- an épée
- an oar
- gloves (mitts, gauntlets)
- goggles

### Participants

- a competitor
- a crew
- a fan
- a favourite
- a judge
- a loser
- a pushover
- a referee
- a rival
- a runner-up
- a spectator
- a sportswoman
- a teammate
- an athlete
- an entrant
- an Olympian
- an opponent
- an outsider
- an umpire
- audience
- the weakest link in the chain

### Football

- a defender
- a goalkeeper (a keeper)
- a midfielder
- a referee
- a wide player (a winger)
- an attacker / a striker
- to be out of play
- to block a shot
- to blow the whistle to stop play
- to book a goal for offside
- to catch the ball
- to commit a foul
- to disallow a player for a bad foul

- to dribble forward the ball
- to give (it) a free kick
- to give/award a free kick/a penalty
- to handle the ball
- to have a shot
- to head a ball into the net
- to kick away the ball
- to make a pass
- to make a run
- to make a save
- to pass forward the ball
- to pick up the ball
- to save a penalty
- to score (to)
- to score a goal
- to send a player off
- to take a penalty
- to take a throw-in
- to throw the ball in

### Winning and losing

- to break the world record
- to chase down a record
- to give a lead over smb
- to come first
- to finish in second place
- to capture / to earn the gold medal
- to be ahead of smb
- to pull ahead of the rest
- to remain at the forefront
- to take the lead
- to win the gold medal
- to win hands down
- to progress into the final/semifinal/quarter final
- to notch up a 2-1 win at
- to romp to a 12-shot win
- to put smb through to (final/ semifinal)
- to draw
- to give in
- to go home empty-handed
- to be/get narrowly defeated/ beaten

- to beat smb
- to concede
- to lose
- to lose to
- to admit defeat

### Other expressions

- bodyweight category
- chivalry
- competition
- competitive
- disfigurement of the opponent's face
- disgrace
- elaborate
- elevated
- generosity
- great achievement(s)
- host city
- impartial
- imposing
- inspiration
- IOC (International Olympic Committee)
- marquee (AmE)
- obstacle
- official award ceremony
- patriotic hostility
- pre-eminent test of speed
- retreating sportsperson
- rite
- secular
- shrine
- successive
- the breadth of sb's vision
- the final score
- tolerance
- tough sports
- tournament
- union of the five continents
- votive
- zeal
- to be entitled to participate in

- to be widely practiced around the world
- to cheer
- to compete in the race
- to decree
- to dedicate
- to have guts
- to hold the Olympics
- to immortalise
- to jettison
- to jump over a bar
- to push against the water with an oar
- to receive one's first awards
- to reconcile
- to represent one's country
- to strive to do one's best
- to trace back
- to undermine the original idea

## WORD LIST. UNIT 3. THEATRE

### Parts of theatre

- aisle
- auditorium [ˌɔːdɪ'tɔːrɪəm]
- balcony
- box
- box office
- dress circle = first balcony (AmE mezzanine [ˈmetsəniːn])
- dressing rooms
- gallery
- green room
- orchestra pit
- parquet circle [ˌpɑːk(e)ɪ'sə:k(ə)] = parterre circle (AmE balcony)
- prompt corner/ prompt box
- quick change room
- row
- scene dock
- scenery
- seats
- stage
- stage-box
- stalls /AmE parterre [pɑː'teə]
- trapdoor
- will call window
- wings

### Participants

- actor
- actress
- audience
- cast
- character
- choreographer
- chorus [ˈkɔːrəs] = choir [kwaɪə]
- composer
- conductor
- director
- leading lady/man
- low-comedian

- playwright
- prompter
- stage crew
- ticket takers
- understudy
- usher

### Tickets

- a limited number of tickets
- affordable
- standing room tickets
- the performance is sold out
- to be available
- to book tickets

### On the stage

- before curtain
- current run at the theatre
- denouement [ˌdeɪ'nu:mənt]
- dress rehearsal
- entertainment [ˌentə'teɪnmənt]
- improvisation [ˌɪmp'rɒvvaɪ'zeɪʃn]
- intermission
- performance
- playbill
- first /opening night / première
- props (property)
- to draw up the drop-scene/the to release
- to rehearse
- repertoire [ˈrepətwaː] = repertory
- script
- first/second act
- to act
- to change
- to dim the lights up/down
- curtain

