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# **A STEP TO PROFICIENCY**

**B2+ / C1**

Ternopil 2025

UDC 811.111-26

K 78

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A Step to Proficiency provides a comprehensive teaching material that consists of 7 Units covering the most burning issues of contemporary English-speaking discourse. It is designed to build students confidence and proficiency through systemic and communicatively-oriented assignments. The textbook focuses on developing in-depth reading, listening, writing and speaking English language skills.

A Step to Proficiency is helpful for the 1-2 year University students who pursue to master Upper-intermediate or Advanced level of English.

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**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ТАРАСА ШЕВЧЕНКА**  
**Навчально-науковий інститут філології**

**Інна Красовська**  
**Олена Степаненко**

# **КРОК ДО МАЙСТЕРНОСТІ**

**B2+/ C1**

*Навчальний посібник*

*для студентів вищих навчальних закладів III-IV рівнів акредитації*

Тернопіль 2025

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Навчальний посібник A Step to Proficiency має розгорнутий і структурований матеріал, який охоплює 7 тематичних модулів, присвячених найактуальнішим темам у сучасній комунікації. Посібник має на меті розвиток мовленнєвих навичок і вмінь студентів з англійської мови. Система вправ та завдань ґрунтується на принципі інтегрованого та комунікативно спрямованого вивчення іноземної мови. Посібник орієнтовано для поглиблення всіх видів мовленнєвої діяльності – читання, аудіювання, писемного мовлення та говоріння.

Матеріали посібника можуть бути використанні для студентів 1-2 курсів вищих навчальних закладів для поглибленого вивчення англійської мови.

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## ПЕРЕДМОВА

Навчально-методичні матеріали “A STEP TO PROFICIENCY” створений, щоб допомогти студентам розвинути мовленнєві навички й вміння на основі комунікативно спрямованого і інтегрованого підходів у засвоєнні англійської мови. Формування комунікативної компетенції мовця вимагає особливих навичок, глибоких знань граматики й лексики іноземної мови, спеціальної комунікативної підготовки. Інтеграція усіх видів мовленнєвої діяльності є основою сучасної підготовки майбутніх фахівців у галузі комп’ютерних наук із поглибленим знанням англійської мови. Навчально-методичні матеріали “A STEP TO PROFICIENCY” орієнтовані саме на такий підхід до вивчення іноземної мови.

Структурно навчально-методичні матеріали складаються з 7 тематичних модулів, розроблених у відповідності до змісту робочої програм з англійської мови для студентів 1-2 курсів спеціальності «Системний аналіз» – Language Shapes Our Mind, Personal Qualities to become a successful in IT, A few words about future and success, What’s on, Let’s talk about art, What’s in the news, Predicting future of the planet. Кожний розділ охоплює 3-4 підтеми, містить тексти для читання, лексичні та граматичні вправи, матеріали для аудіювання, комунікативні завдання. Комплекс вправ уможлиблює поглиблення навичок і вмінь читання, аудіювання, говоріння і письма. Завдання сформульовані таким чином, щоб спонукати студентів вмотивовано вживати засвоєний мовний матеріал з теми.

Навчально-методичні матеріали відзначаються автентичністю та інформативністю. Кожен з тематичних модулів містить тексти для читання та аудіювання, відібраних із сучасних англійських інформаційних джерел, із новітніх оригінальних курсів з практики англійської мови. Частина зображень була створена за допомогою ШІ. Важливим компонентом навчально-методичних матеріалів вважаємо застосування мультимедійних технологій з метою формування й удосконалення навичок аудіювання й говоріння. Аудіоматеріали посібника відібрано із Інтернет-порталів телерадіокомпаній BBC, Euronews, CNN тощо.

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## UNIT 1

### LANGUAGE SHAPES OUR MIND



#### LEAD-IN

1. Look through your textbook. Write five questions about the book to ask your partner.

Work in pairs and exchange your questions. Can you answer your partner's questions?

2. In groups, make a list of your hopes and expectations for your English lessons. Share your ideas with the rest of the group and make a group list. Use these phrases to introduce opinion:

*What I really mean is ....*

*Speaking for myself ...*

*What I'm getting at is ...*

*My own idea is ...*

*What I'm trying to say is ...*

*As I see it, ... is ...*

*My point is ...*

*I genuinely think that ...*

*My feeling is ...*

*In my view, ...*

## 1A READING

### DOES LANGUAGE CHANGE HOW YOU SEE THE WORLD?



#### 1. SPEAKING| Look at the photos and answer the questions.

Where is the woman standing in Picture A?

What adjectives can you use to describe the bridge?

Can you say “many” birds in Picture C in a different way?

Can you describe the snow in Picture D picturesquely?

#### 2. Read the article quickly. Which sentence (A-C) provides the best summary of it?

**A** The article claims that all languages have different number of words for various concepts, yet language does not influence perception or cognition in any significant way.

**B** The article discusses the Sapir–Whorf hypothesis, suggesting that while language doesn't determine perception, it influences how individuals perceive and interpret the world, with examples illustrating how different languages can shape cognitive processes.

**C** The article asserts that the Sapir–Whorf hypothesis proves language completely determines an individual's perception and worldview, leaving no room for cultural or personal factors.

### 3. Read the article and compare your answers in Exercise 1 with speakers of different languages in the article.

“Have you ever considered how the languages we speak shape our world, offering colour and narrative to the complexity of the human experience? The Sapir–Whorf hypothesis, also known as the hypothesis of linguistic relativity, discusses just this. To make a long story short, it was first proposed in 1929 and stated that language determines perception. However, today, most linguists agree this is not true, rather, language influences perception. The important thing that came from this hypothesis, and further research into its statements, is the understanding that while language does not determine our perception, it does influence it. Language shapes our thoughts and influences our emotions. There are about 6,500 languages currently in the world and so there are thousands of different linguistic lenses through which people see the world. As people continue to become more interconnected than ever, the importance of understanding our differences in perception, as well as how we can all benefit from such differences, is more important than ever.

Have you heard that the Inuit have hundreds of different words for snow? The theory goes that because snow is so much more present in their lives, and often of vital importance, they actually **perceive** it differently, and **recognise** more subtle distinctions between different types of snow and ice than those of us living in warmer climes. In fact, this theory is something of a myth, not least because there isn't a single Inuit language, but a variety of dialects. However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of **distinguishing** different types of snow than many other languages do. The key question though, isn't really whether there are more words to describe frozen water so much as whether this implies that the languages spoken by the Inuit mould the way they **conceive of** the world. This concept is referred to as linguistic relativity or, more famously, the Sapir-Whorf hypothesis, after two scientists who both wrote, separately, about this idea.

There is certainly plenty of evidence that different languages (and cultures) appear to see the world through 20 different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east and west. They wouldn't say 'that woman is standing in front of her house', but something like 'that woman is standing west of her house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of us at instantly knowing which direction they are facing. To give another example, you may **assume** that counting is a universal human trait, but, in fact, not all languages have numbers. The Pirahã people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount. We can probably deduce from this that they don't feel the need to

quantify precisely in the way that many of us do. European languages also differ in the way they see the world. For example, the word for bridge has a masculine gender in Spanish and a feminine gender in German. The cognitive scientist Lera Boroditsky carried out research where she asked Spanish and German speakers to describe a bridge and found that the Spanish speakers tended to use more stereotypically masculine adjectives, such as big and strong, whereas the German speakers used more stereotypically feminine adjectives, such as beautiful and elegant.

So, should we **conclude** that speakers of different languages do indeed see the world from a different perspective? Perhaps, frustratingly, the answer is likely to be yes and no. To begin with, it is possible to comprehend something even if you don't have a specific word for it. Imagine you were mixing paint, like you did in primary school, adding a drop of blue to a pot of red paint. You may not have a word for every colour you see as you add the blue drop by drop, but you will obviously **grasp** that these colours are different from each other. Similarly, while blue and green are clearly different colours, many languages don't recognise this difference and have a word which describes both colours. This doesn't mean that they see colour differently, but that they categorise it differently. The same could be said for the different types of snow, or different ways of looking at numbers and quantity. Ultimately, someone's culture may say a lot about how they see the world, and their culture is likely to be reflected in their language. Whether that means that their language affects their thinking is yet to be conclusively proven.

That said, many people do feel they take on a new identity when using another language. A 2006 study of bilingual Mexican-Americans, asked them to take a personality test in both English and Spanish. Amazingly, the results varied, depending on which language each individual was using. Undoubtedly, how much you pick up a culture alongside a language will depend on how and why you are learning it, and whether you wish to become part of the second language culture, but it's fascinating to **consider** that you might actually be a (slightly) different person when speaking a second language. Language shapes and influences our perception in many ways. Beyond these aforementioned examples, arguments can be made that our perceptions can be impacted by areas including but not limited to, sentence structure, vocabulary, formality, gendered language, intonation and culture". [29]

#### **4. SPEAKING| In pairs, ask and answer the questions.**

1 How does the Sapir-Whorf hypothesis relate to the relationship between language and perception?

2 What is the theory about the Inuit having many words for snow, and what is the reality behind this theory?

3 How do speakers of Guugu Yimithirr use language to describe spatial orientation differently from speakers of other languages?

4 What is an example of how European languages differ in the way they categorize the world, as shown in the research on describing a bridge?

5 Can people comprehend things even if they don't have specific words for them in their language?

6 How can learning a new language affect a person's identity and personality, as shown in the study of bilingual Mexican-Americans?

7 In what other ways can language shape and influence our perception, beyond the examples provided in the text?

**5. Look at highlighted verbs for thinking and understanding in the text. Consult a dictionary. Match each word (1-10) to the correct example or definition (a-j)**

1. perceive 2. recognize 3. distinguish 4. conceive 5. assume 6. deduce 7. conclude 8. comprehend 9. grasp 10. consider
--

- a. to accept something to be true without question or proof
- b. to understand something completely
- c. to understand something, especially something difficult
- d. to think of something in a particular way
- e. to give attention to a particular subject or fact when judging something else
- f. to accept that something is legal, true, or important
- g. to imagine something
- h. to reach an answer or a decision by thinking carefully about the known facts immediately
- i. to notice or understand the difference between two things, or to make one person or thing seem different from another
- j. to judge or decide something after thinking carefully about it

**Get it right!**

**Note:** “*To conclude* has a similar meaning to *deduce*, but it also has the sense of being a judgement arrived at after some thought, whereas *deduce* implies immediate judgement”[3].

**Note:** “*To perceive* is to see something or notice something that is obvious or through the senses.

*Ex., The way people perceive the real world is strongly influenced by the language they speak”[3].*

“*To conceive* is to imaging something or to develop an understanding, to invent a plan or an idea.

*Ex., He couldn't conceive of a time when he would have no job”[3].*

**6. For each sentence choose one word that does NOT complete it correctly.**

1 In order to solve complex problems, it is essential to \_\_\_\_\_ patterns that may not be immediately obvious.

- a** recognize    **b** contemplate    **c** perceive

2 Scientists often \_\_\_\_\_ innovative theories based on existing data and observations from their field experiments.

- a** comprehend    **b** conceive    **c** reflect

3 We should not automatically \_\_\_\_\_ that everyone interprets information in the same way we do.

- a** grasp    **b** conclude    **c** assume

4 From the available evidence, detectives can \_\_\_\_\_ the sequence of events that led to the crime.

- a** assume    **b** deduce    **c** gather

5 After reviewing all the information, it became clear that I could only **conclude** that further research was necessary.

- a** conclude    **b** grasp    **c** assume

6 It took me some time to fully \_\_\_\_\_ the implications of the new regulations on our industry.

- a** comprehend    **b** understand    **c** contemplate

7 Once I managed to \_\_\_\_\_ the fundamental concepts, the more advanced topics started to make sense.

- a** grasp    **b** comprehend    **c** conclude

8 When writing an essay, it's important to \_\_\_\_\_ multiple perspectives in order to present a well-rounded argument.

**a** examine                      **b** consider                      **c** perceive

**7. Complete the sentences with the correct verb from Exercise 5.**

1 Through careful observation, scientists can \_\_\_\_\_ subtle changes in animal behavior.

2 After years abroad, he was surprised \_\_\_\_\_ familiar landmarks in his hometown.

3 When planning the event, they had \_\_\_\_\_ the diverse preferences of the attendees.

4 The architect was able \_\_\_\_\_ an innovative design that blended modern and traditional elements.

5 Without prior knowledge, one might \_\_\_\_\_ the painting is an original masterpiece.

6 From the footprints in the garden, the detective could \_\_\_\_\_ that someone had entered the house late at night.

7 After reviewing all the evidence, the jury was able \_\_\_\_\_ that the defendant was innocent.

8 With practice, she began \_\_\_\_\_ the nuances of the foreign language.

9 The lecture was designed to help students \_\_\_\_\_ the complexities of quantum physics.

**8.  Watch a video. Which summary (A\_C) is the best for it?**

<https://www.youtube.com/watch?v=5emLPdHetX0>

**A** In the video, it's implied that the Sapir-Whorf hypothesis is universally accepted. The strong version of the hypothesis, which claims language determines our worldview, is presented as the main focus. The studies mentioned are portrayed as conclusive evidence supporting the strong version of the hypothesis. The video suggests that language dictates our perception of the world in a fixed and unchangeable manner.

**B** In the video, the focus is on how linguistic relativity impacts our perception of color and objects. It delves into the differences between languages like English and

Russian in shaping these perceptions. While the Sapir-Whorf hypothesis is discussed, the video emphasizes the role of language in defining our understanding of the world. The examples provided highlight the intricate relationship between language and cognition.

**C** In the video, the Sapir-Whorf hypothesis is discussed, which suggests that language influences how people perceive the world. It explores examples from the Nootka and Hopi languages to illustrate this concept. While the strong version of the hypothesis has been largely discredited, the weak version still holds some validity. Studies on grammatical gender and color perception support the idea that language can shape our worldview.

**9.  Watch the video again and answer the questions.**

<https://www.youtube.com/watch?v=5emLPdHetX0>

- 1 What is the essence of the linguistic relativity or Sapir-Whorf hypothesis?
- 2 What were the key findings of Sapir and Whorf's studies on the Nootka and Hopi languages?
- 3 How did Eckhart Malotki's work on the Hopi language challenge Whorf's conclusions?
- 4 What is the difference between the "strong" and "weak" versions of the linguistic relativity hypothesis?
- 5 What evidence is provided for the "weak" version of the hypothesis, based on studies of grammatical gender and color perception?
- 6 What are some of the criticisms of the linguistic relativity hypothesis, as discussed in the video?
- 7 What is the speaker's overall perspective on the relationship between language and worldview?

**10. SPEAKING| In small groups, discuss the questions. Share your ideas with the rest of the group.**

- 1 How do you think language influences our perception of the world around us?
- 2 Have you ever learned a new language? If so, did it change how you think about certain concepts?
- 3 Can you think of a situation where language might create misunderstandings between people?
- 4 How important do you think it is to learn about other cultures and languages in today's globalized world?

## 1 B LISTENING AND VOCABULARY

1.  (Track 1) You will hear the text “Eurospeak”. Explain the title

2. Listen to the text and confirm your explanations.

3. Listen to the text again and complete the following statements.

1. “A part of reason for the popularity of English in Europe is ...
  2. The French Government had to abandon the idea of restricting British and American records because ...
  3. For many Europeans another motivation for learning English is ...
  4. English Euro-jargon abounds among ...
- The most aggressive country as to Euro-English is ...” [23].

4. In pairs, ask and answer the questions.

1. “How has music made English more popular?
2. What other reasons encourage the invasion of English?
3. Explain how different countries are “protecting” their own languages?
4. What is meant by the statement “Eurospeak is merely *la punta di un iceberg*”?” [34].

5. **VOCABULARY** | Explain the meanings of the following word combinations in English and use them in situations of your own:

- |   |                                     |
|---|-------------------------------------|
| 1. “to be closely linked to                     | 6. to improve one’s job prospects   |
| 2. a universal foreign language                 | 7. a working knowledge of English   |
| 3. catchy words                                 | 8. to be influential                |
| 4. to pass into languages                       | 9. to decline in prestige           |
| 5. to arise from the motivation to do something | 10. to be exposed to English” [34]. |

6. Explain the difference in the meanings and usage of the following words:

*arise rise raise arouse*

7. Explain the meaning of the word combinations in bold and translate the following sentences into Ukrainian.

1. “Their hands were in their pockets, the **collars of their coats were raised**” (McBain).
2. “**She rose** from an easy chair and went into his arms. He held her close” (McBain).

3. "His mother had taken on the responsibility of **raising the family** alone" (McBain).
4. "Underhill had been **born and raised** in the state of California" (McBain).
5. "**The voices of the children rose** shrilly into the radiance" (G. Greene).
6. "This **raises an interesting point**" (R. Stout).
7. "He liked Pearson's directness and at times had made use of it in **raising surgical standards**" (A. Hailey).
8. "They were furious about his methods of **raising tobacco** which we learned were most unprofessional." (M. Spark)

**8. Use the correct forms of *rise* or *raise* in the following sentences.**

1. "Prices have ... more than ten percent in a very short time.
2. The OPEC countries have ... the price of oil.
3. He promised to ... her salary.
4. The balloon ... in the sky.
5. It must be late; the moon has ... .
6. He .... his hat to the teacher.
7. The box is too heavy, I can't .... it.
8. She .... from her seat and left the room.
9. The teacher told him not to .... his voice.
10. I .... very early in the morning.
11. After studying very hard, John ... his grades substantially.
12. The paperhangers decided to ... the picture another two inches.
13. In chemistry class, we learned that hot air ..." [34]

**9. Translate the following sentences. Use the right form of the verbs *raise*, *rise*, *arise*, *arouse*.**

1. "Ціни на нафту на світовому ринку постійно зростають.
2. Кожного ранку йому доводиться прокидатися о шостій ранку.
3. Коли він побачив її, то здивовано підняв брови.
4. Останні події в країні підняли болюче питання безробіття.
5. Слухай, слід знайти укриття. Піднімається сильний вітер.
6. Її ентузіазм може пробудити навіть мертвого.
7. Чесно кажучи, бажання зустрітися з тобою виникло зовсім несподівано.
8. Я піднявся, щоб привітати жінку, яку так давно не бачив.
9. Я радий, що нарешті з'явився привід попрощатися з цим негідником.

10. Вона така слабка після хвороби, що навіть слабкий вітерець може відірвати її від землі.” [34]

**10. Explain in English or give synonyms to the following word combinations from the text.**

- |                                   |   |
|-----------------------------------|---|
| 1. European artistes              | 6. English is big business, whether in boom or crash    |
| 2. to besprinkle the lyrics with  | 7. Euro-jargon abounds among the Eurokrats and Euro-MPs |
| 3. to abandon the idea            | 8. wittingly or unwittingly                             |
| 4. to go bankrupt                 | 9. to be a welcome development                          |
| 5. words to do with youth culture | 10. vigilant committees                                 |

**11. SPEAKING | In groups discuss the questions.**

1. “Is it right for governments to try to protect the “purity” of their national language? Does Ukraine do so?

What does your language mean to you (e.g. Is it simply personal and communicative or does it have cultural, political and historical meaning for you)?” [34]

<b>SPEAKING   Agreeing and disagreeing</b>	
<b>Agreeing</b>	<b>Disagreeing</b>
You're (absolutely) right.	I'm sorry, but I disagree/ don't agree.
That's exactly how I feel.	You're joking, right?*
I don't think so either.	You can't be serious.*
That's for sure.	Come off it!*
You're not wrong.	Come on, get real!*
I agree with ... (100 per cent).	No way!*
<b>Partly agreeing</b>	
I agree up to a point.	
You've got a point, but ...	
Maybe that's true, but ...	
You might be right, but ...	
Yes, but don't you think that ...	
I see what you mean, but ...	
* informal, perhaps rude for people you don't know well	

**12. ROLE-PLAY | Study the Speaking box. In groups comment on the diffusion of the English language. Choose one of the following roles.**

1. “You are a French Minister of Culture. Explain your intention to restrict the number of English & American records released in your country.
2. You are a famous singer. Prove that it is useful to besprinkle your Lyrics with catchy words.
3. You are the employer of a French IT company. Give your reasons to demand “good working knowledge” of English from your employees.
4. You are the owner of an Italian restaurant. Explain why you use English on a signboard.
5. You are the director of a firm in Germany. Prove the fact that English ensures a progress of big business.
6. You are the director of a radio station. Convince the authorities that you desperately need English-speaking reporters.
7. You are French to the backbone. Express your indignation at the Eurospeak invasion.
8. You are a Polish Minister of Education. Explain why you really need a great number of English teachers.
9. You are the student of Cybernetics Department. Explain why English is important in your future job.” [34]

**BAN ON SLANG**

- 1. SPEAKING| Read the conversations. What is the purpose of each conversation? Match each conversation with the purpose of the discussion. Was it easy to comprehend? Why?**

**Conversation 1 :**

Alex: "I noticed some spaghetti code in the latest commit. It's making the module hard to maintain."

Jordan: "Yeah, I inherited that technical debt from the previous developer. We should refactor it to improve readability."

Alex: "Agreed. Let's avoid any more cowboy coding and set up proper code reviews moving forward." [50]

**Conversation 2:**

Sam: "We need to be cautious of scope creep in this sprint. Let's stick to the MVP features."

Taylor: "Understood. Also, let's ensure we don't introduce any magic numbers; they make the codebase confusing."

Jordan: "Good point. And remember, no copy-pasta; let's write clean, modular code." [50]

**Conversation 3:**

Casey: "I've been rubber ducking this problem for an hour, but the bug is still elusive."

Riley: "Maybe it's a heisenbug. It disappears when you try to debug it."

Casey: "Could be. I'll add some logging to see if I can catch it in the act." [50]

- A A team is planning the next sprint.
- B Debugging a persistent issue.
- C Two developers are discussing a recent code review.

- 2. In pairs, identify and underline slang terms in the text. Then, consult dictionaries to find their standard or formal equivalents, and replace the slang terms with these formal expressions.**

- 3. Read the article about the use of slang. How would you answer the question of the article?**

**Will banning slang from schools improve students' chances of getting jobs and university places?**

(Article by Henry Gilliver)

“A struggling London school has this month banned its students from using slang in speech. The newly opened institution, which replaces a special measures school, claims that the new rule is to improve “the soft skills [the students] will need to compete for jobs and university places”. The forbidden words include “bare”, “like”, “innit”, and phrases such as “you woz” and “we woz” are also on the list. Students can also expect to be pulled up for starting their sentences with “basically” and ending their sentences with “yeah”. While it is clear that the academy is trying to implement rules to help their students and improve the school’s reputation, is banning slang really an effective way of achieving this? Or worse, could such a policy, in fact, be detrimental by restricting the evolution of language in youth culture?

Slang, like any other variety of language, allows those using it to communicate meaning and understanding with one another. Slang differs from Standard English though, as there are numerous varieties that are not generally used and understood by everyone. In this respect, slang is an immensely important part of the identity of a given culture. We only have to think of cockney rhyming slang to realise the importance of such cultural tools. Imagine if Londoners had been banned from going down the “apples and pears”, and then using the “dog ‘n bone” to order a “ruby”. I was disproportionately happy last week when a cash machine offered me rhyming slang as a language choice. I entered my Huckleberry Finn, grabbed my sausage and mash, and left with a huge smile on my face; a smile which was caused by the language of a culture which I was never part of, from a time when I wasn’t even born.

As charming and nostalgic as this particular slang may be, it is true to say that I wouldn’t get very far if I used it in a job interview or on a university application form. Clearly this is also true of the words banned by the London academy. Be that as it may, it is also obvious that banning slang in school is not the only alternative to a lifetime of failure in any contexts where only Standard English will do. To adopt this attitude seems to imply that these children are incapable of making the distinction between contexts in which slang is appropriate, and those in which it isn’t. But surely if a school feels that its students don’t have this ability, it is part of the teacher’s role to educate them and provide them with the necessary skill to judge conversational contexts appropriately. Acknowledging that there’s a problem with something as fundamental as a child’s understanding of language use, and then simply banning it in such a small domain, seems wholly inadequate.

Banning slang in a school won’t prevent children from coming across it in the real world. Spend five minutes in any lecture theatre and you’ll hear students and lecturers alike using slang freely. Every single one of us uses it every single day! And let’s be honest, a ban it isn’t actually going to stop them using it at all. For one thing, children often use slang because it’s cool; it enables them to fit in with their friends. What could make a list of words more cool than banning them from school? It seems that allowing the use of slang, whilst also teaching its appropriate use, may be a better way at getting to the root of the problem.

As a final thought, we should ask ourselves whether we're happy with our schools censoring the language of our young people which is in no way offensive. Whilst "bare" and "innit" may be highly annoying to some, they aren't derogatory, oppressive or insulting. I'm not sure that banning the use of these words on student's own time on the playground is actually an appropriate power a school should be granted. Languages are constantly evolving to become more dynamic and expressive, and slang has an influential role in this process. When so much of this slang originates from children in the playground, should we really be trying to restrict their vocabularies and stifling this source of creativity and originality?" [60].

**4.SPEAKING| In pairs discuss if you are in favour of or against a ban on the use of slang in schools, universities, at work. Why? Why not?**

**5. Read the letter. What does the author think about banning the use of slang and how does she support her arguments? Do you agree with her arguments?**

Dear Sir/Madam,

I am writing to protest about the possible enforcement of a ban on the use of slang in schools. I believe that this measure would not only be unpopular but would also be completely ineffective.

Although I agree that a number of young people use slang when they are talking to their peers, the vast majority of students are able to distinguish between when it is appropriate to use slang and when it is not, and are able to express themselves perfectly in more formal situations. The fact is that by trying to control the language that students use, schools will merely encourage the use of slang, since it is a well-known fact that banning something only serves to make it more interesting.

To make matters worse, I believe that the measure will prove to be ineffective as the only way to enforce the ban is by means of supervising conversations between students. On the one hand, this could be highly expensive as it would involve installing more CCTV cameras or recruiting staff to listen to students during break times. On the other hand, if teachers are required to enforce the ban, this would surely take their attention away from the more important business of teaching.

In conclusion, I should like to draw your attention to the fact that there are more important issues that the school should be concerned with than the use of slang. On behalf of the numerous students who are hoping to attend university in the future, might I suggest that you concentrate on providing the best possible education and facilities, not on enforcing a ban that will simply alienate many students?

Yours faithfully,

*Louisa James*  
Louisa James

**6. Read the letter again and explain the meaning of the underlined phrases.**

**7. Study the WRITING BANK and tick the expressions that appear in the letter.**

 **WRITING BANK**

**Useful expressions in letters of complaint**

- I am writing to complain/protest about ...
- I am writing on behalf of ...
- I should like to draw your attention to ...
- My second/next/main complaint concerns ...
- To make matters worse,
- I urge you to ...
- I demand that you ...
- I would ask you to ...
- Might I suggest you ...?
- The fact/truth/problem is that ...
- What annoys/surprises/amazes me is ...
- Yours faithfully (after Dear Sir/Madam)
- Yours sincerely (after Dear Mr/Mrs/Ms)

**8. SPEAKING| Work in small groups, identify the main parts and features of the letter of complaint.**

**9. Write your opinion on the use of slang in different environments.**

## UNIT 2

### PERSONAL QUALITIES TO BECOME SUCCESSFUL IN IT



Picture from: <https://thiswayup.org.au/learning-to-crack-the-code-on-tough-feelings/>

#### LEAD IN

**1. What positive qualities would you mention in your CV? Choose from the list below.**

responsible	devoted	persistent	industrious	disciplined
communicative	team-player	easy-going	inquisitive	tolerant
creative	quick-witted	act as a leader	respectful	resourceful
stress resistant	outgoing	reliable	flexible	attentive

**2. What qualities make a good boss? Choose from the list above. Justify your choice.**

**3. What qualities do you expect to find in your future colleagues? Explain your choice.**

**4. Do the following quiz. Discuss your answers with a partner. Does he/she agree with your “self-portrait”?**

#### MUTUAL IMPRESSIONS

1. How would the people you study with describe your role in the group?

- a leader;
- everyone’s friend;
- a mother/father figure;
- a good listener;
- a gossip;
- other.

2. How would you describe your attitude to your studies?

- enthusiastic;
- conscientious, but no more;
- indifferent;
- frustrated, capable of other and better things;
- a square peg in a round hole;
- other.

3. What atmosphere you create in your group?

- warm;
- stormy;
- foggy;
- strictly from another planet;
- other.

4. What sort of a boss would you make?

- so-so;
- domineering;
- perfect;
- definitely not management material.

5. How do you use the opportunities?

- you jump at them;
- you use them reasonably;
- you are frightened by change;
- you never notice them.

6. How do you view confrontations?

- you are prepared to fight;
- you give way immediately;
- you welcome a chance for discussion;
- you feel uncomfortable.

7. What first impression do you give?

- you are smart and you know what you are doing;
- you have a sense of humour;
- you are fairly insignificant;
- you are out to impress people;
- interesting, people would like to know you better.

**5. Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. to be conscientious
2. to be domineering
3. a square peg in a round hole

## 2A READING

### 1. Read the following text and decide whether you are an assertive type.

#### ARE YOU AN ASSERTIVE PERSON?

“Assertion training has gained increasing recognition in recent years. Its aim is to help people express themselves more effectively and appropriately.

The following three types of behaviour are identified:

**1. Non-assertive behaviour** - failing to express your feelings, needs, opinions, or preferences, or expressing them in an indirect or implicit way. For example, agreeing to activities you are not really interested in or failing to ask for a favour even though one is needed. Statements like *"I suppose we could go to the cinema"* or *"I wish I knew someone who could help me repair my car"* represent indirect or implicit statements in which the other person must infer what the needs and opinions of the speaker really are. One difficulty with this type of communication is that it is open to varying interpretations and is therefore easily misunderstood.

**2. Aggressive behaviour** - expressing your feelings or opinions but in a punishing, threatening, demanding or hostile manner. There is little or no consideration of the feelings or rights of the other person. In addition, the person who behaves aggressively assumes little responsibility for the consequences of his/her action.

E.g.: *You'd better lend me £5. You are going with me whether you like it or not.*

**3. Assertive behaviour** - expressing your feelings, needs, legitimate rights or opinions honestly and directly without being aggressive to others, without infringing on their rights and without expecting the other person to read your mind. Assertive behaviour is not designed primarily to enable an individual to obtain what he/she wants. Rather, its purpose is the clear, direct and inoffensive communication of one's needs, opinions and so on. To the extent that this is accomplished, the probability of achieving one's goals without **denying the rights** of others is increased” [47].

#### GET IT RIGHT!

1. Note: **deny** is a transitive verb - He **denied** it; He **denied** that he had it.

E.g.: She accused him of cheating but he denied it. (not: She accused him of cheating but he denied.)

2. Note: **deny** (an accusation) means to declare something to be untrue; **refuse** (to do something) means not to agree to do something - He **denied** that he had **refused** to help her.

E.g.: Mary wanted Arthur to help her but he refused. (not: Mary wanted Arthur to help her but he denied.)

### 2. Translate the following sentences into English using the words *refuse* or *deny*.

1. Він не міг відмовити собі у задоволенні пошуткувати над другом.
2. Секретар відмовилась дати будь-які пояснення з цього питання і запропонувала звернутися до начальника відділу.
3. Як ти міг відмовити їм у проханні? Адже вони так рідко звертаються до тебе
4. Він був вимушений відмовитись від запрошення, тому що наступного дня їхав у відпустку.
5. Невже вони відмовились допомогти вам?
6. - Ти їй запропонував гроші? - Так, але вона відмовилась.

**3. SPEAKING | Work in pairs. For each of the following situations, decide whether each response is non- assertive, aggressive or assertive. You may use each category more than once. Discuss the reasons for your decisions and try saying the sentences out loud.**

### **Situation 1**

Your friend has just arrived an hour late for dinner. He/she did not telephone to let you know that he/she would be detained. You are annoyed and you say:

**1 a** *Come on in. Dinner's on the table.*

**1 b** *I've been waiting for an hour. I would have appreciated it if you could have phoned to say you would be late.*

**1 c** *You've got a lot of nerve coming late. That's the last time I'll invite you.*

### **Situation 2**

A friend has just complimented you on your new suit. It's the first time you've worn it and you really like it. You say:

**2a** *Thank you.*

**2b** *This? It's nothing special.*

**2c** *Well...I picked it up at a sale ... well ...*

### **Situation 3**

You are returning a faulty item to a department store. You bought a shirt/blouse. When you took it home, you found a flaw in the fabric. You do not want the item as it is. The assistant has just said that no one will ever notice it. You say:

**3a** *Well, I'd still like to return it or exchange it. I don't want this one.*

**3b** *Look, give me my money. I haven't got all day for you to waste my time.*

**3c** *Well, are you sure no one will notice it?*

### **Situation 4**

A colleague keeps giving you all his/her work to do. You've decided to put an end to this. Your colleague has just asked you to do some more of his/her work. You say:

**4a** *I'm rather busy. But if you can't get it done, I suppose I can help you.*

**4b** *Forget it. It's about time you did your own work. I'm not your slave, you know.*

**4c** *No, Sue/Tom. I'm not going to do any more of your work. I'm tired of doing both my work and yours.*

### **Situation 5**

A new person has just moved in next door. You really want to get to know him/her.

**5a** *You smile as your neighbour walks by, but say nothing.*

**5b** *You go next door and say, "Hello. I'm Sue/Tom. I live next door. Welcome to the neighbourhood."*

**5c** *You watch your neighbour through the window.*

**1. ROLE-PLAY | Act out the following situations. Work with a partner. Choose one of the three types of behaviour stated above.**

**Situation 1.**

Your boss keeps on giving you extra tasks and you have to work overtime, but the payment for overtime is often delayed. This time your boss gives you one more task. Choose the right type of behavior to discuss a due payment.

**Situation 2.**


Your colleague is often late with his/her part of the project and it often slows down the work in general. He/she is not susceptible to the remarks and goes on working off-hand. You want to stop this. Talk to this colleague in the most relevant form.

**Situation 3.**

Your client wants to introduce some amendments to the project that can increase an initial budget. He/she is reluctant to pay these extras. Explain him/her that this surplus payment is important to implement all the changes required by the client.

## 2B LISTENING AND VOCABULARY

### DEALING WITH PROBLEM PEOPLE

1.  Listen to the story "Dazzler" and explain its title [5] ( Track 3)
2. Listen to the story again and answer the question.

**If you were a duck, what would you do?**

- practise patience
- move
- start a campaign to make a sunbird illegal
- ask the sunbird for flying lessons
- other

**10. Which of these statements best expresses your idea of the story?**

1. The story is about different ways of coping with problems in life.
2. The story is about the conflict between introverts and extroverts.
3. The story is about decision and indecision and their results.
4. The story is about .....

**4. VOCABULARY | Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. to show off
2. to sound /to be cross
3. to feel pacified
4. to be a nuisance
5. to be hyperactive
6. to settle down

**5. Read the following words and decide which words are appropriate for the duck or the sunbird, or both. Add more words or expressions of your own. a**

sociable	assertive	calm	dominating	introvert
extrovert	mature	intelligent	sensitive	wise
formal	daring	thoughtful	considerate	exciting
impulsive	interesting			

**What qualities would make a good colleague, good parent, good boss, good teacher, good friend, good politician?**

**3. SPEAKING| In pairs ask and answer the questions.**

1. What kind of a problem-solver are you?
2. When you are faced with a problem, do you
  - try patience to solve it?
  - ask advice about what you should do?
  - get irritated?
  - try to ignore it?
  - have another way of dealing with it?
3. How is showing off viewed in your society?
4. Are people who show off sometimes admired?
5. Do other people find them irritating?

- 1. Discuss what does the word *ambition* imply for you? Discuss it with a partner.**
- 2. Read the text that follows and define the author's view on ambition.**

### **THE VIRTUES OF AMBITION**

“Ambition is an important word: define it and you instantly reveal a great deal about yourself. Dictionaries define ambition **first and foremost** as an ardent desire for rank, fame, or power. People who strive for these desires are very often **distrusted**.

Surely ambition is behind dreams of glory, of wealth, of love, of distinction, of accomplishment, of pleasure, of goodness. What life does with our dreams and expectations cannot, of course, be predicted. Some dreams, begun in selfishness, end in rancour; other dreams, begun in selfishness, end in large-heartedness. The unpredictability of the outcome of dreams is no reason to cease dreaming.

What is the worst that can be said about ambition? To begin with, ambition is often antisocial. Individuality and ambition are firmly linked. The ambitious individual wishes to rise above the group, he/she ignores the collectivity. The ambitious man or woman sees the world as a battle. The truly ambitious believe that it is a dog-eat-dog world, and they are distinguished by wanting to be the dogs that do the eating.

From here it is believed that those who have achieved the common goals of ambition - money, fame, power - have achieved them through corruption of a greater or lesser degree. Thus, all politicians in high places are understood **to be without moral scruples**.

The attacks on ambition are many and come from various angles. As a result, the support for ambition as a healthy impulse, a quality to be admired and inculcated in the young, is probably lower than it has ever been in the United States.

Many people are naturally distrustful of ambition, feeling that it represents something intractable in human nature. Thus, John Dean entitled his book about his involvement in the Watergate affair during the Nixon administration "*Blind Ambition*", as if ambition were to blame for his ignoble actions, and not the qualities that make up his rather shabby character. Ambition is morally a two-sided street. Place next to John Dean Andrew Carnegie, who, among other philanthropic acts, bought the library of Lord Acton, at a time when Acton was in financial distress, and who was never told who his benefactor was. Need much more be said on the subject than that, important though ambition is, there are some things that one must not sacrifice to it?

But to discourage ambition is to discourage dreams of grandeur and greatness. All men and women are born, live, suffer and die; what distinguishes us one from another is our dreams, whether they be dreams about worldly or unworldly things, and what we do to make them come about.

It is not difficult to imagine a world without ambition. It would probably be a kinder world: without demands, without abrasions, without disappointments. People would have time for reflection. Competition would never enter people's work. Conflict would be eliminated, tension become a thing of the past. The stress of creation would be at an end. Art would no longer be troubling. Longevity would be increased, for fewer people would die of heart attack or stroke caused by endeavor. Anxiety would be extinct.

Ah, how boring life would be!

We do not choose to be born. We do not choose our parents. We do not choose our historical epoch, the country of our birth or the immediate circumstances of our upbringing. We do not choose to die. But within all this realm of choicelessness, we do choose how we shall live: courageously or **in cowardice**, honorably or dishonorably, with purpose or **in drift**. We decide what is important and what is trivial in life. We decide that what makes us significant is either what we do or what we refuse to do. But no matter how indifferent the universe may be to our choices and decisions, these choices and **decision are ours to make**. We decide. We choose. And as we decide and choose, so are our lives formed. In the end, forming our own destiny is what ambition is about". [12]

### 3. Answer the questions

1. According to the author, what are some of the negative aspects of ambition?
2. The author states that "ambition is morally a two-sided street". What does he mean?
3. What would characterise a world without ambition according to the author?
4. Does the author believe that the quality of life would be improved without ambition? Explain.

### 4.VOCABULARY | Explain the meanings of the following word combinations in English and use them in situations of your own.

- first and foremost
- to be distrusted /distrustful
- to be with/without moral scruples
- to live in cowardice
- to live in drift
- to make decisions

**5. Study the use of the words *make / do* and supply examples of your own. Which expression goes with “make” and which goes with “do”? Write them in the right column.**

a mistake  
a decision  
sure that  
my best  
exercise  
friends with

up your mind  
a mess  
the housework  
a speech  
a noise  
the washing-up

the shopping  
someone a favour  
nothing  
a profit  
a phone call  
progress

Make	Do

**6. Define the meaning of the phrasal verbs using the examples suggested (adapted from English Vocabulary in Use).**

phrasal verb	meaning	example
do with	need, want	I could really <b>do with</b> a cup of tea after such a long day
do without		I don't know how I'll <b>do without</b> my morning coffee during the trip.
do away with		The company decided to <b>do away with</b> outdated policies to streamline operations.
do out of		He was unfairly <b>done out of</b> his promotion by office politics.
make for		The sunny weather really <b>makes for</b> a perfect day at the beach.
make of		I'm not sure what to <b>make of</b> her sudden decision to quit her job.
make off		The thief managed to <b>make off</b> with the jewelry before the alarm went off.

make up for		She worked overtime all week to <b>make up for</b> missing the deadline earlier.
make up to		He tried to <b>make up to</b> his teacher by volunteering to help after class, hoping to improve his chances of a better grade.

**7. Complete the sentences. Use the correct form of *make and do*.**

1. I'd like to ... you an offer.
2. He ... his best to help me.
3. Have you ... your homework?
4. I have only ...one mistake.
5. If you take this medicine, it'll ... you good.
6. Can you ... me a favour?
7. Don't ... a mess.
8. They often ... fun of her at school.
9. Don't ... any plans for tomorrow.
- 10.Can you ... the waltz?
- 11.I haven't had time to ... the accounts.
- 12.I'll never ... business with them again.
- 13.They can ... a cabinet for you in a week.
- 14.These windows need cleaning. Can you ... them?
- 15.Though many companies are going bankrupt, ours ... a huge profit.
- 16.Dressing smartly for an interview helps you to ... a good impression.

**8. Explain what the following word combinations from the text mean.**

1. a dog-eat-dog world
2. to be morally a two-sided street
3. philanthropic acts
4. worldly and unworldly things
5. a shabby character

**9. SPEAKING | In pairs, discuss the following:**

1. The concluding statement of the text observes that "*forming our own destiny is what ambition is about*". Do you agree or disagree? Give your reasons.
2. How does ambition manifest itself in your society? What is the general attitude to it?
3. Debate the following statements from the text:
  - Ambition is behind dreams of glory, of wealth, of love, of distinction, of accomplishment, of pleasure, of goodness.

- Individuality and ambition are firmly linked.
- To discourage ambition is to discourage dreams of grandeur and greatness.

### 10. Comment on the following quotation.

*“Most people would succeed in small things if they were not troubled with great ambitions”*[51]. (Longfellow)

### 11. ROLE-PLAY | Carry out a debate on the topic “Ambition: for or against?” Follow the guidelines for debates. Use expressions from the SPEAKING BOX.

#### DEBATE

The topics used in debates must be controversial and have two definite positions. Debates require students to do research on the topic to prepare their speeches.

**Debate terminology:** the topic of the debate in statement form is called the *resolution*. The team of students who supports or agrees with the resolution is called the *affirmative or pro side*. The side that disagrees with the resolution is called the *negative or con side*.

Each side does research about the resolution. *The winning team* is the one that presents the best argument. Each side should take notes as the other team presents. These notes will be used in the *rebuttal stage* of the debate.

#### Steps for organising a debate:

1. Decide on a resolution. For example, "Violence on TV should be prohibited."
2. Divide students into two teams, one affirmative, and one negative.
3. Have each team do research on the resolution.
4. Each team prepares to explain the evidence found in their research that supports its position, either affirmative or negative.
5. There must be three judges to decide the winner of the debate.

#### The format for the debate:

1. Affirmative presentation (one minute for each student). Each student on the affirmative team presents one aspect of the evidence that supports the team's opinion.
2. Questions from the negative team (two minutes). The questions may be asked for details that were left out, proof of evidence, and clarification of the argument itself.
3. Negative presentation (one minute per person). Each person presents one aspect of the evidence that supports the team's position.

4. Questions from the affirmative team (two minutes).
5. Negative rebuttal and conclusion. (Five minutes). "Rebuttal" means to disprove. Members of the team point out weaknesses in the affirmative argument, errors in reasoning, lack of proof, or information that is unreliable.
6. Affirmative rebuttal and conclusion. (Five minutes).

**Judging the outcome of a debate:** as the impartial judges listen to each side present evidence and rebuttals, they take notes. At the end of the debate, they decide which team won by using a form such as this:

Resolution:

Affirmative team:

Argument (one point for each good argument):

Sources (one point for every source used in research):

Organisation (1 to 5 points for organisation):

Negative team:

Argument (one point for each good argument):

Sources (one point for every source used in research):

Organisation (1 to 5 points for organisation):

**The team with the most points wins the debate.**

SPEAKING	Debate
	<i>We are here to debate the issue ...</i>
	<i>We will now debate the motion: ...</i>
	<i>I now call on the first/second/final speaker to open the debate.</i>
	<i>I now open the debate to the floor.</i>
	<i>We will now take a vote.</i>
	<i>All those in favour of /against the motion please raise your hands.</i>
	<i>The motion is carried/defeated</i>

**12. PROJECT WORK | Summarize the key aspects of the debate in its written summary (in about 90 words).**

## 2D LIFE SKILLS

### EMOTIONAL INTELLIGENCE

#### LEAD-IN

1. Study the list of feelings and emotions and define which of them refer to positive or negative feelings. Put them down in the chart that follows.

Positive Feelings	Negative Feelings

exhausted, confused, suspicious, fed-up, hysterical, frustrated, embarrassed, frightened, enraged, ashamed, depressed, overwhelmed, enthusiastic, hopeful, lonely, lovestruck, zealous, bored, surprised, anxious, shocked, shy, frantic, furious

#### GET IT RIGHT!

Note: Adjectives expressing feelings ending in *-ed* (apart from *contented*, *delighted*, *worried*) also have *-ing* forms, e.g.,: interested/interesting.

#### 2. GRAMMAR | Add the correct ending *-ed* or *-ing*.

1. I found the film very excit... .
2. The poem was inspir... by the sunset.
3. This weather is terribly depress... .
4. Last summer I had a thrill... experience.
5. It is very frustrat... when the phones aren't working.
6. My mother's devotion is really inspir... .
7. She was thrill... by her present.
8. She was confus... by the ambiguous remarks he made to her.
9. I was frustrat... that I couldn't give him any help.
10. Teachers shouldn't ask confus... questions at the exams.

3. SPEAKING | Think of the situations when you might feel one of the above given emotions. Which adjectives can you use to describe mild feelings, and which ones extreme feelings?

#### 4. ROLE-PLAY|

**Student A:** You are sick and tired of your neighbour's noise - crying baby/ loud music/ their son's piano practice/ dog barking/other. Phone to complain.

**Student B:** Respond to your neighbour's complaint about the noise in your house. You agree with and apologise for some things (e.g. your son does play his music very loud). However, you think that your neighbour is overreacting and is being a bit unreasonable about other things. Think about what you will say and / or suggest for solving the problem.

**5. How do you understand the notion "Emotional Intelligence"? Try to interpret it.**

**6. Read the following text and define the EI.**

### **EMOTIONAL INTELLIGENCE IS THE OTHER KIND OF SMART**

“When emotional intelligence first appeared to the masses in 1995, it served as the missing link in a peculiar finding: people with average IQs outperform those with the highest IQs 70% of the time. This anomaly **threw a massive wrench into** what many people had always assumed was the sole source of success—IQ.

As with most successful concepts, EI was devised because one author sensed a gap in the literature and filled it creatively. Daniel Goleman became Mr. Emotional Intelligence. His proposition was simple. **Emotional maturity and immaturity** have been ignored by managers. Instead, companies have concentrated excessively on intelligence, rationality and efficiency.

Mr. Goleman described EI as including such abilities as being able to motivate yourself, persist in the face of obstacles, control impulses, **delay gratification**, regulate your moods, **empathise** and hope. In short, to possess EI is to be a well-rounded, optimistic, self-controlled adult who never **indulges in regressive behaviour**. However, he warned that people could not assess their own EI. "Most of us do not have a very clear sense of how we **come across to other people**," he wrote.

Decades of research have produced a considerable amount of results that enable scientists to establish "a precise metric for quantifying the scope of emotional intelligence. Thus, Peter Salovey and John D in their influential article "Emotional Intelligence" defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, **to discriminate among them** and to use this information to guide one's thinking and actions". Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability of reason to use emotions, the ability to understand emotion and the ability to manage emotions. They claim that emotional intelligence is the critical factor that **sets star performers apart from the rest of the pack**.

Still even nowadays many employers ask themselves "How much of an impact does emotional intelligence have on the professional success?" The short answer is: a lot! It's a powerful way to focus your energy in one direction with a

tremendous result. Each successful manager or leader approaches the job should keep in mind that neither innovation nor creativity flourishes when **emotions become sanitized**".

[16]

## 6. VOCABULARY | Explain the meanings of the following word combinations in English and use them in situations of your own:

- |   |   |
|---|---|
| 1. emotional maturity and immaturity    | 6. to come across to other people                         |
| 2. to delay gratification               | 7. to sanitize emotions                                   |
| 3. to empathize                         | 8. to discriminate among smth.                            |
| 4. to indulge in regressive behaviour   | 9. to set star performers apart from the rest of the pack |
| 5. to throw a massive wrench into smth. |   |

### GET IT RIGHT!

1. Note: when **feel** is followed by an adjective or adjectival phrase, it is not used with a reflective pronoun. Compare: I suddenly felt myself go cold.

E.g. As the plane took off, I felt very happy, because I was finally going to London. (not: As the plane took off, I felt myself very happy, because I was finally going to London.)

2. Note: **feel someone/something + infinitive without to.**

E.g.: I suddenly felt someone touch my arm. (not: I suddenly felt someone to touch my arm.)

3. Note: **feel** in the meaning to think, to have an opinion is not used in progressive tenses.

E.g.: He feels that they have made a mistake. (not: He is feeling that they have made a mistake.)

4. Note: **feel like + v-ing**

E.g.: I often feel like changing my job. (not: I often feel like to change my job.)

5. Note: **express one's feelings (plural)** is used in the meaning to express your views of opinions.

E.g.: The meeting provided a good opportunity for her to express her feelings. (not: The meeting provided a good opportunity for her to express her feeling.)

6. Note: the difference in the meanings of **to feel good and to feel well.**

E.g.: They both sort of joked with her, because she was blind, to make her feel good.

She doesn't feel well just now. She'll feel better after a night's sleep.

## 7. Study the difference in the meanings of the following words:

*sense feeling sensation emotions*

**8. Translate the following sentences into Ukrainian.**

1. “He has to do something with his life **that brings him a feeling of** peace and happiness not only while he is doing it but also when it is done”. [42]
2. “She spoke as if in a trance, and though often her eyes met his he had an **uncanny sensation** that she did not see him”. [39]
3. “There was a dangerous **sense of equality** in the air”. [46]
4. “Age, Henry, may a little modify our emotions – it does not destroy them.”  
(G. Greene) [26]

**9. Fill in the following sentences appropriately using the words below.**

*sense feeling sensation*


1. He noticed a general \_\_\_\_\_ of dissatisfaction among the audience and wondered what might have caused it.
2. A lingering \_\_\_\_\_ of being wronged stayed with him, though he couldn't quite express it in words.
3. She tried to stand up but failed. There was a strange \_\_\_\_\_ in her legs, as if they weren't fully under her control.
4. He experienced a \_\_\_\_\_ of connection to the place, almost as though he truly belonged there.
5. Watching her son sit among the other boys on the bus gave her an overwhelming \_\_\_\_\_ of loss, as if it were the last time she'd see him.
6. Sitting by the warmth of the campfire gave her a deeply pleasant \_\_\_\_\_.

**10. SPEAKING | Discuss the following:**

1. Explain the notions of IQ and EI, as they are used in the article.
2. Explain the title of the article in reference to its content.
3. Why has EI become a critical factor for anybody eager to become successful in professional sphere?
4. Do you share the idea that EI is more important for your professional success than IQ? Why?/Why not?

## 2E LISTENING AND VOCABULARY

**1. Recall some situations from your personal life experience when your emotional intelligence helped you to succeed.**

**2.  (Track 4) Listen to the interview with Daniel Coleman and say whether the following ideas are true (T) or false (F):**

1. The study showed that after there is no correlation between your IQ and your actual effectiveness or success.
2. IQ is a huge advantage for grades and in a work place after you've reached some criterion level.
3. You can't improve emotional intelligence competences. These are not learnt abilities that are built up from fundamentals.
4. Listening deeply is the critical empathy skill and if you had poor listening, you can improve only if you are motivated.
5. Your motivation should be aligned with your personal values.

**3. VOCABULARY | Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. cognitive capacity
2. to manage oneself
3. empathy skill
4. rehearsed habits
5. to align the desire to improve with one's own sense of values and purpose

**4. Listen to the interview once again and say what steps should be taken by a person to improve EI? Do you agree with the Daniel Coleman's theory?**

*STEP 1.* Listening well, listening deeply

*STEP 2* Undo....

*STEP 3* Build ..

**5. PROBLEM SOLVING | Measure the EQ (empathy ) of your friend or group mate and inform your findings to the class. The Empathy Quotient is intended to measure how easily a person pick up on other people's feelings and how strongly he/she is affected by other people's feelings. Let your interviewee read each of the 60 following statements very carefully and rate how strongly he/she agrees or disagrees with them by circling one of the answers given in**

**the chart. There are no right or wrong answers, or trick questions. Work out the EQ score using the points system explained at the bottom of this page.**

**Here are the options for each statement:**

strongly agree	slightly agree	slightly disagree	strongly disagree
----------------	----------------	-------------------	-------------------

- 1. "I can easily tell if someone else wants to enter a conversation.
- 2. I prefer animals to humans.
- 3. I try to keep up with the current trends and fashions.
- 4. I find it difficult to explain to others things that I understand easily, when they don't understand it first time.
- 5. I dream most nights.
- 6. I really enjoy caring for other people.
- 7. I try to solve my own problems rather than discussing them with others.
- 8. I find it hard to know what to do in a social situation.
- 9. I am at my best first thing in the morning.
- 10. People often tell me that I went too far in driving my point home in a discussion.
- 11. It doesn't bother me too much if I am late meeting a friend.
- 12. Friendships and relationships are just too difficult, so I tend not to bother with them.
- 13. I would never break a law, no matter how minor.
- 14. I often find it difficult to judge if something is rude or polite.
- 15. In a conversation, I tend to focus on my own thoughts rather than on what my listener might be thinking.
- 16. I prefer practical jokes to verbal humour.
- 17. I live life for today rather than the future.
- 18. When I was a child, I enjoyed cutting up worms to see what would happen.
- 19. I can pick up quickly if someone says one thing but means another.
- 20. I tend to have very strong opinions about morality.
- 21. It is hard for me to see why some things upset people so much.
- 22. I find it easy to put myself in somebody else's shoes.
- 23. I think that good manners are the most important thing a parent can teach their child.
- 24. I like to do things on the spur of the moment.
- 25. I am good at predicting how someone will feel.

26. I am quick to spot when someone in a group is feeling awkward or uncomfortable.

27. If I say something that someone else is offended by, I think that that's their problem, not mine.

28. If anyone asked me if I liked their haircut, I would reply truthfully, even if I didn't like it.

29. I can't always see why someone should have felt offended by a remark.

30. People often tell me that I am very unpredictable.

31. I enjoy being the centre of attention at any social gathering.

32. Seeing people cry doesn't really upset me.

33. I enjoy having discussions about politics.

34. I am very blunt, which some people take to be rudeness, even though this is unintentional.

35. I don't tend to find social situations confusing.

36. Other people tell me I am good at understanding how they are feeling and what they are thinking.

37. When I talk to people, I tend to talk about their experiences rather than my own.

38. It upsets me to see an animal in pain.

39. I am able to make decisions without being influenced by people's feelings.

40. I can't relax until I have done everything, I had planned to do that day.

41. I can easily tell if someone else is interested or bored with what I am saying.

42. I get upset if I see people suffering on news programs.

43. Friends usually talk to me about their problems as they say that I am very understanding.

44. I can sense if I am intruding, even if the other person doesn't tell me.

45. I often start new hobbies but quickly become bored with them and move on to something else.

46. People sometimes tell me that I have gone too far with teasing.

47. I would be too nervous to go on a big rollercoaster.

48. Other people often say that I am insensitive, though I don't always see why.

49. If I see a stranger in a group, I think that it is up to them to make an effort to join in.

50. I usually stay emotionally detached when watching a film.

51. I like to be very organized in day to day life and often make lists of the chores I have to do.

52. I can tune into how someone else feels rapidly and intuitively.

53. I don't like to take risks.

54. I can easily work out what another person might want to talk about.

55. I can tell if someone is masking their true emotion.

56. Before making a decision I always weigh up the pros and cons.

57. I don't consciously work out the rules of social situations.

58. I am good at predicting what someone will do.

59. I tend to get emotionally involved with a friend's problems.

60. I can usually appreciate the other person's viewpoint, even if I don't agree with it.

### **How to work out your EQ score**

Score two points for each of the following items if you answered 'definitely agree' or one point if you answered 'slightly agree': 1, 6, 19, 22, 25, 26, 35, 36, 37, 38, 41, 42, 43, 44, 52, 54, 55, 57, 58, 59, 60.