- to give the actors a standing ovation
- to go on stage
- to take a curtain call
- to play encore
- to applaud an actor
- to overplay
- to make a debut [ˈdeɪbjʊː]
- to move and awe the audience
- to muff the lines
- to play a (leading) part/role
- to put on (a play)
- to read a cue
- touring company

### Theatre genres

- black comedy
- comedy
- country-booth
- drama
- entertainment
- farce
- melodrama
- mime, physical theatre,
- musical comedy
- musical theatre
- operetta
- pantomime
- puppet show
- puppetry
- rock opera
- romantic comedy
- theatre of images
- tragedy
- tragicomedy

### Describing a play

- a fantastic bunch of performers
- a floss-thin story
- a jumble of prancing characters

- a lean version
- a standout
- a stand-out movement
- a stunning job well done from all involved
- a tremendous performance
- a weak singer
- a well-polished show
- award-winning
- dazzling choreography
- direction
- dreadful orchestra
- emotions running high
- gifted
- grotesque scenery
- passionate music
- show-stopping
- staging
- the fault truly lies with
- the plot centers on
- the quality of the sound and the band
- the story revolves around
- to be a solid centre for the chorus
- to be comprised mostly of
- to be disappointed
- to be great to watch whatever age you are
- to bear an odd resemblance to
- to clearly hear all vocals on stage
- to create marvelous portraits of
- to deserve merit for sth/ doing sth
- to leave a lasting impression
- to offer equal measures of ... and ...
- to play out at the end
- to play under the baton

of sb

- to provide a dazzling routine
- to steal the show
- visually stunning

### Other expressions

- disguised [dis'gaɪzd]
- foundations
- gag
- groundling
- incarnation
- octagon
- open-air
- pathos ['peɪθɔs]
- preservation
- the palmy days of the British drama
- to appeal to one's imagination
- to preside over sth/ to be presided over
- to be suitable for
- to drive somebody away
- to have sth in store for smb
- to intend
- to owe smb big time for
- to resurrect [,rez(ə)'rekt]
- with an air of gorgeous servility[sɜ:'vɪlətɪ]
- wretched ['retʃɪd] hole of a place

## WORD LIST. UNIT 4. CHOOSING A CAREER

### At work

- administrative and routine work
- calling /vocation
- career
- demanding job
- grunt work
- job
- occupation
- position
- post
- profession
- to pursue typically masculine jobs
- vacancy/opening
- work

### People at work

- assistant
- co-worker/ colleague
- department staff
- employee
- employer
- intern
- interviewee
- interviewer
- junior staff
- senior staff
- skilled employee
- trainee
- workaholic

### Jobs and Professions

- accountant
- archaeologist
- architect
- artist
- baker
- bank clerk
- barrister
- blacksmith
- bricklayer
- butcher
- camera operator
- carpenter

- cashier
- chef
- chemist
- chief executive officer
- coach
- composer
- computer programmer
- conductor
- conveyer operator
- crane operator
- custom officer
- dentist
- dietician
- draftsman
- dyer
- editor
- electrician
- engine driver
- entrepreneur
- estate agent
- excavator operator
- factory worker
- filling station attendant
- film director
- financial analyst
- fire fighter
- fishmonger
- flight attendant
- forklift truck operator
- freelancer
- garage man / service station man
- hairdresser
- jeweller
- judge
- lawyer
- loader
- locksmith
- lorry driver
- lumberjack
- mechanic
- news presenter (an anchor)
- notary
- nurse

- optometrist
- paralegal
- paramedic
- personnel manager
- pharmacist
- photographer
- physician
- physicist
- pilot
- plumber
- police detectives
- police officer
- politician
- postman
- priest
- psychologist
- public relations specialist
- real estate agent
- receptionist
- refuse collector
- reporter
- roofer
- sailor
- sales manager
- scientist
- sculptor
- secretary/PA (personal assistant)
- security guard
- shepherd
- shop assistant
- social worker
- soldier
- solicitor
- surgeon
- tailor
- taxi driver
- teacher
- traffic warden
- TV host
- vet
- waiter
- welder
- window cleaner