Score two points for each of the following items if you answered 'definitely disagree' or one point if you answered 'slightly disagree': 4, 8, 10, 11, 12, 14, 15, 18, 21, 27, 28, 29, 32, 34, 39, 46, 48, 49, 50

All other questions are not scored". [17]

### **What your score means**

“On average, most women score about 47 and most men about 42. Most people with Asperger Syndrome or high-functioning autism score about 20.

0-32 = You have a lower than average ability for understanding how other people feel and responding appropriately.

33-52 = You have an average ability for understanding how other people feel and responding appropriately. You know how to treat people with care and sensitivity.

53-63 = You have an above average ability for understanding how other people feel and responding appropriately. You know how to treat people with care and sensitivity.

64-80 = You have a very high ability for understanding how other people feel and responding appropriately. You know how to treat people with care and sensitivity". [17]

## 2F SPEAKING AND VOCABULARY


### TEMPER AND TEMPERAMENTS

#### 1. SPEAKING| I pairs, discuss the following questions with a partner.

1. What usually makes you get angry?
2. When was the last time you blew your top? What did you feel at that moment?

2.  Watch an episode from the cartoon series "Sesam Street" and explain why Kermit gets angry.

<https://www.youtube.com/watch?v=SVDgHEg2jnY>

3.  You will hear three extracts from a radio program called *Temper, Temper*. Listen to Extract 1, which includes an example of temper (adapted from Matters). Answer the questions below. (Track 5)

1. "John McEnroe was once a renowned tennis player. What is the reason for his anger?"
2. What clues indicate that he is angry?
3. Besides road rage mentioned earlier, the presenter provides three additional examples of situations that provoke anger. What are they?
4. Why does she believe that losing one's temper is unbecoming for adults? Do you share her opinion?" [2]

4. The presenter says that she lives in a culture, which encourages us to '*let it all bang out*'.

1. Is it the same in Ukraine? Is it the same for both children and adults?
2. What about the people who never lose their temper? Is this normal? How do they express their anger?

5.  Listen to Extract 2 and answer the following questions:

1. "How do these people feel when they get angry?"
2. Do you feel like any of the people interviewed when you get angry? In what ways are you the same or different?
3. What is the *fight/flight* mechanism that is mentioned?" [2]

**6. In the last extract you hear a doctor talking about anger. Do you think the doctor will say that anger is good or bad for your health? In what ways?**

**7.  Listen to Extract 3 and check your predictions.**

**8.  Listen to the programme again and complete the following sentences.**

1. People at a higher risk of dying earlier (from the ages of ..... to ..... ) are .....

2. Reasons for this:

a) .....

b) .....

**8. SPEAKING| In pairs, role-play the situation. Student A – You are Dr. William, an expert in anger proneness. Student B – You are a person who is on edge and feels a nervous wreck. Describe your problem and ask for a piece of advice.**

**9. VOCABULARY | Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. to blow one's top
2. to shed one's calm demeanour
3. to cast one's caution aside
4. sirocco fury
5. let it all hang out
6. a throe of rage
7. hands start to flex ready for a fight
8. to bottle up/to let out anger
9. to be at a higher risk of dying
10. anger proneness
11. anger-prone personalities

**10. Study the dictionary entry of the word “temper” and its derivatives. Comment on the use of the following word combinations:**

1. out of temper
2. to get/fly into a temper
3. to keep/lose one's temper
4. to show one's temper
5. to get over one's temper
6. to be hot/sweet/fiery-tempered

**11. Explain the contextual meaning of the word combinations in bold and translate the following sentences into Ukrainian.**

1. "As **tempers** and temperatures **rose**, many had shed their coats and were fanning themselves with the leaflets that had been handed to them when they arrived."  
(N. Evans)
2. "He felt his **temper rising**, and he flushed." (W.S. Maugham)
3. -"I think we can do it without **getting tempers frayed**." - "I don't see why anybody has **to get in a temper**." (A. Hailey)
4. "The high school band had been practising all morning and now, marching in the street in the glare of the noon sun, **tempers** had started to frazzle." (N. Evans)
5. "Raymond was far too level-headed to **lose his temper**." (S. Ellin)
6. "She had a **violent temper**; they quarrelled terribly at times, he and she." (K. Mansfield)

**GET IT RIGHT!**

Note: The nouns *temper*, *fury* and *rage* are all associated with being very angry. Some verbs go with all three of these nouns. E.g.: *fly into*; *be in*; *get into* a rage/temper/fury, but some verbs, e.g., *lose* (your temper) or *shake* (with rage/fury) would sound strange with the other nouns.

The idiomatic expressions below all mean *lose your temper*.

**12. Match the verbs in A with the nouns or adjectives in B.**

- | A          | B                             |
|------------|-------------------------------|
| 1. blow    | a) the handle                 |
| 2. let     | b) your lid                   |
| 3. fly off | c) a tantrum/a fit            |
| 4. lose    | d) your top/a fuse            |
| 5. throw   | e) your cool/your rag/control |
| 6. flip    | f) berserk/mad                |
| 7. go      | g) rip                        |

**13. SPEAKING | Read the following pieces of advice how to overcome anger. Choose the best tip for yourself and justify your choice. Discuss it with a partner.**

- Divert your mind and try to leave the place.
- Take in deep breaths.
- Drink some water.
- Have a shower (yeah it does help).
- Go for a long walk.
- Chat with someone who makes you happy.
- Listen to music that you like.
- Watch a movie that you wanted to.
- Do something that is physically exerting such as punching a bag, playing football etc.
- Repeat this ‘no one can have control over me and make me angry’. This will seriously help you to calm down.
- Think of a good/funny moment that has happened with you.
- Visualize a relaxing experience. Close your eyes, and travel there in your mind. Make it your stress-free oasis.
- If your angry at someone ask yourself this question: “Did that person do this to me on purpose?” In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.
- Imagine yourself doing the same thing. Would you have got angry at yourself?
- Ask yourself: “What is the worst consequence of me getting angry?” It can probably lead something that can be harmful.

## **A CHARACTER REFERENCE**

### **1. Read the explanation of a character reference.**

If you are asked to write a character reference or a letter of recommendation, you should not only indicate the person's features of a character but also give justifications and specific examples.

A detailed reference should also point out how long and in what capacity you have known this person, the strengths and weaknesses of his/her personality, and why you would support his/her application.

### **2. Read two recommendations below and choose the one you like best. Justify your choice.**

**A/**

*"Dear Mr. ....:*

*A. S. was a student in three of my travel courses during the fall 2000 semester. He was always an outstanding student.*

*Mr. S. demonstrated his thorough grasp of the subject matter in his class performance as well as written work. His assignments were always executed with conscientiousness and punctuality. Moreover, he was an enthusiastic participant in class discussions and helped to make the courses rewarding experiences for everyone else involved.*

*Therefore, I can recommend Mr. S., without hesitation, for the position of ....., in your agency.*

*Yours truly, ...*

**B/**

*Over my years of teaching, I have often been asked, "What makes a great teacher great?" Having had the chance to observe many teachers in action, I believe that experience and training are what make good teachers. But great teachers have internal personal qualities. Sensitivity. Passion. Communication skills. A love for people. E.W., my colleague for three years, represents such a great teacher. While her training and experience are top-notch, her character and personality make her one of the best teachers I have known.*

*Academically speaking, Ms. W. is both a historian and an educator. She earned her master's degree in history, writing her thesis on the contributions made to New England history by French Canadian immigrants. Her education master's degree*

*focussed on the use of personal histories of immigrants in the social studies classroom. In our school, Ms. W. can be counted on to contribute to curriculum development and academic committees.*

*As an individual, Ms. W. brings the qualities of a great teacher into the classroom. Her listening skills create a positive environment in the classroom; her students often praise her for respecting them and their views. Her love for history is contagious. Many of her students have gone on to study history in college; several have earned prizes and scholarships in the field. And her high-energy approach to teaching motivates even those students who claim not to be interested in history. The results are impressive: our students are consistently in the top ten percent on the state history exam.*

*It has been my pleasure to work with Ms. Wilson over the past three years. I recommend her for a teaching position in New York without hesitation. Her excellent training, years of experience, and personal character will make her an extremely effective teacher in one of America's most challenging school systems.*

*Feel free to contact me regarding Ms. W. at the above address or by phone...*

*Sincerely, ...” [49]*

**3. Read the second letter again and note down how personality features are justified and exemplified.**

**4. Write a character reference for one of your group mates, who plans to spend a year as an au pair in Great Britain.**

**5. Read the following text and fill in the chart below writing the words or phrases describing personality and behaviour, the justifications and examples given.**

	<b>PERSONALITY</b>	<b>JUSTIFICATION</b>	<b>EXAMPLE</b>
<b>JASON</b>			
<b>JONATHAN</b>			

*“Jason and Jonathan are identical twin brothers, who are in the same year at the university as I am. Physically, they are indistinguishable; they are like “two peas in a pod”, as the saying goes. When you get to know them, however, it soon becomes clear that their personalities are completely different. Jason is very outgoing, assertive and ambitious - the sort of person who might run a large corporation. An example of this is the fact that he is already the president of the university debating society. Although people tend to find him rather pompous and conceited, to me he simply seems full of confidence. For instance, he is much more likely to say, “I can do it” than “I’m the best”. It is true that he comes across as stubborn, though, due to his habit of refusing to admit he is wrong in any disagreement.*

*Jonathan, on the other hand, is more of an introvert. He very rarely socialises, preferring to spend his time on his own. He is a dreamer who can spend hours staring at the clouds. As a result, he sometimes gives the impression of being lazy, while a few people even regard him as slow-witted. On better acquaintance, however, he turns out to be not only enthusiastic and energetic, but also **reasonable** and deeply caring which is shown by his tireless work on behalf of various ‘charities.’ [49]*

**6. Write an essay about a person you admire, explaining why you admire him/her (in about 250 words). Follow the guidelines for descriptive essays.**


**UNIT 3**  
**A FEW WORDS ABOUT FUTURE AND SUCCESS**



**Lead-in**

**1. Think about your future for a few minutes. Look at the adjectives below and choose ones, which you think best describe your feelings about your future. Then compare and discuss your results with a partner.**

simplistic	realistic	idealistic
optimistic	romantic	cynical
reckless	determined	cautious
frustrated	positive	resigned
realistic	dynamic	aggressive
sympathetic	hard-headed	pessimistic

**2.  You are going to listen to an interview with Louise L. Hay. She is a bestselling author, speaker and inspirational teacher whose healing techniques, affirmations and positive thinking have inspired millions worldwide. (Track 6)**

**Listen and put down the factors she mentions that create our future:**

*Factor 1. Resentment and going on grudging....*

*Factor 2. It's very important to be..... of life....*

*Factor 3. It's extremely important if you appreciate of.....*

**3. VOCABULARY | Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. to be appreciative of life

2. to express gratitude

3. to be full of resentment

4. to rejoice in smth.

5. to work out for one's highest good

6. to quiet inner turmoil down

7. to fix problems

**4. Read the statements from the interview with Louise L. Hay. What is your opinion of them? Discuss them with a partner.**

*At a minute when there is a problem, you stop and say "All is well. Everything is working up for my highest good and out of this experience only good will come and I am safe.*

*So, when we have problems, we don't have to fix problems so much, we need to fix our thinking and our attitude about how we respond to...*

### 3A LISTENING AND VOCABULARY

#### 1. Read and answer the questions. Share your opinion with your group:

1. How can you characterize a successful person? Do you know any?
2. Is it important to be successful in modern society? Why?
3. What do you know about Steve Jobs and his successful company?
3. What is your formula of success?

#### 2. Listen to Steve Jobs, the founder of Apple Corporation, explaining his formula of success. Answer the following questions. (Track 7)

1. Why is passion for what you are doing paramount to become successful?
2. Why do people often fail to achieve success?
3. How can you set up and develop an organization?
4. Why is it essential to size up people who are around you?
5. Are you eager to implement Steve Job`s idea of success in your future professional life?

#### 3. Explain the meaning of the following word combinations in English and use them in the situations of your own:

- |   |                         |
|---|-------------------------|
| 1. to do it over a sustained period of time | 3. to put up with smth. |
| 2. to persevere                             | 4. a talent scout       |
|   | 5. to refine intuition  |

#### GET IT RIGHT!

Note the use of “succeeding” verbs:

**succeed in** v + -ing

E.g.: We succeeded in persuading a lot of people to join our protest.

**achieve/accomplish** are used with quantity phrases such as “a lot” / “a little”.

E.g.: We’ve achieved/accomplished a great deal in the last three years.

**achieve** is more common than **accomplish** with nouns expressing **goals** and **ambitions**.

E.g.: The company has achieved all its goals/aims/targets for this year.

**manage**, but not **succeed**, may have a direct object.

E.g.: I don’t think I can manage the whole walk. I think I’ll turn back.

**come off** is an informal of **succeed**.

E.g.: D’you think his plan will come off?

Note some typical collocations with “*succeeding*” verbs (adapted from English Vocabulary in Use).


	reach	attain	secure	realize	fulfil	achieve
ambition		+		+	+	+
dream				+		+
agreement	+		+			
obligation					+	
target	+	+				+
compromise	+					+

4. Make up the sentences with expressions from the table.

5. SPEAKING | Role play a talk show "My Formula of Success".

**Group A** - people who succeeded in various spheres of life: sports, business, politics, entertainment. Each has his/her own rules of success.

**Group B** - a young audience eager to succeed in life and ready to ask how to do it.

6. PROBLEM SOLVING |  You will hear a street interview headlined "Defining Success". Various people define success. (Track 8)

7. Choose the answer that is most close to your own perception of success. Give your reasons for viewing success in such a way.

8. Make a similar survey among the students of your group.

**Step 1**

Think of issues people can associate success with.

**Step 2**

Make a list of word - combinations and phrases that are probable to be used defining success.

### **Step 3**

Study the language focus that follows.

### **Step 4**

Listen the interview and make a list of key words and word combinations.

### **Step 5**

Make a list of main and extra questions that you can ask your groupmates

### **Step 6**

Conduct a group survey and present the results to the group.

## **12. VOCABULARY | Give Ukrainian equivalents for the words and word combinations that follow:**

1. sustain children
2. spiritual fulfillment
3. ultimate goal
4. to end up smb. from getting success
5. to hold smb. back from being successful
6. expectations of oneself
7. to measure success against oneself

## **13. WRITING | Write an essay in 200-250 words on the topic:**

"I want to be successful, because...."

## 3B SPEAKING AND VOCABULARY

### 1. In pairs, read and discuss the following:

2. What makes people happy?
3. Do you think that you are happy? Why?/Why not?
4. What is your view concerning the advice: "Don't worry, be happy!"?

2. Read the essay "What is Happiness?" by Daisaku Ikeda, an educator, Buddhist philosopher and peacebuilder, and find out his definition of happiness. (adapted from: <https://www.daisakuikeda.org>)

### What is Happiness?

Daisaku Ikeda

"What is the purpose of life? It is to become happy. Whatever country or society people live in, they all have the same deep desire: to become happy.

Yet, there are few ideals as difficult to grasp as that of happiness. In our daily life we constantly experience happiness and unhappiness, but we are still quite ignorant as to what happiness really is.

A young friend of mine once spent a long time trying to work out what happiness was, particularly happiness for women. When she first thought about happiness, she saw it as a matter of **becoming financially secure** or getting married. (The view in Japanese society then was that happiness for a woman was only to be found in marriage.) But looking at friends who were married, she realized that marriage didn't necessarily guarantee happiness.

She saw couples who had been passionately in love **suffering from discord** soon after their wedding. She saw women who had married men with money or status but who fought constantly with their husbands.

Gradually, she realized that the secret of happiness lay in **building a strong inner self** that no trial or hardship could ruin. She saw that happiness for anyone - man or woman - does not come simply from having a formal education, from wealth or from marriage. It begins with **having the strength to confront and conquer one's own weaknesses**. Only then does it become possible to lead a truly happy life and enjoy a successful marriage.

She finally told me, "Now I can say with confidence that happiness doesn't exist in the past or in the future. It only exists within our state of life right now, here in the present, as we **face the challenges of daily life**."

I agree entirely. You yourself know best whether you are feeling joy or struggling with suffering. These things are not known to other people. Even a man who has great wealth, social recognition and many awards may still **be shadowed by indescribable suffering deep in his heart**. On the other hand, an elderly woman who is not fortunate financially, leading a simple life alone, may feel the sun of joy and happiness rising in her heart each day.

Happiness is not a life without problems, but rather the strength to overcome the problems that come our way. There is no such thing as **a problem-free life**; difficulties are unavoidable. But how we experience and react to our problems depends on us” [11].

**3. Read the essay again and choose the correct answers.**

1. What does the author describe as a universal desire?

- a) Wealth
- b) Fame
- c) Happiness
- d) Power

2. According to the text, what is happiness often difficult to do?

- a) Achieve wealth
- b) Grasp and define
- c) Avoid conflict
- d) Maintain relationships

3. What did the author's young friend initially believe would bring happiness to women?

- a) Traveling
- b) Education
- c) Marriage and financial security
- d) Fame and recognition

4. Why did the author's friend change her view on happiness?

- a) She realized money guarantees happiness.
- b) She saw married couples suffering despite having love and wealth.
- c) She decided marriage was not important at all.
- d) She focused on wealth and status.

5. What conclusion did the author's friend reach about the source of happiness?

- a) Happiness comes from wealth.
  - b) Happiness comes from marriage.
  - c) Happiness comes from a strong inner self.
  - d) Happiness comes from social status.
6. What does the text suggest is essential to living a truly happy life?
- a) Confronting and conquering one's own weaknesses
  - b) Getting married and becoming financially stable
  - c) Receiving social recognition and awards
  - d) Avoiding all problems
7. According to the friend, where does happiness exist?
- a) In the past
  - b) In the future
  - c) In the present moment
  - d) In external achievements
8. How does the author view the relationship between problems and happiness?
- a) A problem-free life guarantees happiness.
  - b) Happiness is the absence of problems.
  - c) Happiness is the strength to overcome problems.
  - d) Problems prevent true happiness.
9. What does the text suggest about a wealthy person who has social recognition and many awards?
- a) They will always be happy.
  - b) They may still suffer deeply inside.
  - c) Their wealth guarantees happiness.
  - d) Their happiness is known to everyone.
10. What does the text indicate about an elderly woman living a simple life?
- a) She cannot be happy due to financial struggles.
  - b) She may find joy and happiness in her daily life.
  - c) Her happiness depends on social approval.
  - d) She is unhappy because she is alone.

**4. VOCABULARY | Explain the meanings of the following word combinations and use them in situations of your own:**

- |  |  |
|--|--|
| 1. to become financially secure                                      | 5. to face the challenges of daily life                          |
| 2. to suffer from discord  | 6. to be shadowed by indescribable suffering deep in one`s heart |
| 3. to build a strong inner self                                      | 7. a problem-free life   |
| 4. to have the strength to confront and conquer one`s own weaknesses |  |

**5. SPEAKING| Debate the idea of happiness formulated by Daisaku Ikeda. Express your vision of happy life. Use the following word combinations:**

1. I`m strong in my opinion that ...
2. There is no telling...
3. It`s the thorniest problem to assess
4. To have cut and dried/dry opinions
5. It`s friendship/marriage/social position that counts
6. You`ve caught me unprepared
7. the crux of the matter is ...
8. the truth of the matter is ..
9. Furthermore ...

**6. Think of things that are crucially important for your future. Are the factors given below important for your future? Discuss it with your group mates.**

- to have a chequered career
- to enhance people's self-esteem
- to be willing to begin life afresh
- to be open to change
- to be eccentric
- to find something stimulating
- to be stuck along one direction
- change is energizing

## 3C READING

### 1. In pairs, read and discuss the meaning of the highlighted words.

1. The long, difficult journey through the mountains was a real trial, testing both our endurance and willpower.
2. Every **obstacle** we face teaches us a valuable lesson in resilience.
3. Completing a degree is a major **undertaking**, requiring dedication and hard work.
4. His daring **exploits** during the expedition were admired by many.
5. Her professional **accomplishments** are a testament to her determination and skill.

### 2. Replace the words in bold in ex.1 with the words from the box.

Hurdle	mission	feat	ordeal	adventure
--------	---------	------	--------	-----------

### 3. Choose the correct alternative.

- 1 The ability to ordeals/exploit opportunities in the competitive market gives a significant advantage over the rivals.
- 2 Completing the marathon was not just a physical accomplishment/mission but also a personal victory over self-doubt.
- 3 After years of hardship, my resilience during the emotional trial/ordeal proved my inner strength on my journey to university.
- 4 The biggest obstacle/trial to achieving long-term success is often the fear of failure.
- 5 Launching a new business is a risky undertaking/hurdle, requiring both financial investment and a leap of faith.

**Answers: 1. Exploit 2. Accomplishment 3. Trial 4. Obstacle 5. Undertaking**

### 4. SPEAKING | In pairs, discuss the sentences in ex.3 if they are true for you.

### 5. READING | Read the article and explain the word “grit”. What advice does the author give to achieve success?

#### Why Grit Is the Real Secret to Success

By Ellen Goldman

“You've been working diligently on your goals, setting aside time each day to make small changes. Then, suddenly, your routine is disrupted. Perhaps you were handed a project at work with a fast-approaching deadline, or your significant other took ill and needed your time and attention more than in the past.

Big or small, distractions and **disruptions** occur all the time. With your routine in disarray, those good habits you built tend to slip. Too many days, weeks or months escape, and you make no progress on your goals. Each day you promise yourself you will get back on track, and yet, it never happens. It's frustrating to realize that, after working so hard and making progress on your goals, a simple unexpected change could derail you so easily.

Unfortunately, goal attainment is never a straight line. But why can some adjust, pivot and still stay on track, while others are entirely **thrown off** course? **Hurdles** and challenges will always arise, so we must learn to anticipate that. Those who continue to make strides despite unpredictable challenges have a trait called "grit" or "mental toughness."

Angela Duckworth, the founder and CEO of Character Lab and a professor at the University of Pennsylvania, found that **grit** was the one trait that stood out in the most successful individuals. Her research shows that grit plays a more significant role than anything else for achieving your health, business and life goals—even more so than intelligence, talent or outside support. Not to say those things aren't necessary, but when it comes to goal attainment grit is the quality that will separate those who continue to be successful with those who fall through the cracks when faced with disruption.

Grit is about stamina and consistency. It is the mental toughness to stick with daily actions, which lead to achieving your most meaningful goals. Mental toughness is like a muscle; it needs to be worked to grow and develop. Building your grit muscle leads to more success with even the most challenging goals. More importantly, by increasing mental toughness, you will have the tools necessary to stay the course even when you are tired, other endeavors divert your attention or your world turns upside down.

### **Flex Your Mental Toughness Muscle**

Duckworth believes the best way to grow grit is by having a "growth mindset." When you have a growth mindset, you believe success depends on hard work, learning new skills and constantly seeking knowledge. You don't see yourself as a victim of circumstance, but rather believe you have a greater sense of free will and freedom of action within your world. In other words, challenges in the path are opportunities to learn and grow, rather than stop signs.

To arm yourself against future bumps in the road, spend some time committing yourself to increasing your grit to set yourself up for success.

- Define what you are going after and what mental toughness would look like for you. Evaluate which habits, when consistently practiced, would leave you feeling strong and tough!

- Stop waiting for motivation. Remind yourself you are growing your grit and discipline muscles, and action will lead to feeling more motivated. Pick a non-negotiable start date to take action and put in on your calendar.

- Break your objectives down into small, manageable steps. Practice each step until it feels more like a habit than a goal. In the end, grit comes down to your habits. It's about doing the things you know you're supposed to do on a more consistent basis, and dedicating yourself to the daily practice of sticking to a schedule.

- Look at setbacks as opportunities to learn rather than failures. If your action plan didn't go as expected, don't beat yourself up. Ask yourself why it didn't work out and shift your behavior when you try again.

- Pivot and readjust goals and strategies as circumstances demand. If the situation has changed, but your desire to accomplish your goals hasn't, it is time for a revision. For instance, if your studio closed down and you can no longer take the exercise class you loved, look into virtual classes or hire a personal trainer.

- Be okay with temporary discomfort. Getting off the couch and taking a walk might feel uncomfortable, but your mind and body will appreciate it when you're done!

- Remember that you've done it before and can do it again. Don't spend time beating yourself up for getting off track. **Lapses** occur for everyone. You have the grit, discipline, desire, and choice to begin again at any moment that you choose.

Everyone battles giving into the ease of distraction versus overcoming the pain of staying disciplined. However, the more consistent you are staying in action, the more you will develop grit. And the grittiest among us are the most successful!

The next time you find yourself struggling to move forward with your goals, remind yourself you have the grit and mental toughness it takes to stay the course—even if that course gets bumpy or you need to pivot in a different direction altogether”. [67]

## **6. Read the article again and answer the questions.**

1. According to the text, what is one common obstacle that can disrupt your progress towards your goals?

- a) Laziness
- b) A routine without habits
- c) Unexpected changes

- d) Lack of motivation
2. What is grit defined as in the text?
- a) Intelligence and talent
  - b) Mental toughness and consistency
  - c) Success in business
  - d) External support and motivation
3. What did Angela Duckworth find to be the most important factor in achieving goals?
- a) Talent and intelligence
  - b) External support
  - c) Grit or mental toughness
  - d) Motivation
4. According to the text, what mindset is crucial for growing grit?
- a) Fixed mindset
  - b) Growth mindset
  - c) Negative mindset
  - d) Defeatist mindset
5. How does the text suggest you should view setbacks?
- a) As failures that stop progress
  - b) As signs to abandon your goals
  - c) As opportunities to learn and adjust
  - d) As signs that your plan was wrong
6. What does the text recommend you should do when motivation is lacking?
- a) Wait for motivation to return
  - b) Force yourself to rest
  - c) Take immediate action to build discipline
  - d) Abandon the goal temporarily
7. What is the recommended approach when a situation changes but your desire to reach a goal remains the same?
- a) Abandon the goal entirely
  - b) Stick to the original plan no matter what
  - c) Pivot and readjust goals and strategies
  - d) Seek external help
8. What is compared to a "muscle" in the text?
- a) Talent
  - b) Mental toughness
  - c) Motivation
  - d) Intelligence
9. What is one of the key ways to develop grit according to the text?
- a) Relying on external validation
  - b) Breaking objectives into small, manageable steps
  - c) Setting unrealistic goals to push yourself
  - d) Focusing solely on long-term goals
10. What does the text suggest about temporary discomfort?

- a) It should be avoided as much as possible
- b) It is necessary to stay consistent and achieve goals
- c) It is a sign you need to stop and rest
- d) It only applies to physical exercise


**7. What do underlined words and phrases in the article mean? Guess and check in the dictionary.**

**8. SPEAKING | In small groups discuss the questions.**

What makes some people more successful than others?