## Getting a job

- to apply for a job
- to appoint
- to be called for/have/ attend an interview
- to complete/fill out/(BrE) fill in an application (form)
- to employ/ to hire (especially NAmE)/ to take on (especially BrE) staff/workers/trainees
- to find/land a job
- to look for work
- to look for/ hunt for a job
- to offer sb a job/work/ employment/promotion
- to recruit sb to sth/to do sth
- to send your CV(BrE)/ résumé (NAmE) / application form/covering letter

## Doing a job

- commitment
- high productivity
- job satisfaction
- performance
- qualifications
- responsibilities
- to be in charge of
- to be responsible for
- to be trained for (work)
- to cope with/manage/ share/the workload
- to do/receive training
- to do/work overtime
- to gain/lack/ experience/ qualifications
- to improve your/achieve a better work-life balance
- to learn/improve/ develop (your) skills
- to require time commitment
- to work (in) shifts

## Building a career

- to follow/pursue your vocation
- to enter a profession
- to begin/pursue a career
- to work freelance
- to take on temp work/ freelance work
- to be involved in voluntary work
- to promote sb (from sth) (to sth)
- to achieve promotion
- to demote sb (from sth) (to sth)
- to climb the career ladder
- to take off (about a career)

## Leaving your job

- to leave/quit (especially NAmE) your job
- to resign (from your job)
- to give up work/your job/ your career
- to retire sb
- to retire (as sth; from sth) /to be due to retire
- to take early retirement
- to hand (in) /submit one's resignation/notice
- to lay sb off
- to dismiss sb (from sth)
- to make sb redundant
- to fire sb
- to sack sb (informal)
- to give sb the sack
- to get the sack (for sth)/
- to discharge sb from a job (formal)
- to be out of work/to be jobless/to be unemployed

## Employment basis

- annual working hours
- day/ night/ evening shift
- employment agency
- Employment Service
- flexible working hours
- full-time employment
- job centre
- part-time/ partial employment
- standard/ regular working hours
- to work on and off
- to work shorthours/ longhours

## Kinds of pay

- bonus
- fee
- financial gain
- good pay
- median annual earnings
- median salary
- tip
- wage gap
- holiday pay
- maternity pay
- overtime pay
- unemployment pay
- sick pay

## Benefits

- commissions
- day off
- flex time
- gains
- health/dental insurance
- housing
- job resources
- job security
- life and disability insurance
- on-the-job decision-making latitude

- paid holidays
- pay raise
- p r o f e s s i o n a l development programs
- promotion
- sick, personal, and parental leave
- strong future growth
- vacation time

### **Qualifications**

- ability to meet deadlines
- ability to work accurately
- bachelor/masters/doctor degree
- driving licence
- references
- regional occupation training classes
- verbal communication skills
- work experience

### **Other expressions**

- round the clock
- to adjust
- to be discounted
- to be led by a strong instinct
- to be mapped out
- to be scheduled to a tee
- to fall out
- to feel a bit more vulnerable and open up more
- to feel jet lagged
- to feel totally out of touch with the universe
- to fit in
- to give sb respect
- to hand to someone on a plate
- to intern
- to look out for juniors
- to mess up one's body clock

- to pay one's dues
- to pursue
- to run the company
- to screw up
- to side with
- to speak up
- to start over
- to take over the world
- to treat sb like ...
- turnover
- update meeting

## WORD LIST. UNIT 5. A QUESTION OF HEALTH

### Body parts and organs

- abdomen
- ankle
- appendix
- armpit
- artery
- bladder
- blood vessel
- brain
- calf
- capillary
- cell
- chromosome
- earlobe
- fist
- gallbladder
- gene
- gland
- heel
- immune system
- intestines (bowels)
- iris
- jaw
- joint
- kidney
- lid
- ligament
- liver
- muscle
- nerves
- nostril
- ovary
- pancreas
- pelvis
- ribs
- skeleton
- skull
- spinal cord/spine
- stomach
- temple
- tonsil
- throat
- vein

### Feeling ill

- to have got..
    - a blister
    - a (splitting) headache
    - a stomach-ache
    - an earache
    - a bad back
    - a splinter in...
    - a blocked up nose
    - diarrhea
    - hay fever
    - indigestion
    - an allergy
    - food poisoning
    - a ( nasty) cough
    - a runny nose
    - pins and needles in
    - a sore throat
    - a temperature
    - a sunstroke
    - a heavy / slight cold
    - a sore throat/back/neck
    - bouts of depression
    - a chest/ear infection
    - an attack of ...
    - pain in....
    - high blood pressure
    - trouble swallowing
  - to be
    - sweating
    - sick
    - allergic to
    - constipated
    - dizzy
    - pregnant
    - in (a lot of) pain
    - in agony
    - taken ill
    - unhappy about one's
- weight
- acute/intense/severe/  
unbearable/piercing/sharp/

### sudden pain

- dull/ nagging ache
- to ache badly/ slightly
- to come out in a red rash
- to ease up the pain
- to get dehydrated
- to faint
- to hurt
- to loose/to put on weight
- to scream in pain
- to starve oneself
- to vomit
- to exhale
- to inhale
- suffocation
- strangulation

### Illnesses and diseases

- ailment
- terminal illness
- acute/ chronic/  
contagious disease
- to catch/ to contract...
  - a cold
  - AIDS
  - chicken pox
  - cholera
  - head lice
  - malaria
  - mumps
  - measles
  - plague
  - pneumonia
  - the flu
  - typhoid
- to be diagnosed with...
  - Alzheimer's disease
  - appendicitis
  - arthritis
  - autism
  - bronchitis
  - carditis
  - conjunctivitis

- heart disease
- hepatitis
- hypertension
- infertility
- inflammation
- leukemia
- pancreatitis
- rhinitis
- skin/lung/cervical/ cancer
- stomatitis
- tonsillitis
- ulcer
- to suffer from...
- an allergy
- asthma
- diarrhea
- food poisoning
- hay fever
- migraine
- tooth decay
- travel sickness
- to prevent /to transmit/ to fight off (about a disease)

### At the Doctor

- to go for a check up
- to pass one's medicals
- to examine a patient
- to take one's
- blood pressure
- blood/urine sample
- pulse
- temperature
- to prescribe
- antibiotics
- anti-depressants
- cough mixture
- eye drops
- indigestion tablets
- painkillers
- sleeping pills
- spray for the throat
- health damage
- eating disorders
- to eat sensibly
- to cut out something

- to keep to a diet
- to swallow
- to refer somebody to
- allergist= allergologist
- anesthesiologist
- cardiologist
- dentist
- dermatologist
- emergency doctor
- endocrinologist
- gastrologist / gastroenterologist
- general physician (GP)/ family practitioner
- gynecologist
- intensive care specialist
- psychiatrist
- immunologist
- neonatologist
- neurologist
- obstetrician
- oncologist
- ophthalmologist
- orthop(a)edist
- otolaryngologist / ENT specialist
- pediatrician
- rheumatologist
- urologist

### Injuries

- a slight/ internal/ back / life-threatening/minor injury
- a knife/ bullet/ stab/ deep wound
- a running sore
- to be/get
- injured
- hurt
- wounded
- shot in..
- knocked unconscious
- paralyzed
- to get
- a black eye
- a blister

- a bruise
- a concussion
- an electric shock
- an open fracture
- to bleed
- to swell (up)
- to scratch
- to sprain
- to sting
- to break
- to cut oneself badly (on sth)
- to burn
- to hit
- to twist

### First aid

- antiseptic
- bandage
- ointment
- plaster
- to be rushed to hospital
- to call an ambulance
- to ice/cold something
- to stitch up

### At the hospital

- to be hooked to a heart monitor
- to organize a stomach pump
- to pump one's lungs
- to give an injection
- to operate (on)
- to treat somebody for something
- to receive treatment
- to recover
- to be discharged from hospital
- complications
- relapse
- blood loss
- acute spinal/maternity ward

- casualty (A and E – accident and emergency)
- intensive care
- neck brace
- catheter
- drip
- walking frame

### **Other words and expressions**

- drastic solution
- one's jaw dropped
- the window to the soul
- to act as a temporary release
- to be alarmed (about)
- to be better off without someone
- to be terrified (of)
- to be through something
- to break somebody's heart
- to confront something
- to destroy one's life
- to drift between two dimensions
- to flinch at the sight of something
- to follow your heart
- to get a frog in one's throat
- to get down on one's knee
- to leave a note
- to make something an ordeal