Is today's society obsessed with talented individuals?

## 3C LISTENING

1.  You will hear the text, which was supposedly found in the Old Saint Paul's Church, Baltimore, dated 1692. "Desiderata" means " things that are desired or missing". List pieces of advice to be followed for the person striving for happiness. (Track 9)

2. Explain the meanings of the following word combinations and use them in situations of your own:

to be on good terms with somebody	to feign affection ( indifference, etc)
to exercise caution	to nurture strength of spirit
to strive for high ideals / to strive to be happy	to be at peace with ...

3.  Listen to the text once again. Fill in the gaps with the right word.

### DESIDERATA

"Go placidly amid the noise and haste, and remember what peace there may be in silence. As far as possible without surrender be on good terms with all persons. Speak your truth quietly and \_\_\_\_\_ (*clearly, articulately, ambiguously*) and listen to others, even the \_\_\_\_\_ (*gloomy, dull, dim and ignorant*): they too have their story.

Avoid loud and \_\_\_\_\_ (*touchy, argumentative, aggressive*) persons, they are vexations to the spirit. If you compare yourself with others you may become vain and \_\_\_\_\_ (*bitter, spiteful, twisted*); for always there will be greater and lesser persons than yourself. Enjoy your achievements as well as your plans. Keep interested in your own career however \_\_\_\_\_ (*humble, trivial, insignificant*); it is a real possession in the changing \_\_\_\_\_ (*hazards, fortunes, opportunities*) of time. Exercise caution in your business affairs; for the world is full of \_\_\_\_\_ (*intrigue, strategies, trickery*). But let this not blind you to what virtue there is. Many persons \_\_\_\_\_ (*strive, struggle, endeavour*) for high ideals and everywhere life is full of heroism. Be yourself. Especially, do not \_\_\_\_\_ (*forge, fake, feign*) affection. Neither be cynical about love, for in the face of all aridity and disenchantment, it is perennial as the grass.

Take kindly the counsel of the years, \_\_\_\_\_ (*willingly, gracefully, elegantly*) surrendering the things of youth. Nurture strength of spirit to \_\_\_\_\_ (*protect, guard, shield*) you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and \_\_\_\_\_ (*loneliness, solitude, isolation*). Beyond a wholesome discipline, be gentle with yourself.

You are a child of the universe no less than the trees and the stars. You have a \_\_\_\_\_ (*role, right, privilege*) to be here. And whether or not it is clear to you, no doubt the universe is \_\_\_\_\_ (*unfolding, proceeding, progressing*) as it should.

Therefore be at peace with God, whatever you conceive Him to be; and whatever your labours and aspirations, in the noisy confusions of life keep peace in your soul. With all its \_\_\_\_\_ (*pretence, sham, swindle*) and drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy". [13]

**4. Study the dictionary entry of the word “spirit” and its derivatives. Comment on the use of the following word combinations.**

1. the spirit of the time
2. to take something in the right/wrong spirit
3. to show proper spirit
4. That's the right spirit!
5. to put spirit into one's work
6. to speak with spirit
7. to raise somebody's spirits
8. out of spirits
9. spiritual welfare
10. a spirited conversation
11. to follow the spirit/letter of the law

**5. Explain the contextual meaning of the word combinations in bold and translate the following sentences into Ukrainian.**

1. “The gaps between their meetings would grow longer, the **spiritual distance** between them more impassable”. (A. Wilson)
2. “It's not their fault that **they lack the spirit** of prophecy and art”. (J. Cary)
3. “I found him **in the best of spirits**. He was well away”. (J. Cary)
4. “A publisher had been found **public spirited** enough to immortalise my genius”. (J. Cary)
5. “It wasn't that she was, by nature, **mean-spirited**. Quite on the contrary”. (N. Evans)
6. “He was used to aches and pains and he did nothing **to dampen his spirits**”. (N. Evans)
7. “He was too much **imbued with the spirit** of his class to hesitate in the choice of his next step”. (W.S. Maugham)
8. “I saw no attempt to make the criminal on the expiration of his sentence a useful citizen. I saw nothing done for his **spiritual welfare**”. (W.S. Maugham)
9. “When their **spirits flagged** they shifted the blame to the weariness and fatigue of others”. (S. Fitzgerald)
10. “Then we drank, gave up drinking, drank beer and not **spirits, drank spirits** and not bear, decided not to drink until six in the evening”. (D. Lessing)

**6. In pairs, discuss the following questions in pairs.**

1. What is the general **spirit** in your group?
2. How do you take criticism - in the right or wrong **spirit**?
3. Do you think you must put more **spirit** into your studies?
4. How could you describe the **spirit** of the time we live in?
5. When do your **spirits** rise?

**7. SPEAKING | In small groups, discuss the following:**

1. In what ways does the text avoid expressing the views of one particular religion?
2. Why does the text sound modern rather than about three hundred years old?
3. Comment on the advice how to be happy given in the text.

**8. Comment on the following quotation. Express your agreement or disagreement.**

W.S. Maugham: *“It is an illusion that youth is happy, and illusion of those who have lost it; but the young know they are wretched, for they are full of the truthless ideas which have been instilled into them, and each time they come in contact with the real they are bruised and wounded. It looks as if they were victims of a conspiracy; for the books they read and the conversation of their elders, who look back upon the past through a rosy haze of forgetfulness, prepare them for an unreal life. They must discover for themselves that all they have read and all they have been told are lies, lies, lies; and each discovery is another nail driven onto the body on the cross of life”.*[39]

(W.S. Maugham)

**9. PROBLEM SOLVING | prepare a questionnaire and conduct an opinion survey concerning the issue of happiness. Then report your findings. Use the following word combinations:**

1. I’m strong in my opinion that ...
2. There is no telling...
3. It’s the thorniest problem to assess
4. To have cut and dried/dry opinions
5. It’s friendship/marriage/social position that counts
6. You’ve caught me unprepared
7. the crux of the matter is ...
8. the truth of the matter is ..
9. Furthermore ...

## **Opinion Essay**

### **1. Study the structure of the opinion essay.**

#### 1) Introduction

Paraphrase the question

Give your opinion

State two supporting reasons

#### 2) Main body paragraph 1

Topic sentence – outline 1st reason for supporting this view

Explanation – explain this idea

Example – give an example or expand the idea

#### 3) Main body paragraph 2

Topic sentence – outline 2nd reason for supporting this view

Explanation – explain this idea

Example – give an example or expand the idea

#### 4) Conclusion

Summarise opinion and key reasons

### **2. Read the essay "10 Tips for Success: Proven Strategies for Achieving Your Goals" by Michael Davies and underline each element of the essay structure described above.**

#### **10 Tips for Success: Proven Strategies for Achieving Your Goals**

*"Depending on one's values, objectives, and aspirations, various people may have different definitions of success. Success is typically defined as the achievement of a desired result or objective. It is the completion of a goal or objective, frequently accompanied by a contented and gratified feeling.*

*Success can be measured in many ways, such as financial, career, personal development, social, self-confidence, and relationship success. Success is a journey, and it can be viewed as a combination of short- and long-term accomplishments. It can also be viewed as a measure of progress towards one's ultimate life goal.*

*Success is a journey, not a destination. It's the result of hard work, dedication, motivation, and perseverance. Whether you're starting a new job, launching a business, or pursuing a personal goal, success requires a clear plan, a positive attitude, and a willingness to learn and adapt. Here are some tips for success that can help you achieve your goals and reach your full potential.*

*Follow these tips to succeed:*

#### *1. Set clear and specific goals:*

*The first step to success is goal setting for yourself. This will give you a sense of direction and purpose. Write down your goals and make sure they are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).*

*2. Develop a plan:*

*Once you have set your goals, develop a plan to achieve them. Break down your plan into smaller, manageable tasks and set a deadline for each one. This will help you stay organized and focused on the task at hand.*

*3. Stay disciplined and focused:*

*Success requires discipline and focus. Stay committed to your plan and stay focused on the task at hand. Avoid distractions and stay on track.*

*4. Continuously learn and adapt:*

*Successful people are always learning and adapting to new information and challenges. Read books, attend seminars, and seek out mentors who can help you grow and improve.*

*5. Believe in yourself:*

*Successful people believe in themselves and their abilities. Believe that you can achieve your goals and overcome any obstacle.*

*6. Surround yourself with positive people:*

*The people you surround yourself with can have a big impact on your success. Surround yourself with supportive and positive people who will encourage and inspire you.*

*7. Take care of your physical and mental well-being:*

*Success requires a healthy mind and body. Take care of yourself by eating well, exercising regularly, and getting enough sleep. Also, take time to relax and de-stress.*

*8. Stay persistent:*

*Success requires persistence. Don't give up in the face of obstacles and challenges. Stay committed to your goals and keep pushing forward.*

*9. Celebrate your successes:*

*Celebrate your successes and accomplishments along the way. Recognize the progress you've made and the goals you've achieved.*

*10. Learn from your failures:*

*Failure is a part of success. Learn from your mistakes and use them as an opportunity to grow and improve.*

*While these tips are helpful, it can be challenging to implement them on your own. That's where GO Global comes in.*

*Success is not a one-time achievement, but rather a continuous journey that requires motivation, hard work, dedication, and perseverance. By setting clear goals, developing a plan, staying disciplined and focused, continuously learning and adapting, believing in yourself, surrounding yourself with positive people, taking care of your well-being, staying persistent, celebrating your successes, and learning from your failures, you can achieve your goals and reach your full potential”.*

*[61]*

**3. Write an opinion essay (200-250 words) on the topic “What is Happiness?”**

**UNIT 4**  
**WHAT'S ON?**



**LEAD-IN**

**1. Match words (1-10) with the definitions (a-i).**

2. anchorperson	a. an amusing imitation or parody
3. burlesque	b. a group of speakers chosen to take part in a TV show before an audience
4. stuntman	c. a part of the film that shows a scene earlier in time than the rest of the film
5. library pictures	d. a stand-in for an actor to perform risky episodes
6. panel discussion	e. a build up scenery in a studio or outdoors for a film
7. extra	f. names of the cast and the crew shown on a cinema /TV screen
8. sets	g. a small part in a film played by a well-known actor/actress
9. credits	h. one who co-ordinates the work of a group of people in a radio or TV studio
10. flashback	j. a person employed for a minor part in a crowd scene
10. cameo role	i. pictures from TV records, archives

**1. Choose these words to complete the following sentences.**

**ad lib**

**set**

**props**

**cue**

**upstage**

1. The opening scene takes place in front of a row of stores. You don't need the complete store buildings, but you do need an appropriate \_\_\_\_\_.
2. In that first scene you need a car, a lamppost, and some large signs. In other words, you need certain \_\_\_\_\_.
3. The hero wants to know if, during the scene, he can depart from the script and add dialogue of his own, or \_\_\_\_\_.
4. One of the characters forgets his entrances and exits and needs someone to \_\_\_\_\_ him.
5. One extra keeps trying to \_\_\_\_\_ the hero by moving to the back of the set, thus forcing the hero to face away from the audience. You have to reprimand him.

**3. Match the camerawork terms from the list with their definition.**

*close-up*

*dissolve*

*long shot*

*panning*

*fade-out*

- \_\_\_\_\_ 1. a scene showing a large crowd in the distance
- \_\_\_\_\_ 2. a scene in which miles of country are shown slowly, from west to east
- \_\_\_\_\_ 3. a scene showing the grief-stricken face of the leading lady
- \_\_\_\_\_ 4. a scene in which a Western street grows darker until the screen is entirely black
- \_\_\_\_\_ 5. a scene in which the hero's face begins to disappear, but before it disappears completely, the villain's face appears

**4. Fill in the blanks with an appropriate word or word-combination from the box. Some words can be used more than one time.**

*performance, extra, silent movies, on location, star, script, programme, director, stuntman, R-film*

1. The first night of this film was arranged in the club. It was an exceptional \_\_\_\_\_.
2. The \_\_\_\_\_ of this film is based on a well-known novel.
3. The scenes of the rural life were shot \_\_\_\_\_.
4. Her career in the motion picture industry began with the crowd scenes. She was a simple \_\_\_\_\_, but then things changed and she became a real \_\_\_\_\_.

5. The director understood that those scenes presented risk for the actors, so he invited \_\_\_\_\_.
6. Tom Hanks \_\_\_\_\_ in many successful films shot by talented \_\_\_\_\_.
7. The \_\_\_\_\_ usually includes newsreels, feature films, documentaries.
8. Charles Chaplin was a star of \_\_\_\_\_ now his films are shown with the \_\_\_\_\_ to understand their message.
9. Edwin wasn't allowed to watch the film as it was \_\_\_\_\_ and he was only 15.
10. We were captivated by the marvellous \_\_\_\_\_ of the leading actor.

**SPOILER ALERT: WHY SOME PEOPLE NEED TO KNOW HOW IT ENDS**



**1. SPEAKING| In pairs, answer the questions.**

- 1 What is a spoiler?
- 2 Do you like reading spoilers? How do you feel about spoilers?
- 3 Why do some people enjoy them?

**2 Read the article and compare your answers from exercise 1 with what the author says.**

“People enjoy reading fictional books and watching fictional TV series and films. That it is because we are in suspense about what is actually going to happen. We like it because the tension of wondering and guessing is pleasurable. In that case, someone telling you the plot would completely spoil the experience. Without a doubt, the majority of us do our best to avoid seeing spoilers. News sites are usually pretty careful to at least signal that there are spoilers coming up in their reviews, and when an important plot line gets ‘spoilt’, there is a huge fuss online.

All evidence appears to suggest that people detest spoilers and avoid them at all costs. But is this strong avoidance justified? Does knowing the ending of a story or the outcome of a sports game really ruin the experience of discovering it on your own?

You might be surprised to learn that research by psychology professor, Nicholas Christenfeld, would actually suggest the opposite: that reading or hearing spoilers can in fact enhance our experience. In the given experiment, more than 800 participants were presented with short stories of up to 4,200 words. Each experiment tested a different type of literary genre including ironic-twist stories, mysteries, and more evocative literary stories. Within that genre, participants were given different

stories to read, some of which were preceded by spoilers and some of which were “unspoiled.” Afterward, they were asked to rate how much they had enjoyed their reading experience.

Surprisingly, participants gave high ratings to stories that had been “spoiled” in advance. In fact, the results suggested that participants generally preferred the stories whose endings had been revealed to them in a spoiler. In all likelihood, it seemed that rather than ruining the story, spoilers made the experience more fun!

#### Why Would We Like Spoilers?

The empirical research reviewed above suggests that people strangely enjoy the effects of spoilers despite actively seeking to avoid them. The researchers speculated that these counterintuitive findings could have different theoretical reasons.

- **Perceptual fluency:** A potential reason for liking stories with a known ending is *perceptual fluency*. After reading a spoiler, the upcoming contents of a story are anticipated and therefore processed more easily. The cognitive burden on the reader is lightened. As a result, different elements of the story are easier to integrate and comprehend. This makes the experience more enjoyable.

- **Pleasurable tension:** An alternative (or additional reason) for enjoying spoiled stories is the pleasurable tension created by knowing about an upcoming story twist. Being informed about an otherwise surprising outcome in advance increases a reader’s excitement. It also draws more attention to how the story’s characters deal with the foretold challenges.

Christenfeld points out that when we really love a book or film, we often watch or read it again – sometimes many times. We aren’t doing this for the sake of finding out what happens. We are now free to notice more of the details. As an example, he talks about *Romeo and Juliet* and points out people don’t go to see that expecting a surprise ending. Knowing what happens at the end of great classic works of fiction isn’t going to ruin them.

#### The Evidence Against Spoilers

As outlined above, there are plausible theoretical underpinnings for people’s love of spoiled stories. However, recent follow-up research suggests that things aren’t quite so simple after all. A recent study by Benjamin Johnson found the opposite effect of spoilers. Before students read the stories, they were given summaries of the stories, some of which gave away the ending on purpose. Participants in this experiment enjoyed “spoiled” stories significantly less than those where the ending had not been foretold. Johnson found that, in contrast to Christenfeld’s research, the stories that had been ‘spoiled’ were considered to be less moving and less thought-provoking.

How can we explain this contrasting evidence? The researchers attributed this to the use of different stories and different kinds of spoilers in their follow-up study. The more recent investigation used shorter spoilers that focused on the very ending of the story. In the earlier study, on the other hand, spoilers conveyed more nuanced

information such as the story's overall theme. The way a spoiler is presented seems to matter greatly for people's subsequent experience.

In addition, the second study suggested the importance of individual differences. It seemed that participants with a higher "need for cognition" (i.e. those who enjoy thinking and puzzling more than the average person) were particularly frustrated by spoilers revealing the ending of a story in advance. This finding makes intuitive sense. Those people, who like to think harder when reading stories or watching TV shows, don't like the challenge to be taken away by a spoiler. People who are less emotionally connected with the characters, and who dislike abstract thought, are happy to know about what is going to happen because it requires less effort on their part.

Finally, we should probably take into account how much the Internet has changed our viewing habits. Gone are the days when everyone would watch the same things at the same time and then talk about it at school or work the next day. Now, everyone is watching at different times across the world, and a lot of the discussion is happening in online communities. Maybe discussing spoilers is all part of the fun?" [57]

### **3. In pairs, answer the questions.**

1. What is the main reason why people enjoy reading fictional books and watching fictional TV series and films?
2. What does the research by psychology professor Nicholas Christenfeld suggest about the impact of spoilers on the reading experience?
3. What are the two potential theoretical reasons why people may enjoy stories with known endings?
4. How does the author explain the contrasting evidence from the follow-up study that found the opposite effect of spoilers?
5. What did the second study suggest about the importance of individual differences in people's reactions to spoilers?
6. How does the author suggest that the rise of online viewing and discussion may have changed people's attitudes towards spoilers?
7. Why does the author argue that knowing the ending of a classic work of fiction, such as Romeo and Juliet, is unlikely to ruin the experience?

### **4. Did the article change your mind about spoilers? Why?**

### **5. Complete the phrases with prepositions from the box. Find the phrases in the article.**

at	by	for	in	on	under	without
----	----	-----	----	----	-------	---------

1 \_\_\_ suspense

2 \_\_\_ that case

3 \_\_\_ a doubt

4 \_\_\_ least

5 \_\_\_ addition

6 \_\_\_ fact

7 \_\_\_ the sake of

8 \_\_\_ all likelihood

9 \_\_\_ purpose

10 \_\_\_ contrast

11 \_\_\_ their /etc part

12 \_\_\_ all costs

**6. Replace the underlined parts of the sentences with the prepositional phrases from Exercise 5.**

1. I didn't mean to upset you with my comments; I was just being honest.
2. There was no question that she was the most talented performer in the competition.
3. It is very probable that the flight will be delayed due to the heavy snowfall.
4. If they work extra hours and stay focused, it would be something if they could finish the project ahead of schedule.
5. She felt both excited and nervous about her first solo performance on stage.
6. They decided to stay together because of their children.
7. Unlike this gloomy weather, yesterday was sunny and warm.
8. You shouldn't watch less than a few episodes before you decide.
9. Revealing the surprising part of the TV series was her mistake.
10. Besides being an excellent writer, she is also a talented painter.
11. The movie was not just entertaining; to tell the truth, it was one of the best I've ever seen.
12. You must always protect yourself whatever it takes.

**7. Create your own sentences using prepositional phrases from Exercise 5.**

8.  Watch a video of Nicolas Christenfeld's interview about his research, and choose the correct answer.

<https://www.youtube.com/watch?v=HH86XMZ8vn8&t=34s>

- 1 What is primary reason for people's enjoyment of fictional narratives?
- A The resolution of suspense
  - B The insights into human nature
  - C The beauty of the prose
  - D The ability to watch or read them multiple times

2 What was the result of the experiment where researchers gave some participants stories with spoilers?

- A Participants enjoyed the stories more when they were spoiled.
- B Participants enjoyed the stories less when they were spoiled.
- C Participants showed no preference for spoiled or unspoiled stories.
- D Participants became hostile and skeptical about the researchers' findings.

3 What does the video suggest about people's attitudes towards watching or reading a story multiple times, even when they know the ending?

- A They enjoy the opportunity to focus on other details they missed the first time.
- B They enjoy the suspense and excitement of not knowing the ending.
- C They enjoy analyzing the insights into human nature presented in the story.
- D They enjoy the beauty of the prose and the cleverness of the construction.

4 Why spoilers do not necessarily ruin people's enjoyment of fictional narratives?

- A Knowing the ending allows readers to focus on other aspects of the story.
- B People are more concerned about spoilers than they actually are.
- C Fictional narratives are inherently predictable, so spoilers don't matter.
- D Spoilers enhance people's enjoyment by creating a sense of familiarity.

5 What happens when researchers try to modify stories by adding spoilers?

- A It makes the stories better and more enjoyable for readers.
- B It has no effect on people's enjoyment of the stories.
- C It makes the stories less enjoyable for readers.
- D It causes readers to become hostile and skeptical about the researchers' findings.

6 What does the video suggest about the common belief that spoilers ruin the experience of consuming fictional narratives?

- A It is a misconception that is not supported by the available evidence.
- B It is a valid concern that the researchers were unable to address.
- C It is a personal preference that varies from individual to individual.
- D It is a belief that is reinforced by the desire for suspense and surprise.

7 What is the main point of the video's discussion about people's enjoyment of fictional narratives?

- A Fictional narratives are a waste of time and people should focus on more productive activities.
- B The resolution of suspense is the primary reason people enjoy consuming fictional narratives.
- C Spoilers actually enhance people's enjoyment of fictional narratives, contrary to popular belief.
- D People enjoy fictional narratives for a variety of reasons, including the beauty of the prose and the insights into human nature.

**9.  Watch a video of Nicolas Christenfeld's interview about his research again, and complete the summary.**

The text explores the intriguing relationship between audiences and fictional narratives, particularly regarding the impact of spoilers on \_\_\_\_\_(1). It highlights a study where participants read stories with and without \_\_\_\_\_(2), revealing that those who encountered spoilers often reported \_\_\_\_\_(3).

This finding challenges the common belief that knowing an ending diminishes the experience, suggesting instead that \_\_\_\_\_(4) of the narrative's depth. The author argues that audiences do not solely seek \_\_\_\_\_(5) but rather engage with the \_\_\_\_\_(6) and the complexities of \_\_\_\_\_(7).

The text concludes by inviting readers to consider their own preferences regarding \_\_\_\_\_(8), emphasizing that understanding a story's conclusion may allow for a \_\_\_\_\_(9) with its themes and artistry.

Overall, the exploration posits that \_\_\_\_\_(10) rather than detractors in the consumption of fiction.

**10. SPEAKING| In small groups, discuss the questions.**

1. Do you believe spoilers ruin the enjoyment of a book, movie, or TV show, or can they sometimes enhance the experience? Why?
2. Have you ever accidentally spoiled something for someone or had something spoiled for you? How did it make you feel?
3. Why do you think some people look for spoilers, while others tend to avoid them?
4. Do you think there should be an etiquette around sharing spoilers, such as waiting a certain amount of time after a release? If so, what rules would you suggest?
5. Are there any situations where sharing spoilers is acceptable or even helpful? Can you give examples?

## 4B SPEAKING

### MY FAVOURITE FILM GENRE



1. Match each title with the most appropriate genre of a film from the column on the right. Justify your choice. Translate the titles of the given films into Ukrainian.

Die Hard	cartoon
Lost in Translation	comedy
Lawrence of Arabia	science fiction film
American Beauty	disaster movie
You've Got the Mail	drama
Dirty Rotten Scoundrels	documentary
Pulp Fiction	action
Aliens	war film
Fahrenheit 9/11	horror film
Blade Runner	melodrama
Who Framed Roger Rabbit	thriller
Saving Private Ryan	historical film
The Core	romantic comedy

2. Match the film types in the below list with the definitions.

*spine chiller*

*spectacular blockbuster*

*soap opera*

*blue movie*

*cliff-hanger*

*action film*

*animated film*

- \_\_\_\_\_ 1. a sentimental tearjerker
- \_\_\_\_\_ 2. a suspense type mystery
- \_\_\_\_\_ 3. a lavish show with lots of extras and props
- \_\_\_\_\_ 4. a hand-drawn film using no real actors
- \_\_\_\_\_ 5. an adventure that keeps the spectator in suspense through many exciting episodes


**3. Look at the list of film genres and decide which films would appeal to the following categories of people and why. Then discuss it with a partner.**

- 1. ten-year-olds
- 2. teenagers
- 3. university students
- 4. university lecturers
- 5. housewives


**4. In small groups, answer the question.**

**What do you think of soaps? Interview two other group mates about soaps:**

- If they have a favourite soap, ask about the main characters and situations.
- If they never watch soaps, ask if they have heard of any and what they think of soaps generally.

**5.  LISTENING| (Track 10) You will hear an extract from a radio programme about soap operas (adapted from Proficiency Testbuilder). Listen to the text and fill in the following chart.**

the definition	the history	the viewers	the reasons for watching

**6.  Listen to the information again and write arguments *for* and *against* soaps.**

- 1. to keep people glued to (radio/TV)
- 2. to admit to watching soaps
- 3. victims of an aesthetic con trick
- 4. admittedly sad people
- 5. a good target for condescension
- 6. a sign of mental deficiency
- 7. one's interest in soaps fluctuates
- 8. an ongoing saga

**7. Explain the contextual meaning of the word “admit” in the following sentences from the text.**

1. Ask around, nobody will **admit to** watching soap opera, we'd all apparently rather be reading a good book or else in the stalls at the theatre.
2. So why do we feel guilty about **admitting** that we watch soap?
3. We're all presented as these passive consumers just because there are people, **admittedly** sad people, out there.

**8. Study the dictionary entry of the word “admit” and its derivatives. Comment on the use of the following word combinations.**

- |  |                                    |
|--|------------------------------------|
| 1. to admit someone into the house       | 7. I must admit to feeling ashamed |
| 2. the room admits 30 people             | 8. admittedly                      |
| 3. the windows do not admit enough light | 9. to be refused admittance        |
| 4. to admit a claim/assumption           | 10. free admission                 |
| 5. to admit one's mistake                | 11. admission is by examinations   |
| 6. it is generally admitted that ...     | 12. price of admission             |
|  | 13. by/on one's own admission      |

**9. ROLE\_PLAY| My preferences in film genres.**

**Choose the role and strike up conversations with other people discussing preferences in film genres (in the form of a walk-talk). Find the most interesting interlocutor in your group.**

**“1. MISS WATSON, 34, a librarian (a spinster)**

Hates films, all kinds of them: musicals and comedies are shallow and **devoid of any serious content**; war films and detectives are **tedious, long-drawn-out** and boring; popular-science films are depressing.

**2. MRS THOMPSON, 59, doesn't work**

Is fond of historical themes. Her youth seems to be resurrected in such films. It seems to her that she recognises familiar faces and places. It's a pity that the young generation prefers modern stuff. They ought to know more about how their grandfathers lived and fought.

**3. MRS STEERAGE, advanced in years**

Best of all she enjoys musicals. A good musical **is just a thing for her**. There is always love, and a happy end. It's so pleasant to see beautiful things, laughing and dancing people and fine costumes. And there are so many sweet familiar tunes.

**4. MRS SMITH, 50, a housewife**

Is fond of **tear-jerking films**, Indian films in particular. She doesn't find them **phony**, long-drawn-out and dull. On the contrary, though a bit depressing, films of this kind **are full of serious content, thought-provoking** and reveal the complex inner life of the characters.

**5. MARY, 10, a schoolgirl**

Is fond of films about animals, to say nothing of cartoons. If her parents only let her, she would have a lot of pets in the house, but they say that cats and dogs can ruin the furniture.

#### **6. YOU ARE A CORRESPONDENT**

You have to contribute an article about the likes and dislikes of modern cinemagoers. You make inquiries about the genres of films, which people prefer. At the end get ready to sum up your observations.