## WORD LIST. UNIT 6. GEOGRAPHY

### Water bodies

- bay
- body of water
- burn/ brook/ spring/ stream
- delta
- estuary
- freshwater
- gulf
- inlet
- lake
- lake bed/sea bed
- marsh/ bog/ swamp
- pond
- river
- strait
- tributary
- waterfall

### Landforms

- altitude
- angle
- archipelago
- canyon
- cape
- cave
- coast
- coastline
- continental crust
- coral reef
- desert
- elevation
- glacier
- gorge
- hill
- inlet
- island
- isthmus
- lowland
- mountain range/ridge
- peninsula
- plain
- plateau (pl – plateaux)
- shore/seashore

- summit
- trench

### Explorers of the Earth

- conqueror of
- polar explorer
- to command the first expedition
- to conceive the plan of
- to discover the sea route to
- to explore across
- to lead an expedition
- to make the first flight over
- to reach sth
- to sail round the world
- to set foot on

### Climbing Everest

- climber
- giant mass of snow
- lack of oxygen
- mountain path
- to battle sth
- to find a possible path to the top
- to reach a record height of ...metres
- to reach the summit/the top
- to record the mountain's position
- to slide down the mountain

### Other expressions

- a much tougher place to life
- arid areas in temperate regions
- biome
- border
- borehole

- boundary
- chilly waters
- coastal cliff
- continental shelf
- (shelves)
- dead plant matter
- diverse habitat
- exposure to sth
- flora and fauna ['fɔ:nə]
- food chain
- harsh
- inaccessibility
- incredible diversity
- inhabitant
- inhabited
- intertidal areas along the coast
- isolated
- landlocked
- means of transport
- mountain pass
- navigable
- peat
- rainfall
- remote
- rocky land edge
- salty spray
- sand dune
- sea level
- self-contained ecology
- shallow waters
- soggy
- soil
- species
- steep mountain slope
- still water
- sunlit open ocean
- swim against the current
- temperate seas
- the seaside
- thin soils
- to amass
- to be completely barren of plant-life

- to be exposed at low tide
- to be well adapted to conserving water
- to bulge due to the rotation
- to decay
- to dig
- to evaporate
- to flood the coast
- to have access to
- to penetrate
- to silt up
- to swim against the current
- water that flows continuously in one direction
- waterlogged environment / conditions
- wetland
- the Pacific Ocean
- the Sahara desert
- the South Pole
- the Southern Ocean (the Antarctic Ocean)
- the Strait of Gibraltar
- the Suez Canal
- Treaty of Versailles

### **Some geographical names to remember**

- Amazonian rainforest
- the Alps
- the Andes
- the Angel Falls
- the Antarctic
- the Arctic
- the Arctic Ocean
- the Atacama desert
- the Atlantic Ocean /the Atlantic
- the Baltic Sea
- the Black Sea
- the English Channel
- the Equator
- the Far East
- the Grand Canyon
- the Gulf Stream
- the Himalayas
- the Indian Ocean
- the Marianas Trench
- the Mediterranean Sea
- the Middle East
- the Niagara Falls
- the North Pole