#### **7. MR BROWN, 45, a confirmed bachelor**

Is a stay-at-home. He has never left his native town, but he is immensely fond of travelogues. In his view it is just the main function of the films to show the things that you can't see by yourself. Why show everyday life? You can see it every day as it is.

#### **8. MR G. QUICK, 50, an American film director**

Has made several successful thrillers. In his view cinema is a business where you can be a success if you can **keep pace with the demands of the public**. The opinion of cinema audience is very important for him.

#### **9. MR RAMSAY, a serious man of 45**

Works at a big plant, his work is his world. His favourite films are problem films which deal with everyday life and work. He thinks that a good thought-provoking film should **pose problems** and help to solve them, should make people discuss what they have seen.

#### **10. ANNIE ROBSON, 15, a schoolgirl**

Serious, thought-provoking films **are above her head**. What really **knocks her out** is a horror film or a cool thriller. The more **blood-curdling and spooky** the film is, the better. You should **have goose flesh** while watching it. She **gets a bang out of it.**" [34]

**18.WRITING| Write down the pros and cons of your favourite genre. Supply examples and illustrations from the films you've seen of late and then present them to your group. Use these phrases to introduce reason:**

*Because of ...*

*As since ...*

*Owing to ...*

*On account of ...*

*Accordingly...*

*Hence*

*Consequently*

*Therefore*

*Now that ...*

*Seeing that ...*

**4C LISTENING**


**A GLIMPSE OF THE WORLD MOVIE HISTORY**

**1. In pairs, answer the question.**

*What do you know of the early history of cinema?*

**2. Fill in the following chart, then discuss it with a partner.**

things I know	things I am not sure of	things I would like to know

**3.  LISTENING | (Track 11). You will hear an extract from a radio program in which a film critic talks about Hollywood and the history of cinema. For questions 1-12, complete the notes with a word or a short phrase**

- “The first films were made in France. Types:  
.....(1)

.....(later) (2)

- Film-makers were attracted to Hollywood by:  
light and climate conditions

.....(3)

- Features of film-making in Hollywood in 1929s and 30s included:  
.....(4)

development of film genres

.....(5)

- Two important technological developments were:  
..... and .....(6)

- In the 1950s and 1960s, Hollywood studios faced:  
competition .....(7)

take-over .....(8)

increasing expense

- Films like “Star Wars” depended on

.....(9)

.....(10)

- Important genres of films from 1970s to present include:  
science fiction

.....(11)

- Other developments:

(Present) – Imax cinemas

(Future) – digital video, .....(12)” [28]

**4. VOCABULARY| Explain the meanings of the following word combinations in English and use them in situations of your own:**

- |   |   |
|---|---|
| 1. film buff (colloq. Am.)              | 6. the studios were losing their independence |
| 2. editing and cross-cutting techniques | 7. big budget blockbusters                    |
| 3. to take something for granted        | 8. lavish costumes and sets                   |
| 4. a breakthrough                       | 9. What’s in store for us?                    |
| 5. to shift the focus away from ...     |   |

**GET IT RIGHT!**

Note: **lose** means *not to be able to find*; **loose** is an adjective meaning *unfastened, free*.

E.g.: Be careful not to lose your money. (not: Be careful not to loose your money.)  
The horse was loose in the field. (not: The horse was lose in the field.)

**5. Explain the contextual meaning of the word combinations in bold and translate the following sentences into Ukrainian.**

1. “Someone had been digging here recently; **the soil was loose**, the spoon moved it without effort”. [43]
2. “The book was, in actuality, a small black **loose-leaf binder**”. [43]
3. “These sounds were the casing of silence: the squeak of **a loose board**, the cautious closing of a cupboard door, the whine of a finger drawn along polished wood”. [26]
4. “He tried now to make her want to go back to the house and it was difficult, and he did not quite want **to lose her**”. [21]
5. “The prop-jet Viscount turned evenly into wind and began **to lose height**”. [27]
6. “After all I can’t have my children’s maid **playing fast and loose** with any Tom, Dick and Harry as soon as my back’s turned”. [1]

**6. Choose the appropriate form of the words *lose/loose*.**

1. He's ... interest in me. He's had enough.
2. I hear the jangle of ... change and tongues and children wanting to hold and have.
3. Now don't ... heart. Everything is going splendidly.
4. Her hands found the box of Kleenex there, she pulled a tissue ... and blew her nose.
5. "I have no intention of letting you ... again, ever."

**7. Discuss the following questions in pairs.**


1. In what kind of emergency might you be likely to **lose your head**?
2. In what sport would an athlete try **to break loose** from an opponent?
3. What kind of situation might cause you **to lose your cool**? Does this happen easily to you?

## 4 D SPEAKING AND VOCABULARY

### WHAT IS THE PRICE OF FAME?

**1. In pairs, answer the questions.**

*Do you know any film icons? What do you know about their personal life?*

**2.  Listen to the Marilyn Monroe's biography. Write a short summary of the extract in about 60 words. (Track 12)**

**3. VOCABULARY| Explain the meaning of the following word combinations in English and use them to translate the text given below:**

- |  |                                     |
|--|-------------------------------------|
| 1. a stardom life                              | 5. to break out with leading roles  |
| 2. to have vulnerability                       | 6. to struggle with personal issues |
| 3. to be born with a silver spoon in her mouth | 7. inconsequential films            |
| 4. to pursue acting                            | 8. to marvel oneself after someone  |

**4. Work in pairs and discuss what was the secret of Marilyn Monroe's popularity.**

***Use these phrases to introduce agreement and disagreement:***

<i>That's where I agree</i>	<i>That's not how I see it</i>
<i>I subscribe to the idea that...</i>	<i>Quite the other way round</i>
<i>I couldn't agree more</i>	<i>I do not second this idea</i>
<i>That's my way of looking at it too</i>	<i>I've got some reasons to disagree</i>
<i>That's a fine way of putting it</i>	<i>I've got an argument to oppose</i>
<i>That's a good point</i>	<i>That's totally unfounded</i>
<i>I completely / totally disagree with</i>	
...	

**5. In small groups, answer the question.**

*Do you know any other idols? Tell what you know about one of them.*

**6. Read brief information about other Hollywood icons. What is the difference between someone who is famous and someone who becomes an icon?**

**“Humphrey Bogart  
1899 – 1957**

Bogart has been adopted as **a cult figure** by successive generations of fans. He **made his reputation** as a laconic, wisecracking tough guy but then showed his great acting talents in portrayals of more **sympathetic characters** in Casablanca and The African Queen.

### **Cary Grant**

**1904 - 1986**

Cary Grant was the **ultimate romantic lead**. His very slight shyness and reserve made him all the more desirable to female moviegoers and he became the perfect, **debonair Hollywood star**. His nonchalant air hid **impeccable comic timing** and great acting talent.

### **Charlie Chaplin**

**1889 - 1977**

Considered by many to be the greatest comedian of all time, Charles Spencer Chaplin was born in London, England in 1889. His Tramp character, with the toothbrush mustache, bowler hat, cane, and a funny walk is one of **the most recognized icons in film history**.

### **Clark Gable**

**1901 - 1960**

When Clark Gable died in 1960 many of the nineties' newspapers carried the simple headline "The King is Dead." With his distinctive, powerful voice and athletic good looks he was **a natural leading man** and became one of the greatest Hollywood legends.

### **Marlene Dietrich**

**1901 - 1992**

Marlene Dietrich **symbolizes glamour and mystery**. She was a perfectionist with an incredible ego and her beauty, her style, and her talent made her a major star in the theater, musical comedy, radio and television as well as becoming a Hollywood icon.

### **Audrey Hepburn**

**1929 - 1993**

Audrey Hepburn **breathed new life into movies and redefined notions of Hollywood elegance and sophistication**. From her early dance performances for the Dutch resistance during World War II to her London cabaret days and her breakthrough roles in Gigi and Roman Holiday, audiences worldwide have long **been enchanted by her charm and grace**.

### **Greta Garbo**

## 1905 - 1990

Greta Garbo radiated a unique quality behind her great beauty and enigmatic persona. She became the ultimate Hollywood icon and had great talent as an actress as her performances in "Queen Christina" and "Camille" prove.

## Elizabeth Taylor

### 1932-2011

Elizabeth Taylor started her remarkable career as a child star in National Velvet. She successfully made the transition to adult film star and received 2 Best Actress Oscars. Her off-screen life was as eventful as her on-screen one and she remains **an object of public fascination**.

## Marilyn Monroe

### 1926 - 1962

Marilyn Monroe was much more than a '50s sex goddess. She was a very clever actress and comedienne and she **left an enduring legacy**. Although she died young she had already become the most famous woman of the twentieth century and her image has been for ever reflected in pop culture". [30]

## 7. VOCABULARY| Explain the meanings of the following word combinations in English and use them in situations of your own:

- |  |  |
|--|--|
| “1. a cult figure                            | 8. a natural leading man   |
| 2. to make reputation                        | 9. to symbolize glamour and mystery                              |
| 3. a sympathetic character                   | 10. to breathe new life into movies                              |
| 4. an ultimate romantic lead                 | 11. to redefine notions of Hollywood elegance and sophistication |
| 5. debonair Hollywood star                   | 12. to be enchanted by charm and grace                           |
| 6. an impeccable comic timing                | 13. an object of public fascination                              |
| 7. the most recognized icons in film history | 14. to leave an enduring legacy” [34]                            |

## “8. Study the dictionary entry of the word “reflect” and its derivatives. Comment on the use of the following word combinations.

- |   |  |
|---|--|
| 1. his success reflects credit on his trainer | 5. to be lost in reflection                    |
| 2. to be reflected in something               | 6. on reflection                               |
| 3. to reflect on one's past                   | 7. this is a reflection upon your honour” [34] |
| 4. the reflection of light                    |  |

**9. Explain the contextual meaning of the word combinations in bold and translate the following sentences into Ukrainian.**

1. "All in all, Buck **reflected**, it had been a fine night's work". (N. Evans)
2. "He stopped and **looked reflectively** up and down". (W.S. Maugham)
3. "It was **a reflection** of Vivian that he could see now in her mother". (A. Hailey)
4. "Forgive me **for the banality of this reflection**, but there is something very wrong with human race". (D. Lessing)
5. "Justice is a very strange thing. Have you ever **reflected on** it?" (A. Christie)
6. "And, **on reflection**, it seemed no coincidence that around that time she had begun to develop a passionate interest in wolves". (N. Evans)

**10. Comment on the following quotation.**

Confucius: "The mirror **reflects** all objects without being sullied". (Confucius)

**11. SPEAKING| Work in groups and decide: what is the difference between someone who is famous and someone who becomes an icon?**

*Use these phrases to introduce exemplifying:*

*An example of this is the way ...*

*For a start ...*

*For one thing ...*

*If you look at ...*

*One more thing ...*

*Take ... for instance*

*To give you an example ...*

**12. PROBLEM SOLVING| Role-play talk show on the topic "What is the price of fame?"**

**Group A** – You are famous film-directors or film stars. You secure privacy of film legends and consider that they sacrificed their happiness in a pursuit of perfection and glory.

**Group B** – You are ordinary spectators who adore reading rumors about celebrities. You consider that the life of stars should be in the limelight as this is their destiny.

**Group C** – You are paparazzi who are in permanent search of "cheese-and-cake" snaps of celebrities. Their private life is your cup of tea." [34]

**A complete film review**



**1. Discuss how many of the following things should a film review provide.**

1. Basic information about the content of what is being reviewed – both what it is about and also practical details like where to see it, who produced it, etc.
2. The reviewer's personal opinion of the work.
3. A recommendation as to whether the readers of the review would or would not enjoy the film being reviewed.
4. Some helpful comments for the benefit of the performers.
5. An enjoyable piece of writing, with perhaps some relevance to aspects of life beyond the limits of the work under review.

**2. Read the guidelines for writing a film review and confirm your answers.**

“A review is a special type of article written for publication in a magazine, newspaper, etc, giving a brief description and evaluation of a film, play, TV/radio programme, etc. It may be formal or semi-formal in style, depending on its intended readership, and is usually written using present tenses.

**The structure:**

a) an introduction mentions the title, the type of book/play/film/etc, the setting (when/where), the theme, the main characters, etc.;

b) a main body of two or more paragraphs containing the main points of the plot (without revealing the ending), and evaluating such features as the acting, writing style, direction, characters, etc.; and

c) a conclusion which includes an overall assessment of the work and/or a recommendation, usually with justification.

You may also be asked to give reasons why someone should see the film/play or read the book, how it has influenced you, etc. Note that the number and length of paragraphs varies depending on the topic.

**Useful language for writing reviews:**

**Background:** This well-written/informative/ fascinating book ..., The film/story is set in ..., This original first novel ..., The film/book tells the story ..., of..., This work is based on ..., etc.

**General comments:** It is rather long/ confusing/slow etc, The cast is excellent/weak ..., The script is dull/clever..., It has a tragic/surprising end ..., It is beautifully written ..., etc.

**Main points of plot:** The plot focuses on ..., The story begins ..., The plot has an unexpected twist, The film reaches a dramatic climax ..., etc.

**Recommendations:** Don't miss it, it will change the way you see ..., It is well worth seeing, I wouldn't recommend it because ..., etc.

**To begin reviews:**

This well-written/informative/fascinating/thought-provoking book is ... The film/book/play/etc is set in .../tells the story of .../is based on ... The film/play stars .../is directed by .../is the sequel to ...

**To end reviews:**

You should definitely see/read .../Don't miss it/You might enjoy ... All in all, it is well worth seeing/reading, since ... On the whole, I wouldn't recommend it, in view of the fact that... It is a classic of its kind/It is sure to be a hit/best-seller...

**To explain the plot:**

The plot revolves around .../involves ...focuses on .../has an unexpected twist. The story begins with .../unfolds/reaches a dramatic climax when ...

**Evaluating various features:**

The play/film/series has a strong/star-studded/mediocre cast.

The acting is moving/powerful/excellent/weak/disappointing/unconvincing.

The plot is gripping/dramatic/fascinating/suspense-filled/fast-moving.

far-fetched/predictable/confusing/dull/unimaginative. The script/dialogue is touching/witty/hilarious/boring/mundane. It is beautifully/brilliantly/sensitively written/directed". [19]

**3. Read the headings of the outline for a film review below and the review of the film *Titanic*. Find information in the reviews to match each heading.**

1. General characteristics
2. The message and the story line
3. Individual performance, portrayal of characters, acting
4. Direction and photography
5. Sound effects
6. General impressions and conclusions

**FILM REVIEW  
TITANIC**

*“At last, it's here. James Cameron's leviathan labour of love finally steams into cinemas, more than two years since the first footage was filmed - epic, audacious, awe-inspiring and unbelievably, incredibly long. It's an unashamed event movie, and a project that has endured far more than its fair share of controversy: from somebody spiking the crew's food with LSD, through technical problems with the 775-foot set, to the simple matter of the whopping \$280 million it's taken to bring the story to the screen. This makes Titanic the most expensive movie ever made. Only one lingering question remains, pushing all the making-of gossip aside: has the effort been worth it?*

*The simple answer? Yes, yes, and God, yes. Titanic is a big, bold, staggeringly impressive movie that runs a rock-steady course over three-and-a-quarter hours. It's got a bit of everything - a story where fact meets fiction and good old-fashioned romance collides with '90s stunt-packed action. Combine this with state-of-the-art computer graphics technology, and the production grabs your testicles, nails them to the edge of the cinema seat and demands your undivided attention. The five-day history of the world's most infamous ocean liner is recreated in glorious and, ultimately, harrowing detail, from its Liverpool farewell to its fateful collision with a rogue iceberg.*

*The catalyst for Cameron's reshaping of events is a simplistic wraparound story, which begins with Bill Paxton's salvage hunter searching for a valuable diamond necklace in the wreck of the Titanic. Instead, he uncovers drawing of a beautiful young woman, which arouses the interest of a previously unknown survivor of the disaster (Gloria Stuart). Her subsequent visit to the site reveals her as the woman in the drawing, and unleashes a remarkable story that becomes the centre of Cameron's period disaster piece. Flashing back to 1912, a passionate tale of forbidden love unfolds, a Romeo&Juliet-type tale that sees uptight society belle Rose DeWitt Bukater (Winslet) falling for the charm and free spirit of poor artist Jack Dawson (Di Caprio) - much to the disapproval of her obnoxious fiancé, Cal Hockley (Zane). Naturally, this emotional sparring is played out against a decadent, richly opulent backdrop - a world floating to its doom.*

*Cameron's epic boasts a great many breath-stealing, jaw-yanking moments, moments that will continue to haunt you long after the final reel has flapped out of the projector. Through the atmospheric underwater shots of the silt-covered wreck, the full, sumptuous glory of the Titanic is revealed. The dock scene is an exemplary*

*slice of meticulous recreation, while shot after magical shot affords glimpses of the Ritz-style beauty of the ship's plush interiors. More than an hour-and-a-half later, the dramatic sinking of the Titanic is nothing short of astounding. From the initial collision onwards, the tense, electrifying pace of the botched evacuation never lets up: stuntmen fall from the ship's railings; freezing water engulfs and drowns trapped and screaming passengers; and the final, heart-rending moment in which the great ship breaks in half is, quite frankly, phenomenal - devastating to the point of inducing tears.*

*And yet, in a movie where the effects could so easily have dominated at the expense of the human story, it's the two young leads - ardent but impoverished Leo and moneyed but unhappy Kate – who comes out on top, complementing each other beautifully with career-best performances. They generate a feisty on-screen chemistry rarely seen in actors of their generation.*

*So, Titanic by name, and - with \$280 million right up there on the screen for everyone to see – Titanic by nature. Cameron has managed to pull it off after all. The annoying wraparound tale is not enough to detract from a movie fit to be called a modern masterpiece. Against all odds, this is a picture that truly delivers: top performances and effects fuse to create one of the biggest movies you'll ever see". [62]*

**4. Give a comprehensive written review of a film you have recently seen and liked or disliked.**

**UNIT 5**  
**LET'S TALK ABOUT ART**



**LEAD-IN**

**1. Choose the right answer and explain the difference in the meanings of the word sets.**

1. Mr. Cheater made a living ..... works by famous painters.

- a/ devising      b/ faking      c/ pretending      d/ shamming

2. A sculpture by Rodin fetched more than two million dollars at the ..... last month.

- a/ auction      b/ gallery      c/ museum      d/ sale

3. The .... of Rembrandt's paintings finishes next week.

- a/ demonstration    b/ exhibition    c/ show      d/ spectacle

4. They thought the painting was genuine but it turned out to be .... .

- a/ a facsimile      b/ an imitation    c/ a replica      d/ a reproduction

5. There was no ..... difference between the original and the copy.

- a/ discernible      b/ discoverable    c/ knowable      d/ understandable

6. Mr. Advent has taken .... painting since he retired.

- a/ down      b/ in      c/ over      d/ up

7. This self-portrait did not come to .... until after the artist's death.

- a/ light      b/ range      c/ sight      d/ view

8. Mr. Vernix is the greatest ..... expert on techniques of painting.

- a/ alive      b/ live      c/ living      d/ nowadays

9. On examination by experts the picture turned out to be a .... .

- a/ fabrication    b/ fake      c/ fraud      d/ sham

10. In the .... right-hand corner of the portrait there is a flower.  
 a/ front                      b/ high                      c/ top                      d/ up
11. He is considered to be an outstanding artist, but I consider his works to be quite  
 .....  
 a/ common                      b/ intermediate                      c/ mediocre                      d/ moderate
12. All visitors are requested to ..... with the regulations.  
 a/ agree                      b/ assent                      c/ comply                      d/ consent
13. The paintings are hung in heavy gold .....  
 a/ easels                      b/ frames                      c/ fringes                      d/ rims
14. This beautiful portrait is .... to Rubens.  
 a/ assigned                      b/ attached                      c/ attributed                      d/ prescribed
15. He earns his living by .... works of art.  
 a/ recovering                      b/ renewing                      c/ restoring                      d/ reviving
16. That landscape is somewhat ... of Turner's early work.  
 a/ memorable                      b/ mindful                      c/ reminiscent                      d/ similar
17. The portrait you see here is a very good .... of my mother.  
 a/ appearance                      b/ likeness                      c/ reproduction                      d/ resemblance
18. I made it quite clear that I had no ..... of selling the portrait.  
 a/ aim                      b/ intention                      c/ meaning                      d/ purpose

[Adapted from Multiple Choice Questions  
<https://www.english-test-online.com/vocabulary-test-about-art-choose-the-right-answer-mcq-exercise-175>]

**2. VOCABULARY| In pairs, study the dictionary entry of the following words and explain the difference in meaning.**

<b>caricature</b>	<b>cartoon</b>	<b>collage</b>	<b>diagram</b>	<b>drawing</b>
<b>fresco</b>	<b>graph</b>	<b>illustration</b>	<b>mural</b>	<b>silhouette</b>
<b>sketch</b>	<b>tapestry</b>			

**3. Sort the following terms by the elements of a picture design which each describes. Terms may be used more than once.**

*bright, circle, coarse, curved, diagonal, dull, fine, hard, horizontal, hue, irregular, oval, rectangle, regular, slick, smooth, soft, straight, thick, thin, tint, triangle, vertical, wavy, zigzag*

**Elements of design:**

1. colour

2. line
3. pattern
4. shape
5. texture
6. perspective

**4. Explain the contextual meaning of the word “colour” in the following sentences.**

- When discussing **colour** we would describe the **colours** that appear in the picture and also the effect the **colours** have - how they make you feel or what they suggest.
- To describe **colour**, identify whether the **colours** are primary or secondary.
- If **colours** in a picture are next to each other on the **colour** wheel, the effect is a blending of the **colours** that seems calmer and ordered.
- The artist can trick our eyes by line, **colour** or shading.

**5. Study the dictionary entry of the word “colour” and its derivatives. Comment on the use of the following word combinations.**

1. colour scheme
2. to paint something in dark (bright) colours
3. to feel (to be, to look) off colour
4. a multicoloured rug
5. a colourless (-ful) story (person)
6. colour-blind
7. to change colour
8. with flying colours
9. colour-bar
10. to colour news
11. to join the colours

**6. Explain the meaning of the word combinations in bold and translate the following sentences into Ukrainian.**

1. “I botched my nice architectural **water-colours** with impressionist smudges. And I made such a mess of my impressionist landscapes that I couldn't bear to look at them myself”. (J. Cary)
2. “My wife has made a special study of **watercolour technique**. A very difficult medium”. (J. Cary)
3. “He had a complete new **colour scheme**, all in browns. Brown suit, the colour of old ale. Brown boots shining like china beer handles. A new brown bowler, the colour of bitter beer, over his eye”. (J. Cary)
4. “Winter in England has the **colourless, steaming look** of a fried-fish shop window”. (V. Pritchett)

5. “Almost at once **colour came to her cheeks**, life to her eyes”. (K. Brush)

### GET IT RIGHT!

1. Note: use **be** (not have) when describing the **colour** of something.

**E.g.: The belt is the same colour as the coat. (not: The belt has the same colour as the coat.)**

2. Note: The name of a **colour** (red/blue/green) is not usually used with the noun colour. However, the exception: red/blue/green **in colour** - The handbag **is brown in colour**.

E.g.: I bought a **blue shirt** and a pair of socks. The handbag **is brown** and is made of leather. (not: I bought a blue colour shirt and a pair of socks. The handbag is a brown colour and is made of leather.)

3. Note: **pink-coloured** means not quite pink. When talking about colours, it is usual to say simply "**it is red/blue/green, etc**". Adjectives like pink-coloured are quite rare. They are used when you are not sure of the exact colour.

E.g.: The cardigan **is pink** and is made of wool.(not: The cardigan is pink-coloured and is made of wool.)

6. **In pairs, read the information about the meaning of colours in different cultures and answer the question.**

*Colours have different meanings in different cultures. For example, white is the colour of death in parts of Africa; in the West it is black. A black cat is lucky in Britain, in the USA it is unlucky; red is a lucky colour in China.*


*What colours do you associate with the following?*

warmth	sadness	anger	jealousy
danger	cowardice	innocence	passion
your country			

**8. SPEAKING| In small groups, discuss the following:**

1. How do the elements of design contribute to the general effect of a picture?
2. What would happen if one of the elements changed?
3. Discuss how the same term used to describe different elements has a similar effect, for example, a soft colour and a soft texture both suggest lightness or calm.
4. How does the knowledge of terms that can be applied to a picture help you understand what to look for in it?
5. How does knowing what to look for change the way you appreciate art?

## 5A LISTENING AND VOCABULARY

**1.  LISTENING** | A guide is showing a group of visitors round an art gallery. Listen to the commentary about a pre-Raphaelite painting *King of Cophetua and the Beggar Maid* by Burne-Jones and choose the best answer (adapted from Proficiency Masterclass). (Track 13)

**1. “According to Burne-Jones, a painting**

A ought to be true to nature.

B must have a clear moral point.

C should play an instructive role in a modern industrial society.

D need not have any practical value.

**2. The story of the King and the Beggar Maid**

A was a well-known Victorian tale.

B was popularised by a poet.

C was brought to the artist's attention by his wife.

D was taken up by novelists at a later stage.

**3. According to the guide, the painter**

A wanted to portray the beggar very realistically.

B copied parts of the painting from an Italian masterpiece.

C had certain items in the painting made for him.

D had difficulty in painting jewels.

**4. The public who first viewed the painting probably**

A recognised Frances Graham as the model for the Beggar Maid.

B realised how personal the painting was for the artist.

C interpreted the painting without difficulty.

D didn't approve of the subject matter of the painting.” [28]

**2. VOCABULARY** | Explain the meanings of the following word combinations in English and use them in the situations of your own:

1. to encapsulate the philosophy of ...
2. to be the most distinctive of all paintings
3. in all probability
4. to capture the details

5. to be sumptuously and elaborately decorated
6. to be enhanced by
7. highly-wrought texture
8. to have a great deal of personal feeling

**3. Complete the chart below using the appropriate forms of derivatives.**

Noun	Verb	Adjective	Adverb
		demonstrable	
fluency			
		financial	
	assume		
			frequently
	sacrifice		
		essential	
benefit			
mind			

**4. PROBLEM SOLVING| In pairs, read the situations and act it out.**

**Student A** - You work in a commercial art gallery and are giving a client (student B) an individual guided tour. You discover, to your horror, that there is a new picture about which you know nothing, but in which your client is extremely interested. Invent answers to your client's questions but do not let him/her realise that you have no idea what you are talking about.

**Student B** - You are a wealthy visitor to the town and are having a private guided tour of the fine arts gallery. You are particularly interested in one picture, and want to know everything about it. Ask your guide (student A) about:

- the painter of the picture
- what other works the artist has done
- the artist's life
- what the guide feels personally about the picture
- what the various parts of the picture represent
- how much the picture is worth and whether it is for sale.

5B READING

1. In pairs, answer the question.

*If an artist presented you with a piece of painting and you didn't like it, would you tell the truth to the painter or would you pretend that you appreciate it? Why?*

2. Read an extract from the novel "The Horse's Mouth" by Joyce Cary and make notes of two opposite views on the same picture.

Cokey	the painter

“Just then Hickson's man opened the door and asked us to come into the next room. The big drawing-room. And right in the middle of the wall my picture of Sara standing in the sun beside a flat bath.

Right foot on a chair. Drying her ankle with a green towel. Sunlight throwing the window squares on her back and thighs. I hadn't seen it for fifteen years and **it nearly knocked me down.**

- "Look at that," I said to Cokey.
- "Who did it?"
- "I did."
- "Who is it, not that Sara?"
- "What's the matter who it is?"
- "How she could show herself - and such a lump, too. **It's disgusting.**"
- "It's **a work of genius.** Look at my picture, Cokey. That's all my own work."
- "I saw it before."
- "No you didn't. You didn't even think about it."
- "What I think is fifty thousand pounds for a fat totty a crime.
- "That's not a fat totty. It's a picture. It's a work of genius.
- "Yes, a dirty picture, if you ask me ."
- "You don't know what a picture is, Cokey. I'll show you how to look at a picture. Don't look at it. Feel it with your eye."
- "I'm not a snail, am I?"
- "And first you feel the shapes in the flat - the patterns, like a carpet. And then you feel it in the round."
- "All that fat."
- "You feel all the rounds, the smooths, the sharp edges, the flats and the hollows, the lights and shades, the cools and warms. The colours and textures. There are

hundreds of **little differences all fitting together**. And then you feel the bath, the chair, the towel, the carpet, the bed, the jug, the window, the fields and the woman as themselves. But not as any old jug and woman. But the jug of jugs and the woman of women. Jugs and chairs may **be very expressive**. It means a jug can be a door if you open it. And a work of imagination opens it for you. And then you feel with all the women that ever lived and all the women that are ever going to live, and you feel their feeling while they are alone with themselves - in some chosen private place, bathing, drying, dressing, criticising, **admiring themselves** safe behind locked doors. Nothing there but women's feeling and women's beauty and critical eye."

- "I admit she might think twice about her legs."
- "Those are beautiful legs."
- "Then they ought to have an elephant for Puss in Boots."
- "In the picture those legs **are divine legs**, they are ideal legs."
- "So long as you're pleased with them, old man."
- "You can't teach a woman."
- "What do you want to teach me?"
- "I'm trying to teach you a big happiness."
- "To look at a fat totty in her bath. I'm not a man."
- "No, you're an obstinate fool.." [4]

### 3. VOCABULARY| Explain the meanings of the following word combinations in English and use them in situations of your own

1. it nearly knocked me down (colloq.)
2. to be disgusting
3. a work of genius
4. little differences all fitting together
5. to be very expressive
6. to be divine

#### GET IT RIGHT!

Note: **genius** is a noun, it is not an adjective.

E.g.: He is a man of genius. (not: He is a genius man).

### 3. Comment on the following quotations and sayings.

1. **Genius is an infinite capacity for taking pains.**
2. **Genius** must be born, and never can be taught.
3. **Mediocrity** knows nothing higher than itself, but talent instantly recognises **genius**. [4]
4. **Explain the contextual meaning of the word "admire" in the following sentences from the text.**

And then you feel with all the women that ever lived and all the women that are ever going to live, and you feel their feeling while they are alone with themselves

- in some chosen private place, bathing, drying, dressing, criticising, **admiring** themselves safe behind locked doors.

**5. Study the dictionary entry of the word “admire” and its derivatives. Comment on the use of the following word combinations.**

1. to admire someone for something
2. to admire someone’s presence of mind
3. to have many admirers
4. an admiring crowd
5. an admirable opportunity
6. to feel/have admiration for someone
7. to arouse/win someone’s admiration

**6. Explain the meaning of the word combinations in bold and translate the following sentences into Ukrainian.**

1. “I have long been among your **ardent admirers**”. (J. Cary)
2. “Try to think of it as a handshake from your **devoted admirer**”. (L. Hartley)
3. “Poirot, whose taste I have always been convinced is hopelessly bourgeois, seemed **lost in admiration**”. (A. Christie)
4. “I cried out, **feeling some admiration** in spite of myself”. (A. Christie)
5. “Yes, quite conveniently. The afternoon, I think. Yes, two o’clock **will do admirably**.” (A. Christie)
6. “You are **admirably single-minded**, Miss Tescher.” ( R. Stout)
7. “These ladies and gentlemen are among your **chief admirers**, Mr. Jimson.” (J. Cary)

**7. Complete the chart below using the appropriate forms of derivatives.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
		demonstrable	
fluency			
		financial	
	assume		
			frequently
	sacrifice		
		essential	
benefit			
mind			

**8. SPEAKING| Imagine you are the third interlocutor in the situation described in the extract above. Try to insert your own remarks turning the dialogue into a polylogue.**

**9. People see beauty differently. What is beautiful to one person may not be beautiful to another. Give examples of these differences. Comment on the quotation by P. Picasso.**

*“I hate that aesthetic game of the eye and the mind, played by these connoisseurs, these mandarins who "appreciate" beauty. What is beauty anyway? There's no such thing. I never "appreciate", any more than I "like". I love or hate”.[51]*

## HOME AS A MUSEUM

**1. Study the topical vocabulary to enlarge your vocabulary in terms of the key aspects of art** (adapted from English Vocabulary in Use).

### “Museum, art gallery, picture gallery

#### **Museum /art museum/ museum of art**

**An open-air museum** is not a building, but a collection of exhibits, usually architectural, arranged outside. *Reserve and reservation* are rarely if ever used in this sense.

*Museum* is not appropriate in cases where the building itself is of prime importance, rather than what is displayed there, or where nothing is displayed. Such buildings should be called **architectural monuments**.

*Museum* is not generally used of houses or flats where famous people lived, unless the objects displayed there are at least as important as the place itself. Simply **house** is used. E.g.: *Dickens' House in London*.

*Flat* rarely if ever occurs in such cases, because flats are not traditional in Britain, but it may be used to translate *музей-квартира*. *Дом-музей* and *музей-квартира* should therefore be translated as *house* and *flat*. E.g.: *Shevchenko's House; Tychna's Flat*.

If the house or flat is the one where a famous person was born, **birthplace** can be used, as in the case of *Shakespeare's Birthplace in Stratford-on-Avon*.

An **art gallery** is a building or room where pictures and/or sculpture are exhibited. This concept is a separate one from *museum*, as illustrated by such proper names as: *Birmingham Museum and Art Gallery*.

In cases where there is only an art gallery, not combined with a museum, simply **gallery** is used in the name. E.g.: *The national Gallery; The Hayward Gallery*.

**Gallery** may also denote a room within an art gallery. E.g.: *We had no time left for the last two galleries*. **Room**, however, is more common in this sense.

**Picture gallery** is sometimes used instead of *art gallery* in cases where only pictures are on show. In practice it generally denotes small galleries, often private. It rarely occurs in proper names. Here simply *gallery* is used.

### Exhibition, exhibit, show, display

**Exhibition / art exhibition/ special exhibition/ permanent exhibition /exhibition of** (*English water-colours*), (*the Turner*) **exhibition / one-man exhibition / centenary (bicentenary) exhibition/ travelling exhibition hall.**

**Exhibit** as a verb corresponds to *виставлятися*; as a noun it means *експонат* in British English. In American English, however, it is a synonym of *exhibition*.

**Show** may be used instead of *exhibit, exhibition* in some cases, although it is less specific, since it can be applied not only to art. E.g.: *His early works will be shown (on show) from January 15<sup>th</sup>.*

**Display** is not generally used in the sense of *exhibit, exhibition, and show*. It is used particularly in connections with shops. E.g.: *There was a beautiful display of china in the shop window.* And it is used in such general sentences as: *He displayed great courage.* In an art context it occurs mainly in such sentences as: *His work displays a wonderful feeling for nature.*

### **Going round a museum or art gallery**

**Go to / round** is more common in conversation and informal writing than **visit**. As a noun, however, *visit* is more often used: *a visit to the Hermitage.*

**Excursion** should not be used in the sense of 'guided tour'. However, it may be used of an organised visit *to (not round)* a museum or gallery. E.g.: *We're going on an excursion to the British Museum tomorrow.*

**School party** is used of a group of schoolchildren visiting a museum. E.g.: *There are a lot of school parties in the museums at this time of year.*

**Room**, not **hall**, is the usual word for a room in a museum where works of art are exhibited, even if it is a large one. E.g.: *The first room contains mainly drawings and water-colours. The oils are in the next room.*

**Gallery** is sometimes used in this sense, especially if the room is long and narrow, although *gallery* more often denotes a whole building". [40]

## **2. Describe your last visit to a museum. Highlight the following points:**

- When did it happen?
- Was it a museum, an art gallery or an art exhibition?
- What types of exhibits did you see there?
- Was it a guided tour?
- Did you enjoy the visit? Why? Why not?
- Would you recommend your friend to visit it? Why? Why not?

## **3. In pairs, answer the questions.**

Do you know any trends in art?

Have you heard of any modern trends in art?

Do you have any steps you follow when looking at a piece of artwork?  
What are some questions or observations a person should consider when looking at art at a museum (or anywhere for that matter)?

**4. Read an extract from the novel “To Let” by John Galsworthy and define what was the general impression of the main character about the pictures he saw at the exhibition.**

“Arriving at the Gallery off Cork Street, however, he paid his shilling, picked up a catalogue, and entered. Some ten persons were prowling round. Soames took steps and came on what looked to him like a lamp-post bent by collision with a motor omnibus. It was advanced some three paces from the wall, and was described in his catalogue as “Jupiter.” He examined it with curiosity, having recently turned some of his attention to sculpture. ‘If that’s Jupiter,’ he thought, ‘I wonder what Juno’s like.’ And suddenly he saw her, opposite. She appeared to him like nothing so much as a pump with two handles, lightly clad in snow.

On the screen opposite the alcove was a large canvas with a great many square tomato-colored blobs on it, and nothing else, so far as Soames could see from where he sat. He looked at his catalogue: “No. 32 ‘The Future Town’ - Paul Post.” ‘I suppose that’s satiric too,’ he thought. ‘What a thing!’ But his second impulse was more cautious. It did not do to condemn hurriedly. There had been those stripy, streaky creations of Monet’s, which had turned out such trumps; and then the stippled school; and Gauguin. Why, even since the Post-Impressionists there had been one or two painters not to be sneezed at. During the thirty-eight years of his connoisseur’s life, indeed, he had marked so many “movements,” seen the tides of taste and technique so ebb and flow, that there was really no telling anything except that there was money to be made out of every change of fashion. This too might quite well be a case where one must subdue primordial instinct, or lose the market. He got up and stood before the picture, trying hard to see it with the eyes of other people. Above the tomato blobs was what he took to be a sunset, till someone passing said: “He’s got the airplanes wonderfully, don’t you think!” Below the tomato blobs was a band of white with vertical black stripes, to which he could assign no meaning whatever, till someone else came by, murmuring: “What expression he gets with his

foreground!” Expression? Of what? Soames went back to his seat. The thing was “rich,” as his father would have said, and he wouldn’t give a damn for it. Expression! Ah! they were all Expressionists now, he had heard, on the Continent. So, it was coming here too, was it? He remembered the first wave of influenza in 1887 or 8 hatched in China, so they said. He wondered where this - this Expressionism - had been hatched. The thing was a regular disease!” [22]

### 5. In pairs, answer the questions.

1. How does the author describe the sculptures of "Jupiter" and "Juno"? What attitude does he intend to convey describing these creations in such a way?
2. What lexical means are used by the author to describe "The Future Town" by Paul Post? Does it seem satirical to Soames?
3. What facts supplied by the author make you believe that Soames was a genuine connoisseur of art?
4. Does Soames believe the future of Expressionism? How does the author manage to render his attitude to this new art trend?

**6. SPEAKING| Link to the following site. Choose one modern picture to your liking. Tell your groupmates what it depicts. Share your impressions, using the phrases given below: <https://www.timeout.com/newyork/art/the-100-best-paintings-in-new-york-museum-of-modern-art>**

*I like it immensely*

*I personally like ... very much indeed*

*There is nothing I enjoy more than ...*

*... is really terrific*

*It's undoubtedly the strongest point of ...*

*... is too lovely for words*

*I can't stand/bear ...*

*It is not of my favourite*

*I'm afraid I really hate ...*

*... is mediocre*

*I can't say ... appeals to me very much*

*I find ... meaningless*

*What I really hate is ...*

*The worst thing is ...*

## 5D LISTENING

### 1. In pairs answer the questions.

*How would you choose a picture for your own home? To match the colour scheme? To remind you of someone/something? To impress your guests? What other criteria would you use? Can you combine computing and art?*

### 2. Listen to the text "Home as a Museum" and define its main idea

### 3. Listen again and answer the questions (*Track 14*).

1. "In your own words, describe Bill Gate's dreams for his home.
2. How will the new technology be used?
3. What are its advantages according to Bill Gates?
4. What are its disadvantages according to the curators?
5. Apart from art, what are the applications of such technology?" [23]

### 4. VOCABULARY/ Explain the meanings of the following word combinations in English and use them in the situations of your own.

1. tycoon's collection
2. with several museums' worth of paintings
3. high-definition video screens
4. to recruit somebody
5. digitised pictures
6. curators
7. to be altered
8. connoisseur
9. electronic database

### 5. Study the dictionary entry of the word "picture" and its derivatives. Comment on the use of the following word combinations.

1. to put/ keep someone in the picture
2. to be the picture of health
3. to go to the pictures
4. the picture I took of you
5. to picture something to oneself
6. a picturesque landscape

### 6. Explain the meaning of the word combinations in bold and translate the following sentences into Ukrainian.

1. "And I took up a **palette knife** and asked myself if I should scrape out the **picture** or murder Blue-nose or cut my throat". (J. Cary)
2. "What is the **subject of the picture**? What is the general nature of the work?" (J. Cary)
3. "He would still prefer an **easel picture** if possible, a **study of the nude**". (J. Cary)
4. "The man from the Photo Unit moved off and began **taking pictures** of the dog". (McBain)
5. "Then he **pictured in his mind** that his voice was a river, flowing from his mouth". (N. Evans)
6. "I tried to **picture the surroundings** in which he might take his place, but I could see no more than a dim figure against a background of fog". (W.S. Maugham)
7. "There was a **picture of her** on page three, which made her unique combination of rare features more **picturesque** than in flesh, and harder to believe". (R. Stout)
8. "The **picture he presented** of his father was of a dreaming unambitious man who spent his spare time playing the organ in the village church". (D. Lessing)
9. "It is the strangest thing that one may be **the picture of physical well-being**, while inwardly unhappy". (D. Lessing)
10. "The gardens **are a picture**. Very fond of her garden Miss Arundel was". (A. Christie)
11. "He was the **picture of conscious guilt**". (A. Christie)

**7. SPEAKING| In small groups, discuss the following:**

1. What do you think of Bill Gates' idea?
2. What's the point of going to a museum if you've got a fantastic video or CD player at home?

**8. Role-play| Carry out the debate on the topic: "Digitalized Artworks. Is this new approach to art: a problem or an opportunity?"**

**Group A** – well-to-do collectors (proponents of the digital museums)

**Group B** – museum curators (opponents of the digital museums)

**Group C** – computer engineers

**9. WRITING| Write an essay in 200-250 words on the topic:**

Electronic games and technological entertainment will mean the end of the live arts for the next generation. Do you agree?

## 5 E SPEAKING AND VOCABULARY

### VISITING AN ART MUSEUM

#### 1. Interview each other. In pairs, ask your friend:

1. whether he/she is a constant visitor of art museums or picture galleries.
1. about the main art attractions in London and what they are famous for.
2. what he/she knows about the treasure-houses all over the world and what they feature.
3. what interesting art exhibitions or events are worth seeing in Kyiv and why.

#### 2. Read the International Arts Guide below and find information to the following questions:

- Where can you visit applied art exhibitions?
- What exhibitions can you visit in winter?
- What is the aim of Kandinsky's exhibition?
- What does Dali's exhibition coincide with?
- What exhibitions feature modern trends in art?
- What exhibitions are focused on Old Masters?
- Where do the people of Baga reside?
- Where exhibitions of British painters are held?
- Why is the exhibition in Stockholm called "Lost and Found"?
- Where can you see genre painting?

#### **"Amsterdam** Van Gogh Museum

Sir Lawrence Alma-Tadema: Retrospective exhibition of the work of the painter Lawrence Alma-Tadema (1836 – 1912), who was born in the Netherlands, but settled in London in 1870. In Victorian England he became popular for his idealised, but accurately detailed and colourful scenes of Greek and Roman life. The exhibition features some 70 paintings and selection of watercolours from international collections.

#### **Edinburgh Scottish** National Portrait Gallery

Double vision: Exhibition devoted to stereoscopic photography, first developed in the 1850s. The images, which can be seen through hand-held viewers, include panoramic views, portraits and humorous scenes. To Feb 23.

#### **Hanover** Sprengel Museum

Garten der Frauen: Exhibition focusing on the work of seven female artists who were among the forerunners of the modern art movement in Germany at the beginning of the 20<sup>th</sup> century. The display includes more than 70 works by Paula

Modersohn-Becker, Gabriele Muntz, Marianne Werefkin, Erma Bossi, Clara Rike-Westhoff, Kate Lassen and Otlie Reylaender. To Feb 9.

**London** Christie's

Houghton at Kenwood: Exhibition of Old masters from the collection of Sir Robert Walpole, Britain's first Prime Minister. The paintings were transferred to Houghton Hall, Norfolk, on Walpole's fall from power, where they remained for two generations until almost 200 pieces were sold to Catherine the Great of Russia in 1779. Now some of these paintings have been returned, on loan for this exhibition. To Apr 20.

Amsterdam **Rijksmuseum**

Reflections on the Everyday – Dutch Genre Prints from the 16<sup>th</sup> and 17<sup>th</sup> centuries: Exhibition providing a survey of genre prints with works by van Leyden, Rembrandt and van Ostade accompanied by some less known pieces by their contemporaries. To May 4.

*Hamburg Museum für Kunst und Gewerbe*

Exhibition focusing on Egyptian mummies, their role and preparation and the ways in which they were a source of inspiration to – and sought after by – Europeans from the 17<sup>th</sup> century onwards. The exhibition also shows how modern research techniques are used to look at the inside of a mummy without destroying the linen wrapping. To Apr 20.

Lisbon **Modern Art Centre**

Treasure Island: Exhibition showcasing works of British art collected by Calouste Gulbenkian Foundation since the late 1950s. The display is split into two sections; the first covering the period from the late 1050s to mid-1960s, the second from the late 1960s to the present. Artists with work on show include Blake, Hockney, Cragg, Riley, Bacon, Hirst and Hume. To May 4.

**Berlin** Brücke Museum

Early Kandinsky: A survey of a little-known period in the German Expressionist's development, before he made his abstract painting in 1910 at the age of 44. Kandinsky's early work is revealed as full of diverse influences, from Biedermeier to the Fauves. Ends Nov 27.

**Madrid** Fundacio la Caixa

Kandinsky and Mondrian – Two Roads towards Abstraction: This exhibition marks the 50<sup>th</sup> anniversary of the deaths of two great pioneers of modern art. It covers the years 1911-20, and aims to illustrate the parallels and differences in their stylistic evolution. There are 35 canvases by Kandinsky and 56 oils, drawings, watercolours and gouaches by Mondrian. Ends Nov 13. (after which it will transfer to Barcelona)

***Stockholm Kulturhuset***

Lost and Found: Exhibition examining contemporary British design against its backdrop of fundamental socio-economic changes, from Thatcherism to new Labour's Cool Britannia. On display are works by more than 40 of the UK's most influential designers in fashion, product design, furniture and graphics. Includes designs by Hussein Chalayan and Alexander McQueen. To Jun 3.

***Chicago Art Institute of Chicago***

Beyond the Easel: Decorative painting by Bonnard, Vuillard, Denis and Roussel, 1890 –1930. Includes painted screens, various wall and door paintings and even the ceilings of some of the wealthy collectors of the time. A large triptych by Bonnard from the Hermitage, St. Petersburg, is one of the highlights. To May 16.

***Baltimore Baltimore Museum of Art***

Art of the Baga. A Drama of Cultural Reinvention: Exhibition examining the artistic legacy of the peoples known as Baga occupying a narrow stretch of Lowland along the Atlantic coast of the Republic of Guinea, West Africa. On display are over 100 objects including masks, ceremonial sculpture and everyday household items. From Jan 29 to Apr 13.

***Basle Antikenmuseum***

Rediscovering Pompei: This internationally-acclaimed exhibition of 200 objects, including jewellery, ceramics, statues and household implements, gives insight into daily life in the Roman town, supplemented by a reconstructed garden with mosaics and a room complete with original frescoes. Ends Jun 26.

**Los Angeles J.Paul Getty Museum**

A Passion for Performance: Sarah Siddons and her Portraits. 10 portraits by leading 18<sup>th</sup>-century British painters including Joshua Reynolds, Thomas Gainsborough and Thomas Lawrence. To Sep 19.

**Rome Galleria di Piazza Colonna**

Salvador Dali: Sculptor and Illustrator: Organised to coincide with the 10<sup>th</sup> anniversary of Dali's death, this show includes more than 500 works – sculptures, etchings and lithographs – spanning 50 years of Surrealism. To Nov 15.

***Rome Palazzo delle Esposizioni***

El Greco: Identity and Transformation: Originated in Madrid, this major exhibition focuses on the period of the artist's early apprenticeship in Crete and Italy, in an attempt to shed light on his subsequent "Spanish transformation". Highlights of the 70 works on display include "Expulsion" of Traders from the Temple" (1570) and "View of Toledo"(1600), both on loan from the USA. To Sep 19. (then travelling to Athens)". [ 32]

**3. SPEAKING| In small groups answer the questions. Use the international arts guide to make up an art programme for your group. Then discuss it with your group mates.**

*What museums and art galleries are you familiar with?*

*What do you know about them?*

**4. PROJECT| Work in groups of three. Using the information from the Internet and mass media make up an arts guide for Ukraine.**

**5. Watch the podcasts showing the best works of the most famous British artists. Put down their names. Whose works did you enjoy the most? Use the vocabulary given below to describe the colour scheme of the paintings that impressed you.**

“**Colour scheme** is a scheme for combination of colours in a design. E.g. *Gainsborough's pictures are painted in clear and transparent tones, in a colour scheme where blue and green predominate*” [31].

The following adjectives are often applied to colours:

- light	- soft, pastel	- intense
- dark	- subdued	- luminous
- bright	- low-keyed	- glowing
- pale, faded	- subtle, delicate	- strong
- vivid	- warm	- harsh, gaudy
- brilliant		- - cool

**6. Choose any picture from the podcasts and tell the group what it depicts. Use the vocabulary given below.**

“The following words are widely used when discussing pictures: **depict, portray, represent, render, catch, capture, sense, effect.**

**Depict and portray** are often used in the sense of “*represent, show in the form of a picture*”.

E.g.: *The drawing depicts a sleeping child. Scenes from the Greek myths are depicted in the frescos. Death is portrayed as an old woman. The famous writer is portrayed sitting at his desk.*


**Represent** also occurs in some such cases, but is comparatively rare.

**Render** is used in the sense of “*reproduce by artistic means*”, generally with an adverbial modifier. E.g.: *The painter has rendered the child's expression of wonder very well. Degas effectively renders the atmosphere of the ballet.*

**Catch and capture** occur in a similar sense, usually without an adverbial modifier. E.g.: *The painter has succeeded in capturing the inner world of his sitter*”.[31]

## 5 F LISTENING

1. Look at some of the paintings by William Turner, the artist of the 18<sup>th</sup> century. Do you agree that his art was ahead his time? Why? Why not?

2.  Listen to a radio program Sunday Arts Profile about William Turner. Say whether the statements are true (T) or false (F). (Track 15)

- His methods of painting seem fairly outdated nowadays.
- He is famous for his advance way of abstract painting.
- His early paintings differ from his late creations in colour scheme and technique.
- William Turner is unanimously recognized as the master of rendering light and colour.
- The painter didn't depict any technological innovations of his time.
- His art has left a profound impact on the development of painting.

3. Refer to the tapescript of the programme and explain the contextual meaning of the word-combinations in bold. Paraphrase them.

- His methods **prefigured the French impressionists** and even now seem thoroughly modern.
- Most of the critics of that day **were stuck with issues** of craft.
- Turner lived in a remarkable period, he **lived through many dramatic upheavals...**
- He did it at the time when all his other works were **castigated by critics**.
- And I think he **left an indelible imprint on** the history of art and the history of human imagination.

4. Look at one of the most famous pictures by W. Turner "*Rain, Steam and Speed*". Read a brief comment on it. Agree or disagree with it. Say what you can see in the picture.



*“In this, as in his other works we can see Turner's realisation of an interplay between dark and light, warm and cold masses. The painter became absorbed exclusively in rendering colour, light and atmosphere. Turner began to use in oil the gorgeous colour schemes where glowing colours predominated. In his investigation of colour he anticipated in some degree the practice of the Impressionists; in some late works when colour seemed to become arbitrary in the sense that it was independent of the form, he was the forerunner of purely abstract painters.” [65]*

**GET IT RIGHT!**

**Give the negative forms of the following words:**

accurate	conspicuous	even
agreeable	concerned	literate
legal	worthy	conscious
encourage	attentive	satiabile
belief	modest	material
effective	persuade	resolute

**5. Match the negative adjectives to their explanations.**

1. inauspicious	a. not suitable
2. implausible	b. not favourable
3. inadvertent	c. cannot be damaged/hurt
4. immutable	d. not fit to be eaten
5. incessant	e. not credible
6. inappropriate	f. never stopping
7. incoherent	g. cannot be erased
8. indelible	h. cannot be understood
9. illogical	i. not intentional
10. inedible	j. cannot be changed
11. invulnerable	k. not logical
12. irreverent	l. showing no respect

**6. Look at the famous picture by John Constable “The Hay Wain”. Describe the composition of the picture. Follow the scheme below:**




“**Composition** means how the various elements of the picture are arranged.  
E.g.: *The composition of the picture is very striking.*

When talking about the *composition* of a picture, the following word combinations may be useful:

- in the foreground /background
- in the centre foreground/ background
- in the left/right foreground/background
- on the background of
- in the centre/middle of the picture
- off centre
- on/to the right/left of the picture
- at the top/bottom
- in the top/bottom left/right-hand corner”[40]

**7. Look at how this place looks now. Has it changed since John Constable depicted it in his picture? What is missing now?**



**8.  Listen to a BBC radio program telling some facts about the life and professional path of John Constable. For questions 1-9, complete the notes with a word or a short phrase. (Track 16)**

1. My journey begins in \_\_\_\_\_. This is where the painter John Constable grew up.
2. Constable grew up working in the \_\_\_\_\_ his family owned at Flatford.
3. His father wanted him to take over the business, but Constable \_\_\_\_\_ to become a painter.
4. Constable's most famous painting shows the view \_\_\_\_\_.
5. The interesting thing is that you stand here and you can't help looking at it \_\_\_\_\_.
6. Constable`s painting captured \_\_\_\_\_ along the River Stour.
7. It was here that he first \_\_\_\_\_ a local girl called Maria Bicknell.
8. When his father died, Constable painted a picture of \_\_\_\_\_.
9. And this was his \_\_\_\_\_ to his father and his childhood home.

**9. Comment on the following statements. Agree or disagree with them.**

*“It`s (“The Hay Wain”) a good demonstration of how powerfully artist can influence the way we look at something. I mean, I dare say, if Constable hadn`t painted this picture, people would walk past this place and wouldn`t give it a second glance.”*

*“Painting is but another word for feeling”, Constable once said.[Track16]*

**10. SPEAKING| Explain why the British have been taking care after the place depicted in the picture “Hay Wain” to look as it used to at the time of Constable. Discuss whether the Ukrainians should do the same. Give your reasons to justify your opinion.**

**11. Watch the podcast, showing the best works by Thomas Gainsborough. What genre of painting has he excelled in: landscape, still life, marine or portrait?**

**12. Read the text about Th. Gainsborough and fill in the chart that follows.**

<b>favourite genres and subjects</b>	
<b>brushwork</b>	

### THOMAS GAINSBOROUGH (1727 - 1788)

“Throughout his boyhood Gainsborough loved to walk through the Suffolk countryside, endlessly sketching the woods, fields and the river near Sudbury. It was after looking at some of these **early drawings**, with their quick, firm, sure lines and **strong sense of composition and harmony**, that his father prophesied: "Tom will one day astonish the world".

Gainsborough's real interest was in painting landscapes, but people tended to think of landscapes as being decorative rather than fine art. In fact, they were often described as chimney pieces, as they were used to adorn mansions and houses. Thus, he began to undertake commissions for portraits in order to support his family.