## WORD LIST. UNIT 7. ON THE MOVE

<p style="text-align: center;"><b>Travelling</b></p> <ul style="list-style-type: none"> <li>• accommodation</li> <li>• arrival/departure point on your travel itinerary</li> <li>• coastal/ inland / train/ bus route</li> <li>• cruise</li> <li>• destination</li> <li>• excursion</li> <li>• expedition</li> <li>• getaway</li> <li>• go-to spots</li> <li>• hike/ to hike</li> <li>• hiking trails</li> <li>• itinerary</li> <li>• journey</li> <li>• location</li> <li>• must-visit</li> <li>• off-the-beaten path</li> <li>• stroll</li> <li>• tour/ to tour</li> <li>• train/ bus schedule (AmE), times, timetable (BrE)</li> <li>• travel/ to travel</li> <li>• trek</li> <li>• trip</li> </ul>	<ul style="list-style-type: none"> <li>• train <ul style="list-style-type: none"> <li>- commuter train</li> <li>- direct train</li> <li>- freight [freɪt] train</li> <li>- intercity train</li> <li>- passenger train</li> <li>- suburban train</li> </ul> </li> <li>• bus <ul style="list-style-type: none"> <li>- double-decker bus</li> <li>- open-topped (BrE) bus</li> <li>- public bus</li> <li>- shuttle bus</li> <li>- sightseeing (BrE) bus</li> <li>- tour/tourist bus</li> </ul> </li> <li>• plane <ul style="list-style-type: none"> <li>- cargo/transport plane</li> <li>- jet plane</li> <li>- passenger plane</li> </ul> </li> <li>• ship <ul style="list-style-type: none"> <li>- cruise ship</li> <li>- passenger ship</li> </ul> </li> <li>• boat <ul style="list-style-type: none"> <li>- inflatable boat</li> <li>- motor boat</li> <li>- rubber boat</li> </ul> </li> </ul> <p style="text-align: center;"><b>Using means of transport</b></p> <ul style="list-style-type: none"> <li>• to catch a train /a bus/a plane/a flight</li> <li>• to take a train/a bus/a plane/a flight</li> <li>• to miss a train/ a bus/ a plane/ a flight</li> <li>• to board a train/a bus/a plane/ a ship</li> <li>• to get on a train/the bus/ (into/onto)a boat/a plane/ a motorcycle/a bike</li> <li>• to get off a train/a bus/a boat/a plane/a motorcycle/a bike</li> <li>• to come/go aboard a ship</li> <li>• to come/go on board a</li> </ul>	<p style="text-align: center;"><b>ship</b></p> <ul style="list-style-type: none"> <li>• to get out of a boat</li> <li>• to change trains</li> <li>• to anchor a boat</li> <li>• to row a boat</li> <li>• to sail a boat</li> <li>• to land a plane</li> <li>• to pilot/to fly a plane</li> <li>• to come off/to fall off a motorcycle/bike</li> <li>• to mount a motorcycle/ bike</li> <li>• to ride/to drive a motorcycle/bike</li> </ul> <p style="text-align: center;"><b>Travelling by TRAIN</b></p> <ul style="list-style-type: none"> <li>• train car (esp. AmE ), carriage</li> <li>• train compartment</li> <li>• train conductor</li> <li>• train driver</li> <li>• train fare</li> <li>• train platform</li> <li>• train can... <ul style="list-style-type: none"> <li>- be delayed</li> <li>- be due</li> <li>- depart</li> <li>- run late</li> <li>- terminate</li> <li>- travel at the speed...</li> </ul> </li> </ul> <p style="text-align: center;"><b>Travelling by BUS</b></p> <ul style="list-style-type: none"> <li>• bus conductor (BrE)</li> <li>• bus fare</li> <li>• bus ride/journey (esp. BrE)/ tour/trip</li> <li>• bus pass</li> <li>• bus queue (BrE)</li> <li>• bus station</li> <li>• bus stop</li> <li>• bus terminal</li> <li>• bus can <ul style="list-style-type: none"> <li>- carry sb</li> <li>- go/leave from ...</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Means of transportation and vehicles</b></p> <ul style="list-style-type: none"> <li>• convertible car</li> <li>• limousine</li> <li>• lorry/truck</li> <li>• minivan</li> <li>• pickup truck</li> <li>• smart car</li> <li>• van</li> <li>• wagon</li> <li>• locomotive</li> <li>• steam engine</li> <li>• motorcycle</li> <li>• bike</li> <li>• liner</li> </ul>		

- arrive
- depart
- be at anchor (to lie at anchor)
- put out to sea (to put to sea)
- sail
- set sail
- to delay/ hold up a flight
- plane can
- crash
- land
- take off
- fly/cruise at...feet
- taxi (move slowly) towards the runway
- to leave you as awestruck
- to overlook ( the entire city)
- tropical luxuriance
- unexpected / uninterrupted/ panoramic/ spectacular views
- unspoiled skyline
- unspoilt/ breathtaking scenery

### Travelling by BOAT

- boat can
- sail
- capsize
- sink

### Travelling by PLANE (air travel)

- flight number
- flight attendant, crew
- airline agent
- departure lounge
- boarding card
- check-in desk
- baggage reclaim
- ticket counter
- connecting flight
- regular/scheduled flight
- charter flight
- direct flight
- domestic flight
- international flight
- transatlantic flight
- bumpy, smooth flight
- to go through passport control
- to apply for visas
- to fasten your seatbelt
- to go through security
- to pass through customs
- to stay in the check-in line
- to weigh the luggage
- to book sb / yourself on/ onto a flight
- to cancel a flight
- to suspend a flight