In his pictures he often **depicted figures on the landscape background**. In this case the landscape was used as an effective method of **framing the figures**. In fact he created a form of art in which **the sitters and the background merge into a single entity**. The figures **blend with the background** to such an extent that they **become almost transparent**. It was done with the sole purpose of **achieving the greatest possible degree of spontaneity**.

Gainsborough was much admired for capturing not just the physical appearance of his subjects, but also for conveying something of their characters and personality. Unlike many contemporary portrait painters, he was not inclined to flatter his sitters. Perhaps, being a passionate amateur musician and a sparkling conversationalist he had a special skill in making his sitters feel beautiful and, therefore look at their best. His special **insight into the psychology of women** makes him essentially "the singer of women's beauty" (*«Lady with a Book», "Portrait of the Duchess of Beaufort", "Mrs. Richard Sheridan"*).

One of the most fascinating of his works is the study of his *"Two Daughters"*. Its light colour scheme of blues and yellows belongs to his early period. Later he **enriched his palette**, but he invariably kept his scheme cool, preferring blues. There

is a kind of English reserve about Gainsborough's blues, which belong essentially to his spirit.

"Mrs. Siddons" - a superb and powerful portrait of the famous actress - is one of Gainsborough's best-known and most admired works. When the portrait was first exhibited, it caused a sensation. Mrs. Siddons' niece, Fanny Kemble, aptly commented: " A more **exquisitely graceful, refined and harmonious picture** I have never seen; the delicacy and sweetness, combined with the warmth and richness of the colouring make it a very peculiar picture."

In the 1870s Gainsborough began painting what he called "**fancy pictures**". In these he depicted country folk, often children, in **a romanticised rural setting**, creating a romantic image of an idealised rural community.

The painter was extremely fussy about the height at which his pictures were to be hung, as he **took great pains** with the way the light struck them. He often began his portraits in a darkened room, gradually increasing the amount of light, and frequently painting by candlelight. It was through this painstaking care that he captured the sheen of silk, the rich depth of colour and his unique tactile quality.

Gainsborough's individual technique in **applying layers of paint** and **using delicate brushstrokes** to create the texture of silk, lace and other fabrics surpassed even the mastery of Reynolds. The method consisted in putting **tiny touches of paint** on to the canvas so that the colour mixing takes place not on the palette but as a phenomenon of optics between the canvas and the eye of the beholder. The result is vibrant, pure colour, which seems made of light.

Gainsborough is the purest lyricist of English painters". [37]

### 13. Answer the following questions:

- What was the function of landscape in Gainsborough's portraits?
- What effect does Gainsborough achieve with his peculiar colour scheme?
- What are the most conspicuous features of Gainsborough's portraits?

### 14. VOCABULARY| Explain the meanings of the following word combinations in English and use them in the situations of your own.

1. early drawings	9.one's insight into the psychology of ...
-------------------	--

2. a strong sense of composition and harmony	10. to enrich one's palette
3. to depict figures on the landscape background	11. to be exquisitely graceful
4. to frame the figures	12. a refined and harmonious picture
5. to merge into a single entity	13. fancy pictures
6. to blend with the background	14. a romanticised rural setting
7. to become transparent	15. to take great pains
8. to achieve the greatest degree of spontaneity	16. to apply layers of paint
	17. delicate brushstrokes touches of paint

**15. Complete the chart below using the appropriate forms of derivatives.**

Noun	Verb	Adjective	Adverb
			painstakingly
	reconstruct		
inferences			
	separate		
	suggest		
			apparently
		original	
		plausible	
	distinguish		

**16. SPEAKING| Work in pairs and discuss whether portrait painting has a chance to survive and develop with the spreading of image-taking technologies. List your arguments for and against.**

**EACH PAINTING TELLS A STORY**

**1. Look at the series of pictures “A Rake`s Progress. Learn the meaning of the word “rake”. Which meaning is used in the title of the pictures?**

*rake (n): a) a garden tool with a long handle and long, pointed metal parts sticking out in a row at the bottom, used for making the earth level or for collecting leaves, etc;*

*b) a slope;*

*c) a man, especially one who is rich or with a high social position, who lives in an immoral way, especially having sex with a lot of women.*

**2. Do you think the story depicted in the picture had a good or bad ending? Why?**

**3.  Listen to a BBC program describing the pictures from the series “A Rake`s Progress”. Order picture A-C. Match pictures A-C with the headings 1-3. (Track 17).**

1. Sinful Life

2. Temptation of a Big City

3. A Young Heir

**4. Read the tapescript, and pick up words and word-combinations to describe each picture A-C.**

*E.g. A Young Heir: inherit from father, miserliness, a maid....*

**5. Choose the best phrase that summarizes the morale of the story shown in “A Rake`s Progress”:**

- ambitions of youth can be misleading;
- a young man finds it difficult to resist the temptations of evil;
- gold is corruptive;
- it`s easy to betray your moral principles.



A.

B.





C.

**6. Look at the two final pictures D-E from the series “A Rake’s Progress”. Choose the title 1-2 to match them.**

1. Madness is a sad final.
2. Sins have to be punished.

**7. Match the pictures D-E with the description 1-2.**

1. *“To survive, the debtors had to pay for things like food or firewood in addition to paying off their debts. One person demands money from Rakewell for the beer that he brought him. To get himself out of this situation, Rakewell wrote a play he intended to sell, but on the table next to him we see a rejection letter.*
2. *Crying next to Tom we see Sarah who never leaves his side during all those years. We can see that she brought him soup, but he is still not paying attention to her. The women in fancy dresses in the background represent curious visitors who pay money to see the patients.” [9]*



D.

E.



**8. SPEAKING| Work in groups. Study another picture from the series “A Rake’s Progress”. Describe what is going on in the picture. Answer the following questions.**

- Where’s Tom?
- Who is the lady standing next to him in the picture?
- What does her appearance suggest us of her social status?
- What part is the priest playing in this scene?
- Who is standing behind an elderly lady?
- Why is Tom eyeing this young lady with interest?
- How is Tom feeling at the moment?
- Who is the lady in the background of the picture holding a baby in her hands? Could she be Sarah, the maid from the first picture?
- What does the image of the maid with the baby symbolize?

**9. PROBLEM SOLVING| Choose any picture that you admire. It can be any piece of art: a classical painting, a modern canvas or a piece of digital art. Follow the guideline and make a description of the picture.**

The process of picture description is divided into four steps: **description, analysis, interpretation and judgement.**

### **1. Description**

What is the name of the artist who created the artwork?

- What kind of an artwork is it?
- What is the name of the artwork?
- When was this artwork created?
- Name some other major events in history that occurred at the same time this artwork was created.
- List the literal objects in the painting (trees, people, animals, rivers, etc).
- Consider the significant art elements that are present in this artwork and describe them: **line, shape, form, space, texture, colour, pattern.**

### **2. Analysis**

In this step consider the most significant art principles that were used in the artwork. Describe how the artist used them to organise the elements: **balance, harmony, gradation, proportion, contrast, variety, movement, depth, emphasis, unity, composition.**

### **3. Interpretation**

- Based on what you have learnt so far about the artwork, what do you think the artist was trying to say?
- Why did the artist create this artwork? What do you think it means?
- What feelings do you have when looking at this artwork?

### **4. Judgement**

- Do you like this artwork?
- Would you display this artwork in your home?
- Is this artwork good enough to be put in a museum? Justify your opinion.

## UNIT 6

### WHAT'S IN THE NEWS



(Photo from: <https://www.youtube.com/@BBCNews>)

#### LEAD-IN

**1. Answer the following questions. Tick off if you:**

- watch news on tv;
- scroll the feed on telegram news channels;
- listen to the news in English daily;
- never believe anything scandalous;
- always verify the news that looks suspicious;
- are eager to share the latest news with friends.
- follow famous bloggers updates.

**2. Complete the following media chart. Sort out the words and word-combinations given in the box.**

broadcast, press release, biased, interview, anchorperson, breaking news, objective, editorial, blogger, obituaries, sensational, paparazzi, front page, advertisements, live coverage, block, censorship, unbiased, cover

CONTENT	MEDIA PEOPLE	QUALITY	MEDIA ACTIVITY

**3. Work in pairs. Interview each other. Report your findings to the group.**

Is censorship needed to make news perfect?

Have you ever read an editorial in a serious magazine?

How often do you watch live coverage of sports events?

Can you name any famous anchorpeople on Ukrainian TV?

Do paparazzi have the right to exist? Is their job needed?

What news would you call sensational?

What famous person would you like to interview?

What usually catches your eye on the front page?

Are there more biased or unbiased information nowadays?

**4. Who gets news exclusively from the Internet? What is the main reason for your updating yourself online? Do the quiz to check how many online media words you know. Give words to match the following definitions. For each right answer you get 1 point. If you score 13-10 points, you are an Internet buff. If you score under 10, you are just about to get addicted. If you score under 5, online media is still a mystery for you.**

- a. “a regularly updated page that is managed by one person;
- b. to subscribe to the page of a person or organization;
- c. a person who gets unauthorized access to information/accounts;
- d. a person who influences consumers online;
- e. internet content that must be subscribed to and paid for;
- f. a story that has become extremely popular online;
- g. to broadcast content live on the internet;
- h. sending fraudulent content or entice people into providing personal information or money;
- i. exaggerated news that is designed to get people`s attention by shocking them;
- j. funding projects by using lots of small donations from Internet users;
- k. internet content where the main intention is to draw attention and persuade users to click on a link to a particular webpage;
- l. something that became extremely popular online;
- m. a person who deliberately offends or upsets users.” [3]

## 6A VOCABULARY AND LISTENING

### CAMERA NEVER LIES

#### 1. SPEAKING| In pairs, discuss the questions.

While scrolling the feed, do you pay more attention to content or photos?

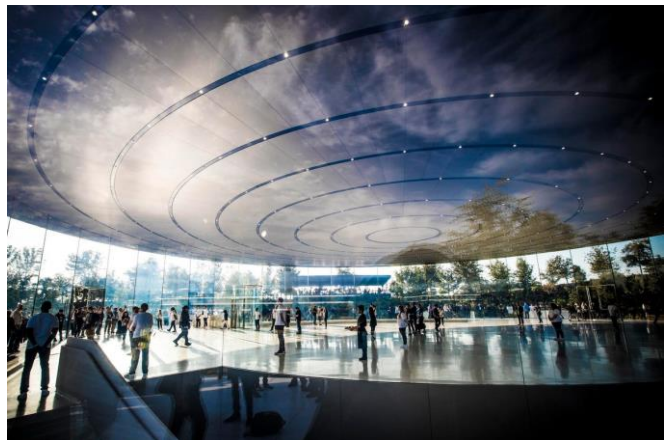
Agree or disagree with the statement: “Camera never lies” Is this statement still in force with the leverage of AI in media? What is a hoax?

#### 2. Look at some photos. Can you tell an AI-generated hoax from a real photo? (adapted from: <https://www.cnet.com/pictures>)

A.



B.



C.



D.



E.

F.



### **3. Study the information about the photos given and compare your assumptions.**

“A– hoax. AI generated photo featuring 2012 superstorm that hit New York.

B– a real photo. It may look like an awkward composite, but the image of people milling about in a glass-walled building interior, taken through the windows above Apple's Steve Jobs Theater in Cupertino, California, is a real photograph.

C– hoax. The image of a dawn marine layer of fog hovering in a valley was AI-generated.

D– a real photo. This picture taken on April 9, 2014 shows She Ping, a 34 year-old local beekeeper, covered with a swarm of bees on a small hill in southwest China's Chongqing. She Ping released more than 460,000 bees, attracted them to his body, and made himself a suit of bees that weighs 45.65kg within 40 minutes, local newspaper reported.

E. – hoax. It looks like a believable-enough visit to foggy San Francisco, but the image of the couple in front of the Golden Gate bridge was AI-generated.

F. - The delicious-looking avocado toast on the dark stoneware plate is nearly perfect, and also AI-generated. If you look closer, you will see the strange form of the lime on the left, and the just too perfect texture of the crust.” [69]


### **4. SPEAKING| Work in pairs. Pick up statements you agree with and give your reasons.**

- It should be banned to publish hoax photos, because It`s the same as publishing fake news.
- Evil report carries faster than applause.
- News is the first rough draft of history.
- When fake news is repeated, it become difficult for the public to discern it.
- It`s more fun to be tricked by a hoax photo than to find out it`s a fake.
- A newspaper column, like a fish, should be consumed when fresh; otherwise it is not only indigestible but unspeakable.

### **5. In pairs, agree or disagree with the following statement:**

*Celebrities have to accept that they are doomed to be in the limelight. Therefore, they are victims of publicity and have to sacrifice their private lives to pay for their fame.*

**Do you approve or disapprove of paparazzi? Why?**

6.  LISTENING| Look at the photos of some celebrities. Do you know anything about them? (Track 18)
7. Work in pairs. Ask your partner questions to find out what facts he/she knows about these celebrities

<https://www.imdb.com/name/nm0000093/>



**Brad Pitt**



**Britney Spears**



**Lindsay Lohan**



**Julia Roberts**



**Kate Bosworth**

**Paris Hilton**



- 8. If you were a paparazzi, what would you like to unveil about these public figures?**
- 9. Listen to the interview and make a list of facts you`ve found out about the celebrities in the photo.**
- 10. Listen again and answer the following questions:**

- How is a female paparazzi called?
- Why do celebrities collaborate with paparazzi?
- What shots can be paid the most?
- Do paparazzi need a lot of special equipment to take a juicy picture?
- Do paparazzi violate the privacy of celebrities?
- Are there enough laws restricting the activity of paparazzi?
- Why should celebrities be always on vigil?

- 11. SPEAKING| Work in pairs and discuss whom you would like to photograph if you were a paparazzi. What facts would you eager to learn about that celebrity?**

## 6B READING AND VOCABULARY

1. Think of 5 words that best reflect the most burning global issues
2. In pairs, study the words given below. These are the key words of some world headlines. Think what section they can be attributed to.

Politics	Environment	Science	Finance	Culture	Healthcare
----------	-------------	---------	---------	---------	------------

*Additive, bankruptcy, siege, extinct, barbarian, dictionary*

3. Read the news extracts where these words are found. Choose one news and write a brief comment on it.

A

*“California banned four food and drink additives that may cause cancer and other illnesses, becoming the first state to do so. The substances, which are added to cookies, candy, fruit juice, and other products, are brominated vegetable oil, potassium bromate, propylparaben, and red dye 3. Prohibiting these added ingredients will force companies like Mars, which makes Skittles, to change their recipes in order to produce safer snacks and drinks”. [48]*

B

*“Three days after a deadly October 7 attack on Israel by Hamas militants, President Biden expressed support for Israel, pledging to provide military aid to the country's air defense systems. The initial attack, which killed as many as 1,200 people, was followed by an Israeli siege of the blockaded Gaza Strip, where two million Palestinian people live. Health officials there say at least 1,000 people have been killed by Israeli bomb strikes”. [48]*

C

*“Rite Aid filed for bankruptcy protection on October 15. The company's sales have fallen and its debt increased as a growing number of lawsuits accuse it of contributing to the opioid crisis by filling dubious prescriptions. Rite Aid has lost more than \$300 million in the last three months, and the legal filing will help it pay its debts and restructure the company”. [48]*

D

*“Researchers at the National Museum of Denmark discovered evidence that the Vikings had windows in their dwellings. They say its further proof that ancient Norse people weren't as barbaric as they are often portrayed as being. Experts previously assumed that window glass was invented much later, during the Middle Ages. Vikings are commonly described as being uncivilized barbarians”. [48]*

E

*“Experts will take more time to consider all video and photographic evidence before declaring the ivory-billed woodpecker extinct. The U.S. Fish and Wildlife Service proposed the designation in 2021, which would officially remove the bird from the list of endangered species. While many birders claim to have seen the woodpecker in recent years, no solid proof has surfaced of its survival since the last confirmed sighting 80 years ago”. [48]*

*F*

*“October 16, 1758 is the birthday of the most influential lexicographer in U.S. history, Noah Webster. It's also celebrated as National Dictionary Day, in honor of Webster's contributions to the world of words. His reference book, A Compendious Dictionary of the English Language, published in 1806, is considered to be the original American dictionary”. [48]*

**4. Scan the world's most discussed issues of today. Tell what you know about them.**

**ELON MUSK SLAMS ADVERTISERS OVER ANTI-SEMITIC CHARGE  
THREE ISRAELIS KILLED BY PALESTINIAN GUNMEN AT JERUSALEM  
BUS STOP**

**OPENAI CHAOS NOT ABOUT AI SAFETY, SAYS MICROSOFT BOSS  
FIERCE ROW ERUPTS OVER 2024 ELECTION IN UKRAINE**

**CLIMATE SUMMIT IN AN OIL STATE: CAN COP28 CHANGE ANYTHING?**

**5. Group the words and word-combinations given below under each headline above. Make a brief news coverage under the headline that you choose.**

<ul style="list-style-type: none"> <li>- deter a potential natural catastrophe;</li> <li>- a concern about dangers of technology;</li> <li>- advertising boycott;</li> <li>- shooting at people with a rifle;</li> <li>- fuel a political confrontation</li> </ul>	<ul style="list-style-type: none"> <li>- fast-paced technological development;</li> <li>- greenhouse gas emissions;</li> <li>- concerns over antisemitism</li> <li>- under current martial law;</li> <li>- a profanity-laced outburst</li> </ul>	<ul style="list-style-type: none"> <li>- at the scene of the attack;</li> <li>- sack a creator of CHATGPT;</li> <li>- climate talks;</li> <li>- hold an election;</li> <li>- shape the development of AI;</li> <li>- an armed group</li> </ul>
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**6. LISTENING| Scan these key words from the BBC headlines. What do the news highlight?**

North Korea; Sam Altman; Dublin, Kyiv

**7.  Listen to the news. Put down more key words for each coverage.**

**Match the news (1-4) with the headlines (A-C). (Tracks 19-22)**

- A. OPENAI BOSS RETURNS
- B. KNIFE ATTACK LEAVES THREE CHILDREN INJURED
- C. THE BIGGEST DRONE ATTACK HIT KYIV
- D. SUCCESSFUL LAUNCH OF MILITARY SPY SATELLITE

**8. Which news would you call:**

- bewildering;
- terrifying;
- shocking;
- heartbreaking;
- alarming;
- confusing;
- outrageous

**9.  Listen again. Fill in the gaps in the summaries of the news coverages.**

**News 1**

1. "North Korea claims it has successfully put a \_\_\_\_ into space, after two earlier attempts failed this year.
2. South Korea says it has partially \_\_\_\_ its military agreement with the country, and will resume \_\_\_\_\_ activities previously suspended on the border.
3. It comes after a meeting between Russian President Vladimir Putin and Kim Jong Un in September, where Moscow offered Pyongyang help with its \_\_\_\_.
4. South Korea says it has not confirmed yet if the satellite is \_\_\_\_\_, but says it believes the North received help from Russia." [66]

**News 2**

1. "OpenAI \_\_\_\_ Sam Altman will return as boss just days after he was fired by the board, the firm has said.
2. The agreement " \_\_\_\_\_ " involves a new board member being appointed, the tech company added.

3. It comes after Mr. Altman was \_\_\_\_\_ on Friday triggering an open letter from staff who \_\_\_\_\_ to resign unless he was reinstated.” [66]

### News 3

1. “A 5-year-old girl is in emergency care after five people were injured in a \_\_\_\_\_ in the centre of Dublin, Irish police have said.

2. In a press conference, Gardai added that a boy and a girl were also hurt, less seriously - along with two \_\_\_\_\_.

3. Officers added that a "person \_\_\_\_\_" - a man in his 50s - had been detained after the attack, and they were not looking for anyone else.

They said they were not treating the incident as \_\_\_\_\_ but that it remained under \_\_\_\_\_.” [66]

### News 4

1. “Russia has launched its biggest \_\_\_\_\_ on Kyiv since its \_\_\_\_\_ invasion of Ukraine began last year, the city's mayor has said.

2. Residents were woken by explosions before dawn on Saturday as Russia \_\_\_\_\_ the capital for more than six hours.

3. The mayor Vitaliy Klitschko said five people had been injured in the attacks and \_\_\_\_\_ has been cut to a number of buildings.

4. Officials said that more than 75 Iranian-made Shahed drones were \_\_\_\_\_ at the capital, and 74 were shot down.” [66]

**10. Read the tapescripts of the news (Tracks 19-22), and pick up words and word combinations to add more details to the summaries given above.**

**11. SPEAKING| Read the quotations from the editorial articles on different acute global issues. Debate them in the groups. Provide more examples and supportive arguments to present your opinion.**

*James Madison:* “Of all the enemies to public liberty war is, perhaps, the most to be dreaded because it comprises and develops the germ of every other. War is the parent of armies; from these proceed debts and taxes ... known instruments for bringing the many under the domination of the few.... No nation could preserve its freedom in the midst of continual warfare.” [24]

*Eleanor Roosevelt:* “Where, after all, do universal human rights begin? In small places close to home...Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity, without discrimination.” [24]

*Steven Magee:* “One of the problems with climate change, global warming and global air pollution is that it may change the frequency and intensity of electrical storm activity. Too much lightning activity may cause excessive mating, aggression, fatigue, illness and disease to occur. Too little may turn off the animal and plant breeding cycles.” [24]

*Brad Garlinghouse:* “What's happening in crypto - and certainly what's happening at Ripple - we have an opportunity to fundamentally change the way global commerce is managed from a payments point of view.” [24]

*Antonio Guterres:* “As a global community, we face a choice. Do we want migration to be a source of prosperity and international solidarity, or a byword for inhumanity and social friction? “ [24]

## THE REVIEW OF A NEWSPAPER ARTICLE

1. **SPEAKING**| What do you think are the most popular topics in the newspapers? Read the article below and check your ideas.

### “Six topics that keep the tabloids in business

In an age when quality newspapers are seeing a serious drop in **circulation (1)**, tabloid journalism is in no danger of dying out. Six topics always guarantee sales: Scandal - the public loves glimpses into the lives of the rich, famous and powerful and scandal fuels **tabloid (2)** sales.

Money - everyone wants it, and some people will stop at nothing to get it. Many tabloids have a regular **feature (3)** about money.

Babies - whether it's because they were born in a taxi or can speak two languages from birth, it seems we can't get enough of them.

Animals - flip through any tabloid and you'll find a heartwarming story about a brave dog, or a cat that's befriended a mouse.

Royalty - hardly a day goes by that a 'royal' doesn't make an appearance in a morning **edition (4)**.

Winners - from lottery winners to Olympic gold medallists, a winner on the front cover guarantees high sales.

Bold headlines, plenty of appealing photos, a low price and a colour **supplement (5)** or two make tabloids the perfect escape from real life. They aren't afraid to be **biased (6)** and show their opinion, most strikingly in the **editorial page (7)**, which tends to be direct and aggressive in stating the editor's position on major issues.

The public want excitement and **sensationalism (8)**, and tabloids deliver”. [14]

2. Match the meanings 1-8 with the words in bold in the article.

- a “showing favoritism or prejudice towards one side, which affects fairness.
- b additional material added to a main publication, often providing extra information or content.
- c a type of newspaper that has smaller pages and often focuses on sensational news stories.
- d the number of copies of a publication that are distributed to readers.
- e a particular version of a publication, usually released at a specific time.

**f** the practice of exaggerating details to make news more exciting or shocking than it really is.

**g** an important article or story in a publication that highlights a specific topic or person.

**h** a section of a publication where opinions and viewpoints about current issues are expressed” [3]

**3. Work in pairs, look at the headlines A-F. What do you think the stories are about?**

- A. SHOP CLERK CHEATS LOTTERY WINNERS
- B. MATCH FIXING SHOCK
- C. BABY SAVED FROM LEDGE FALL
- D. PRINCE TAKES FIRST STEPS
- E. WIFE`S LADLE SAVES MAN FROM TIGER
- F. POP STAR LOVE TRIANGLE

**4. Listen to the conversations. What headlines do they talk about? (Track 23)**

**5. Work in pairs. Underline the phrases that the speakers use to add emphasis.**

- *“The amazing thing is that the tiger ran off.*
- *Wow, there`s no way I`d do that!*
- *You`re the one who`s always telling me to stop.*
- *That is so wrong!*
- *That`s totally outrageous!*
- *I do think they should do something about it.*
- *That is a good idea.*
- *How on earth did he catch it?*
- *That`s such an amazing thing!*
- *Absolutely incredible!” [14]*

**6. Study the guideline how to review a newspaper article.**

**Suggested procedure:**

1. Read the article to understand:

- the general topic
- the message

- the aim of each paragraph

2. Write and organise your paragraphs:

- the topic and the message
- basic factual information
- your reactions and opinions, agreement/disagreement with the key ideas, the reason why you liked/disliked it
- a conclusion

**Useful words and word combinations:**

1	The article	{	<ul style="list-style-type: none"> <li>under consideration</li> <li>under review</li> <li>under observation</li> </ul>	}	<ul style="list-style-type: none"> <li>deals with the issue ...</li> <li>provides much information on...</li> <li>has a lot to say about...</li> <li>turns/draws the readers' attention to</li> <li>gives prominence to .....</li> <li>reports that ...</li> <li>explores/examines the issue of ...</li> <li>focuses on the question of ...</li> </ul>
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2 The article is based on real life/ the author's experience/ observations / research data.

3 As the story / subject / theme unfolds, we see ...

**Ways of presenting opinion:**

1. I+verb: I think/consider/believe/hold
2. Adjective/adverb + adjective combination: deeply thought-provoking/ highly amusing / quite surprising / wildly exciting /deeply disappointing /perfectly developed/ inspiring/ engrossing/ convincing / admirable
3. Phrases: In my opinion / in my view/ to my mind/ from my point of view/ it stands to reason
4. Adverbs which indicate opinion: undoubtedly / surprisingly / unquestionably / confusingly

**7. SPEAKING|** The title, the first sentence and the first words of each paragraph of an article have been given below. They should be enough to give you an idea of the content of the article. Choose "yes", "no evidence", "perhaps" corresponding to the points that you think are mentioned. Discuss them in pairs.

### NUCLEAR CLOUD SPREADS

“PENNSYLVANIA came close to a nuclear catastrophe yesterday as the nuclear power station at Harrisburg started releasing radioactive steam into the air.

It all began .....

The probable cause .....

As in the 1950 catastrophe in .....

The situation today is still.....

However .....

Officials said .....

This happened just as .....

The new film describes.....

Let us hope .....

**The article tells us/mentions:**

1. other catastrophes of that kind have happened before
  2. why this accident happened
  3. the danger is now over
  4. the opinion of the workers in the station
  5. the opinion of the authorities
  6. a description of the accident
  7. a film was made of this accident
  8. a film about a nuclear catastrophe has just come out
  9. it should be a warning to all governments
  10. it is the first incident of this kind
  11. the situation should improve soon
- what the other dangers of a nuclear station are” [44]

**8. Write your own version of the article using the given clues.**

**9. Read the article “Chernobyl dependency” and fill in the chart below. Then discuss it in pairs.**

after-effects	problems	necessary measures

## CHERNOBYL DEPENDENCY

*“Millions still collect funding 16 years after nuclear disaster*

*UNITED NATIONS* - Nearly 16 years after the Chernobyl **nuclear accident**, 200,000 people still live in **highly contaminated areas** and 4.5 million residents in three countries are receiving financial help - draining national budgets, according to a UN study released Feb. 6.

The study by four UN agencies called for "an entirely new approach" to help those in a state of "chronic dependency" in Ukraine, Belarus and Russia by getting them jobs, **fostering small businesses**, and **reviving agriculture** in the areas most affected by the world's worst **nuclear disaster**.

"If active steps are not taken **to resolve the human problems** relating to the accident, the fate of the communities **blighted by Chernobyl** will continue to haunt discussions on energy generation for decades to come," the 75-page report said.