### Describing a nice place

- ancient temples
- atmospheric alleyways
- cobbled streets
- comfortable suburbs
- downtown
- fascinating/ breathtaking/magical scenery
- gentle/ bleak landscape
- grand boulevards
- lush valley
- magnificent/beautifully-preserved historical monuments
- monumental/stunningly beautiful Old Town Square
- outdoor café
- peaceful/ tranquil countryside
- picturesque /charming streets
- popular cluster of (Maya) ruins
- quaint villages
- rural area
- secluded place
- serene rock gardens
- singular atmosphere
- storybook-perfect
- sun-drenched /inviting / marvelous /magnificently sited/elegant/ sophisticated /pedestrian-friendly city
- the blue of the ocean
- to delight the senses

### Describing an ugly place

- bustling districts
- chaotic streets
- cityscape with no formal zoning regulations
- congested highways with bumper-to-bumper traffic
- crumbling buildings
- hustle and bustle
- large impoverished and homeless population
- no-go areas with high crime
- on the verge of collapse
- polluted /rundown city
- pricey restaurants
- shanty towns
- slum
- to be heavy with traffic
- to be strewn with litter
- to dot the skyline
- ugly concrete jungle
- upmarket shops
- urban waste lands

### Other expressions

- an uneventful day
- conserve the wildlife
- endangered
- explore the unique experiences
- in the middle of nowhere
- indigenous cultures

- indulgent activities
- lodgings
- lost reservations
- made a beeline for
- pace of life
- reserve
- suntan lotion
- surge of panic
- sustainable
- to be granted permission
- to be in the country
- to benefit
- to make the most of the situation
- window shopping

## WORD LIST. UNIT 8.

### BRITAIN AND THE BRITISH. UKRAINE AND THE UKRAINIANS

#### General expressions

- alabaster
- ambiguous
- at random
- belief
- blurred
- Briton
- cemetery
- circumstances
- cuisine
- debatable
- distinctive
- efficacy
- factual basis
- fast-paced
- folk traditions
- fortresses
- in one's right mind
- lavish occasions
- notoriety
- omniscience
- plummy accent
- practice
- pristine
- propriety
- red tape
- rule-bound nation
- sobriety
- stiff upper lip
- stricture
- superstition
- the Royal Family
- to attract
- to bear the title
- to bow to the holies
- to eclipse
- to foretell the future
- to infringe
- to maintain/to uphold
- to queue
- to receive one's fair share
- to sift through
- to suffer ignorance
- to ward off

- unarguably
- valuable

#### Video "Why Ukraine"/ "Top 5 places to visit"

- gorgeous palace
- hospitable people
- picturesque highlands
- spa and ski resorts
- stormy history of the land
- strong literary history
- to be shrouded in legends
- to end up doing smth
- to find smth to one's liking
- to have smth in one's mind
- to preserve the heritage
- to satisfy even the most discriminating gourmet
- to welcome guests
- unforgettable discovery
- up-to-date facilities
- veritable history museum

#### Video "London, the Ultimate Journey"

- breath-taking views
- cosmopolitan melting pot
- crew
- deity
- fantastic view from smth
- heath
- hectic life
- Her Majesty
- hidden treasures
- history forged through the centuries
- hot-spot
- in-crowd
- landmark
- local
- monarch

- royal accommodation
- semi wild parkland
- sinister past
- smooth trip
- species
- stall
- temple
- to be destroyed by fire
- to be immortalised
- to display
- to execute
- to go through a secret tunnel
- to guide a tourist around smth
- to play host
- to see for ....km
- to take one's word for
- to while away a lazy afternoon
- up-to-the-minute style

#### Some proper names to remember

- Austro-Hungarian Empire
- Brick Lane
- Genoese (fortress)
- Glasgow
- Hellenic city
- Hindu (Indian) Temple
- Hyde Park
- London Eye
- New Gate Prison
- Ottoman Empire
- Oxford Street
- Russian Empire
- the Carpathians
- the Great Silk Road
- the Peninsular of Crimea
- the Square Mile
- the Tower of London

**ДЛЯ ПОДАТОК**

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## **E-MIND**

Посібник

з англійської мови

для студентів філологічних спеціальностей

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