The explosion and fire at Chernobyl's No. 4 reactor on April 26, 1986, contaminated 23 percent of Belarus, 5 percent of Ukraine and 1.5 percent of Russia, according to the report. It also **spewed a radioactive cloud across Europe**.

At least 8,000 people have died, most from **radiation-related diseases**.

Some 2,000 people have been diagnosed with thyroid cancer and between 8,000 and 10,000 cases are expected to develop over the next 10 years, the report said.

Although the most dangerously radiated areas near the Chernobyl plant **were evacuated**, 200,000 people still live in **severely contaminated areas**, the report said. Many of those who were **resettled** still don't have jobs.

"Focusing on their needs and helping them take control of their destinies must **be a priority**," said the report.

The 4.5 million people still receiving government payments represent **a severe strain to national budgets**, especially in Belarus and Ukraine, the report said.

Over the last 10 years, Belarus, the state most **affected by the calamity**, has spent more than \$1 billion to help victims of the accident, said Kalman Missel, deputy UN co-ordinator for Chernobyl.

Ukraine last year spent \$100 million, he said.

The study said that with the emergency phase of recovery over, the three governments and the international community must now work toward "long overdue" extended development of the communities hurt by the disaster.

"Within the available budgets, it is the only real alternative to the progressive breakdown of **the recovery effort**, the continuing hemorrhaging of **scarce resources** and continuing distress for the people at the centre of the problem," the report said.

Ukraine closed the Chernobyl plant on Dec. 15, 2000, and the international community gave \$750 million to build a new **containment shelter** around **the stricken reactor**.

But Kenzo Oshima, head of the UN Office for the Co-ordination of Humanitarian Affairs, said **the closure of the plant** and funding for the new container does not mean the world community can "close the file on the people who continue to live in the shadow of Chernobyl."

"We must not turn our back on the government and people of the most affected countries after a decade and a half of assistance," he said. "We must not leave the job half done". [6]

**10. VOCABULARY| Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. nuclear accident/disaster	10.to be resettled
2. highly/ severely contaminated areas	11.to be a priority
3. to foster small businesses	12.a severe strain to national budgets
4. to revive agriculture	13.to be affected by the calamity
5. to resolve the human problems	14.the recovery effort
6. to be blighted by Chernobyl	15.scarce resources
7. to spew a radioactive cloud across	16.the stricken reactor
8. radiation-related diseases	17.containment shelter
9. to be evacuated	18.the closure of the plant

**11. WRITING| Following the guidelines below write a review of this newspaper article in about 150 – 180 words)**

**UNIT 7**  
**PEOPLE AND NATURE**



**LEAD-IN**

1. **Study the dictionary entries for the words “ecology” and “pollution”. Discuss their meanings and implications. Illustrate them using examples from your life experience.**
2. **What are your biggest concerns about the environment? Make a list of your top three. Compare and discuss your list with a classmate.**
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
3. **Read the following text and complete the table given below.**

**THE DRAMATIC CHANGE ON THE PLANET**



“Imagine a piece of land twenty miles long and twenty miles wide. Picture it wild, inhabited by animals, small and large. Now visualise a compact group of sixty human beings camping in the middle of this territory.

Try to see yourself sitting there, as a member of this tiny tribe, with the landscape, your landscape, spreading out around you farther than you can see. No one apart from your tribe uses this vast space. It is your exclusive home range, your tribal hunting ground. Every so often the men in your group set off in pursuit of prey. The women gather fruit and berries. The children

play noisily around the campsite, imitating the hunting techniques of their fathers. If the tribe is successful and swells in size, a splinter group will set off to colonise a new territory. Little by little the species will spread.

Imagine a piece of land twenty miles long and twenty miles wide. Picture it civilised, inhabited by machines and buildings. Now visualise a compact group of six million human beings camping in the middle of this territory. See yourself sitting there, with the complexity of the huge city spreading out all around you, farther than you can see.

Now compare these two pictures. In the second scene there are a hundred thousand individuals for every one in the first scene. The space has remained the same. Speaking in evolutionary terms, this dramatic change has been almost instantaneous; it has taken a mere few thousand years to convert scene one into scene two” [45].

	scene 1	scene 2
land		
human beings		
other living creatures		
your feelings		
what people do		

**4. In pairs, discuss the following:**

1. Compare these scenes and comment on them in pairs.
2. Is it a positive or a negative change? Why?

**5. VOCABULARY| Explain the meanings of the following word combinations in English and use them in situations of your own.**

1. the shape of the planet
2. to be increasingly involved in something
3. to get into a very sorry state
4. to face the crucial problem
5. the problem is unfolding remorselessly
6. misuse and abuse of resources
7. renewable resources
8. an appalling problem
9. the arms build-up

10. an increasing awareness
11. pursuit of material affluence

**6. Read the list below and discuss with a partner what you consider the main threats to that particular aspect of life.**

1. unbridled tourism
2. our culture and customs
3. our towns and cities
4. our standard of living
5. our natural environment
6. our happiness and security

**7. SPEAKING| In small groups, talk about the following issues:**

- Do you think these are threatening times for the world as a whole?
- What are the main dangers, in your opinion?
- Are you optimistic or pessimistic about the planet's future? Why?

**SPEAKING BANK**

**Useful language for collaborative tasks**

*Inviting partner's response*

- So what do you think?
- Would you agree?
- What's your perspective on this?
- Is that who you see it, too?

*Responding to partner's comment*

- I guess that's right.
- Good/Interesting point.
- Really? I suppose that might be true.
- What you said reminds me of ...
- Maybe, but don't you think that....

## 7A READING

### 1. In pairs, answer the questions.

Has where you live changed in the last five to ten years? If so, how?

Do you think living in a city will become easier or harder in the future?

How would you improve your city, or a big city you know?

In what way do you think new technology could be used to improve city life?

### 2. Read the text. Does the idea in the article correspond to what you suggested in Exercise 1?

## USING LIVING ORGANISMS TO LIGHT THE CITIES OF THE FUTURE

“City lighting may seem like a fairly mundane topic, but a number of innovations regarding how we light our urban centres are taking a **highly unconventional approach**.

A good example would be the idea of using algae for street lighting. Algae, of course, are a type of flora most commonly associated with the marine environment. Certain types of algae emit light or phosphorescence. You may have noticed sometimes at the beach after dark, when you move your hand through the water, it appears to light up with a beautiful luminescent glow. Further movement only encourages a greater response until the whole of the sea around you seems to be burning with a cool fire. Well, there is now a **very real prospect** of using such algae in lampposts as a way of illuminating our streets. But this would be lighting without copper wires, cables or current of any sort. And while the technology itself is still at **the developmental stage**, algae streetlamps would depend solely on living organisms providing an emission free, **inexhaustible supply** of light to city streets. That's not to say, however, that there are no issues with algae streetlights. Taking an organism from its original ecosystem and introducing it into **an alien habitat** can have unforeseen consequences in terms of harm to the new ecosystem and the species that depend on it. Thus the use of algae in urban lighting has enormous potential, but there are certain risks involved with any attempted manipulation of the natural world.

A related innovation is already operating in the Dutch town of Nuenen. Here a previously unlit cycle path has been resurfaced with a material that consists of thousands of twinkling stones in order to create an illuminated route by capturing and radiating **ambient light**. The Van Gogh Path, so called after the artist who lived in the town in 1883, blends the traditional with the contemporary in a gesture that acknowledges Van Gogh's masterpiece *The Starry Night*, but also shows the way

ahead for city lighting. South Korean artist Koo Jeong-A is also experimenting with unusual light sources, though in her case it is glow-in-the-dark concrete.

She constructed her first installation from the unusual material in France several years ago and has now been commissioned to build a glow-in-the-dark skate park in the British city of Liverpool. This will obviously require vast quantities of the specially formulated concrete, but she says it's becoming increasingly easy **to lay your hands on** the exotic substance as the technology is becoming better understood. So far her use of the concrete has largely been for aesthetic purposes, but it is not difficult to foresee a time when the technology could provide solar-powered lighting in more practical urban scenarios.

Why should we care about any of this? What's wrong with conventional electrical city lighting anyway? Well, **the problem** of light pollution is **two-fold**. First, of course, electrical lighting in most cities comes from non-renewable resources. According to the International Energy Agency, lighting accounts for almost 20% of global electricity consumption - and thus is responsible for high levels of carbon emissions. But there's also the belief that electrical light itself constitutes a form of pollution by destroying our view of the night sky and, possibly, making us sick as well. For both these reasons, then, it seems **prudent** to investigate alternative approaches. The city of Glasgow is attempting to use integrated computer technology and intelligent street lighting to monitor how citizens interact with the urban landscape and minimise electrical consumption and thus emissions. This 'Smart City' approach is seen by many as the way of the future, but Dutch designer Daan Roosegaarde isn't convinced. It is Roosegaarde who is pioneering the altogether more radical approach of using living organisms and materials from the natural world in order to bypass electrical light entirely what he calls bioluminescence. He believes that this new definition of 'technology' can one day completely replace microchips and digital systems as we find better ways of **harnessing the light-generating mechanisms** that already exist in the natural world". [20]

**3. Read the text again. Are the sentences True (T), False (F) or is the information Not Given (NG).**

- 2 Algae streetlights would require copper wires and cables to function.
- 3 Algae used in street lighting could potentially cause ecological problems if removed from their natural habitat.
- 4 The Van Gogh Path in Nuenen is illuminated by a special coating that absorbs and emits ambient light.
- 5 The glow-in-the-dark skate park in Liverpool is being designed by a Dutch artist.
- 6 Koo Jeong-A's glow-in-the-dark concrete installations are purely for aesthetic purposes at present.

- 7 Electrical lighting is responsible for approximately 20% of global carbon emissions.
- 8 Light pollution caused by electrical lighting is linked to health problems and loss of night sky visibility.
- 9 Glasgow's smart city lighting aims to reduce emissions by using solar-powered lamps.
- 10 Daan Roosegaarde believes bioluminescent technology can one day replace digital systems entirely.
- 11 Bioluminescent technology relies on computer chips to produce light from natural organisms.

**4. Explain the meaning of the highlighted words in the text. Use them in sentences of your own.**

**Get it right!**

**-fold**

a native English suffix meaning “**of so many parts**”, or denoting multiplication by the number indicated by the stem or word to which the suffix is attached: twofold; manifold.

Ex., *Suzuki led the company for nearly 40 years, overseeing significant global expansion and a **tenfold** increase in sales.* [Greta Cross, USA TODAY, 27 Dec. 2024]

“The suffix -fold is usually attached to numbers (e.g., twofold, threefold) or broader terms (e.g., manifold) and is both adjectival and adverbial:

This plan offers a twofold advantage. (adjective)

The profits have increased threefold. (adverb)

In modern usage, -fold may sometimes be replaced with expressions like "times" for simplicity, particularly in informal contexts. For example, "fivefold" might become "five times." [41]

**5. Translate from Ukrainian into English.**

- Це більш ніж дворазове збільшення порівняно із ситуацією півроку тому.
- Це пов'язано із двократним збільшенням числа учасників.
- Для нас це був подвійний шок.
- Це призводило приблизно до дворазового збільшення витрат електроенергії.

- Використання інноваційних лікарських засобів зазвичай приносить подвійну користь суспільству.
- Рівень життя підвищився майже вдвітьєтеро протягом цього періоду.
- Отже, ми повинні скоротити вартість скорочення викидів приблизно вдвітьєтеро.
- За останні чотири десятиліття масштаби забруднення морів пластиком зросли вдвітьєтеро.
- А райони з низьким вмістом кисню збільшилися удвітьєтеро.
- Це дозволить до 2025 року скоротити викиди найбільш небезпечних забруднюючих речовин.

**6. SPEAKING| In pairs, answer the questions.**

What is the potential benefit of using algae in street lighting?

What are the risks associated with using algae for urban lighting?

How does the Van Gogh Path in Nuenen incorporate traditional and contemporary elements in its design?

What is the purpose of the glow-in-the-dark concrete installations created by Koo Jeong-A, and how might they be used in the future?

Why is conventional electrical city lighting considered problematic?

How does light pollution affect our environment and health?

What steps is Glasgow taking to reduce the environmental impact of its city lighting?

Why does Daan Roosegaarde believe bioluminescence could replace traditional technology?

**1. In pairs, discuss the following questions.**

2. What technological advancements do you think will have the biggest impact on our lives in the next 25 years? Why?
3. What role do you think artificial intelligence will play in shaping society over the next few decades?
4. Do you think privacy will become less important in the future? Why or why not?
5. What environmental challenges might we face, and how could technology help address them?
6. Do you think people will live longer, healthier lives in the future? What might make this possible?

**2. Read the article. Answer the questions at the end of each part.**

**Predictions for the next 25 years**

**“From the web to wildlife, the economy to nanotechnology, politics to sport, the Observer’s team of experts prophesy how the world will change – for good or bad – in the next quarter of a century**

**Neuroscience**

*David Eagleman, neuroscientist and writer:* 'We'll be able to plug information streams directly into the cortex. By 2030, we are likely to have developed no-frills brain-machine interfaces, allowing the paralysed to dance in their thought-controlled exoskeleton suits. I'd like to imagine we'll have robots to do our bidding. But I predicted that 20 years ago, when I was a sanguine boy leaving Star Wars, and the smartest robot we have now is the Roomba vacuum cleaner. So I won't be surprised if I'm wrong in another 25 years. Artificial intelligence has proved itself an unexpectedly difficult problem.

Maybe we will understand what's happening when we immerse our heads into the colourful night blender of dreams. We will have cracked the secret of human memory by realising that it was never about storing things, but about the relationships between things.

Will we have reached the singularity – the point at which computers surpass human intelligence and perhaps give us our reward? We'll probably be able to plug information streams directly into the cortex for those who want it badly enough to risk the surgery. There will be smart drugs to enhance learning and memory.

Having lain to rest the nature-nurture dichotomy at that point, we will have a molecular understanding of the way in which cultural narratives work their way into brain tissue and of individual susceptibility to those stories.

Then there's the mystery of consciousness. Will we finally have a framework that allows us to translate the mechanical pieces and parts into private, subjective experience? As it stands now, we don't even know what such a framework could look like. That line of research will lead us to confront the question of whether we can reproduce consciousness by replicating the exact structure of the brain – say, with zeros and ones. If this theory of materialism turns out to be correct, then we will be well on our way to downloading our brains into computers, allowing us to live forever in *The Matrix*.

But if materialism is incorrect, that would be equally interesting: perhaps brains are more like radios that receive an as-yet-undiscovered force. The one thing we can be sure of is this: no matter how wacky the predictions we make today, they will look tame in the strange light of the future”[68].

1 Why is the author skeptical about the development of advanced robots in the next 25 years?

2 What does the author conceive the nature of human memory?

3 What does the author speculate about the potential consequences of the "singularity"?

4 How may cultural narratives be encoded in brain tissue?

5 Will it become possible to reproduce consciousness? Will be there any limitations?

### **Nanotechnology**

**“Richard Jones, pro-vice-chancellor for research and innovation at the University of Sheffield:** 'Privacy will be a quaint obsession. Some, like the futurist Ray Kurzweil, predict that nanotechnology will lead to a revolution, allowing us to make any kind of product for virtually nothing; to have computers so powerful that they will surpass human intelligence; and to lead to a new kind of medicine on a sub-cellular level that will allow us to abolish ageing and death. I don't think that Kurzweil's "technological singularity" – a dream of scientific transcendence that echoes older visions of religious apocalypse – will happen. Some stubborn physics stands between us and "the rapture of the nerds". But nanotechnology will lead to some genuinely transformative applications.

New ways of making solar cells very cheaply on a very large scale offer us the best hope we have for providing low-carbon energy on a big enough scale to satisfy the needs of a growing world population aspiring to the prosperity we're used to in the developed world. We'll learn more about intervening in our biology at the sub-cellular level and this nano-medicine will give us new hope of overcoming really

difficult and intractable diseases, such as Alzheimer's, that will increasingly afflict our population as it ages.

The information technology that drives your mobile phone or laptop is already operating at the nanoscale. Another 25 years of development will lead us to a new world of cheap and ubiquitous computing, in which privacy will be a quaint obsession of our grandparents.

Nanotechnology is a different type of science, respecting none of the conventional boundaries between disciplines and unashamedly focused on applications rather than fundamental understanding.

Given the huge resources being directed towards nanotechnology in China and its neighbours, this may also be the first major technology of the modern era that is predominantly developed outside the US and Europe"[68].

1 What predictions did the futurist Ray Kurzweil make about the potential of nanotechnology?

2 Why does the author believe that Kurzweil's "technological singularity" is unlikely to happen?

3 How can nanotechnology help in providing low-carbon energy on a large scale?

4 How can nanotechnology-based medicine help in overcoming difficult and intractable diseases?

### **Gaming**

*“Jane McGonigal, director of games research & development at the Institute for the Future in California and author of Reality Is Broken: Why Games Make Us Happy and How They Can Help Us Change the World (Penguin): 'We'll play games to solve problems. In the last decade, in the US and Europe but particularly in south-east Asia, we have witnessed a flight into virtual worlds, with people playing games such as Second Life. But over the course of the next 25 years, that flight will be successfully reversed, not because we're going to spend less time playing games, but because games and virtual worlds are going to become more closely connected to reality.*

There will be games where the action is influenced by what happens in reality; and there will be games that use sensors so that we can play them out in the real world – a game in which your avatar is your dog, which wears a game collar that measures how fast it's running and whether or not it's wagging its tail, for example, where you play with your dog to advance the narrative, as opposed to playing with a virtual character. I can imagine more physical activity games, too, and these might be used to harness energy – peripherals like a dance pad that actually captures energy from your dancing on top of it.

Then there will be problem-solving games: there are already a lot of games in which scientists try to teach gamers real science – how to build proteins to cure cancer, for example. One surprising trend in gaming is that gamers today prefer, on average, three to one to play co-operative games rather than competitive games. Now, this is really interesting; if you think about the history of games, there really weren't co-operative games until this latest generation of video games. In every game you can think of – card games, chess, sport – everybody plays to win. But now we'll see increasing collaboration, people playing games together to solve problems while they're enjoying themselves.

There are also studies on how games work on our minds and our cognitive capabilities, and a lot of science suggests you can use games to treat depression, anxiety and attention-deficit disorder. Making games that are both fun and serve a social purpose isn't easy – a lot of innovation will be required – but gaming will become increasingly integrated into society”[68].

1 What are some examples of games that will become more connected to reality in the future?

2 How are games used to teach real-world skills and solve problems?

3 Why are cooperative games becoming more popular than competitive games?

4 What are some of the potential therapeutic benefits of playing games?

5 What challenges will game developers face in creating games?

## **Nature**

**“Georgina Mace, professor of conservation science and director of the Natural Environment Research Council's Centre for Population Biology, Imperial College London:** 'We'll redefine the wild. We all want to live in a world where species such as tigers, the great whales, orchids and coral reefs can persist and thrive and I am sure that the commitment that people have to maintaining the spectacle and diversity of life will continue. Over the past 50 years or so, there has been growing support for nature conservation. When we understand the causes of species losses, good conservation actions can and do reverse the trends.

But it is going to become much harder. The human population has roughly doubled since the 1960s and will increase by another third by 2030. Demands for food, water and energy will increase, inevitably in competition with other species. People already use up to 40% of the world's primary production (energy) and this must increase, with important consequences for nature.

In the UK, some familiar species will become scarcer as our rare habitats (mires, bogs and moorlands) are lost. We will be seeing the effects from gradual warming that will allow more continental species to live here, and in our towns and

cities we'll probably have more species that have become adapted to living alongside people.

We can conserve species when we really try, so I'm confident that the charismatic mega fauna and flora will mostly still persist in 2035, but they will be increasingly restricted to highly managed and protected areas. The survivors will be those that cope well with people and those we care about enough to save. Increasingly, we won't be living as a part of nature but alongside it, and we'll have redefined what we mean by the wild and wilderness.

Crucially, we are still rapidly losing overall biodiversity, including soil microorganisms, plankton in the oceans, pollinators and the remaining tropical and temperate forests. These underpin productive soils, clean water, climate regulation and disease-resistance. We take these vital services from biodiversity and ecosystems for granted, treat them recklessly and don't include them in any kind of national accounting"[68].

1 What are the main challenges to nature conservation mentioned in the text, and how might they become more difficult in the future?

2 How does the growing human population and its demand for resources like food, water, and energy affect biodiversity and natural habitats?

3 What changes are predicted for species in the UK, and how might these changes reflect global trends in biodiversity?

4 Why do you think certain species, such as charismatic mega fauna, are more likely to survive, and what does this suggest about human priorities in conservation?

5 The text suggests that we are moving from living as part of nature to living alongside it. What are the implications of this shift for both humans and ecosystems?

6 Why is the loss of biodiversity, particularly less visible elements like soil microorganisms and ocean plankton, a critical issue, and how might society address this problem more effectively?

## **Transport**

*“Frank Kelly, professor of the mathematics of systems at Cambridge University, and former chief scientific adviser to the DfT:* 'There will be more automated cars. It's not difficult to predict how our transport infrastructure will look in 25 years' time – it can take decades to construct a high-speed rail line or a motorway, so we know now what's in store. But there will be radical changes in how we think about transport. The technology of information and communication networks is changing rapidly and internet and mobile developments are helping make our journeys more seamless. Queues at St Pancras station or Heathrow airport when the infrastructure can't cope for whatever reason should become a thing of the

past, but these challenges, while they might appear trivial, are significant because it's not easy to organise large-scale information systems.

The instinct to travel is innate within us, but we will have to do it in a more carbon-efficient way. It's hard to be precise, but I think we'll be cycling and walking more; in crowded urban areas we may see travellers – which we see in airports already – and more scooters. There will be more automated cars, like the ones Google has recently been testing. These driverless cars will be safer, but when accidents do happen, they may be on the scale of airline disasters. Personal jetpacks will, I think, remain a niche choice”[68].

1 What radical changes in transport are anticipated over the next 25 years, and how might advancements in technology, like information networks, contribute to these changes?

2 How could developments in transport infrastructure, such as high-speed rail or driverless cars, address challenges like overcrowding at major stations and airports?

3 Why is carbon-efficient travel becoming increasingly important, and what modes of transport might become more popular as a result?

4 What are the potential safety benefits and risks associated with automated cars, and how might society address the ethical challenges of accidents involving these vehicles?

5 How do you think urban transport systems might evolve to accommodate growing populations, and what role could innovations like travellers or scooters play in this evolution?

**3. In pairs, discuss the information from the article. Use Useful Language from the SPEAKING BANK.**

Do your suggestions align with experts' predictions about the future?

### **SPEAKING BANK**

#### **Useful Language for collaborative tasks**

##### *Inviting partner's response*

- So what do you think?
- Would you agree?
- What's your perspective on this?
- Is that who you see it, too?

##### *Responding to partner's comment*

- I guess that's right.
- Good/Interesting point.

- Really? I suppose that might be true.
- What you said reminds me of ...
- Maybe, but don't you think that....

**4. SPEAKING| In small groups, discuss the questions.**

1. 'Technology can bring us closer together, but it can also drive us further apart.' How far do you agree? Explain your answer.

2. What are the main ways in which technology has changed society?

**5. Here are some major problems that humanity could face in the future. Which is the gravest problem? Why?**


6. famine

7. population

8. energy resources

9. environment

10. war

**6.  Listen to the presentation on the top 10 major global environmental issues in the world the world. (Track 24)**

**List the issues the speaker mentions in the correct order.**

**1. pollution;**

**2. ozone layer depletion;**

**3. ....**

**7. VOCABULARY| Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. to contaminate water, soil, etc.

2. to deteriorate (about environment)

3. pollutants

4. harmful gases

5. ozone layer depletion

6. natural habitat

7. adverse effects

8. replenishment
9. unsustainable waste
10. waste disposal

**8.  Listen again and fill in the gaps with a suitable word or word combination.**


1. Air pollution refers to the \_\_\_\_\_ and particulates in the air or atmosphere.
2. The causes of global warming are \_\_\_\_\_, excessive use of petrochemicals, and CFC. The CFC causes ozone layer depletion.
3. Due to global warming, there are droughts and floods, and the \_\_\_\_\_ has led to the loss of the \_\_\_\_\_ of many plants and animals.
4. Due to deforestation, soil quality is \_\_\_\_\_, which in turn gives threats to our future food production....
5. Human population is constantly rising due to underutilized contraception and a lack of \_\_\_\_\_...
6. It denotes the situation when consumption of natural resources is faster than \_\_\_\_\_...
7. \_\_\_\_\_ includes incineration, discharging waste in water without treatment, etc.
8. Improper waste disposal has some catastrophic effects on the environment, like the \_\_\_\_\_ and burning of plastic....
9. It refers to the fact that the number of species and the variety of species and the biological communities in a given area is declining rapidly, which leads to the \_\_\_\_\_.

**9. SPEAKING| Work in groups. Make a list of problems that are most alarming in your country or region. Are you generally optimistic or pessimistic about them? Give reasons.**

**10. ROLE\_PLAY| In small groups, read the tasks for each group. Discuss the problems that Group B listed. One of you is an optimist, and thinks that all the problems will be solved. The other is a pessimist, and expects the worst to happen.**

**Group A** – Make a list of some of the problems faced by people living in previous centuries that are not such problems now.

**Group B** – Make a list of some of the problems we face in the twentieth century that didn't exist before.

11.  **PROBLEM SOLVING**| Watch a cartoon “Man” by Steve Cutts. List environmental problems featured in the cartoon.

<https://www.youtube.com/watch?v=JaSe85Mcwp0>

12. Write a script for the cartoon. Use the linking words given below to sequence events.

*Once upon a time, precisely 500 000 years ago, a human being appeared on the earth.*

*First of all / To start off with / Initially / To begin with*

*As soon as / When*

*immediately*

*Then / After that / Next*

*Suddenly / Unexpectedly*

*Then / After that / Next*

*During*

*While / As*

*Finally / In the end / Eventually*

## 7 C LISTENING AND VOCABULARY



**1. SPEAKING| in pairs, discuss the questions.**

Have urban areas changed in the last ten years?

Will it become safer and healthier to live in the city?

What improvements would you like to make in your city to make it a better place to live?

**2. You will hear a conversation between two students planning a presentation about Smart Cities. Make a list of five things you would like to find out about Smart Cities.**

**3.  Listen and choose the correct answer (Track 25).**

1 What is the primary function of Smart Cities, as mentioned in the dialogue?

- A. To promote tourism through advanced technology
- B. To manage energy, traffic, and water with unified systems
- C. To create talking lampposts and personalized advertisements
- D. To replace traditional urban structures with smart materials

2 Why does Laura think the talking lampposts project is important?

- A. It allows citizens to share experiences and enhance urban life
- B. It reduces energy consumption by monitoring activities

C. It showcases the latest advancements in infrastructure management

D. It helps track citizens' movements for safety purposes

3 What environmental benefit does smart parking provide, according to Ben?

A. It eliminates traffic jams entirely

B. It cuts CO2 emissions by reducing parking time

C. It increases the number of parking spaces available

D. It encourages cycling instead of driving

4 What concern does Ben raise about sensors in new building materials?

A. They might not work effectively in harsh weather conditions

B. They will lead to increased urban construction costs

C. They could compromise personal privacy by collecting data

D. They may fail to detect structural damage in time

5 What is one potential risk of Smart Cities mentioned in the dialogue?

A. They could face cyberattacks from criminals

B. They will rely heavily on outdated technology

C. They might lead to reduced collaboration among citizens

D. They will make traditional jobs obsolete

6 What is the purpose of Cyber City, as described by Laura and Ben?

A. To train citizens to live in Smart Cities

B. To simulate urban life for entertainment purposes

C. To test and improve cybersecurity in Smart Cities

D. To promote the use of personalized digital signage

**4. SPEAKING| in pairs, discuss the following questions.**

Do you agree or disagree with the ideas the students discussed? Why?

What characteristics of Smart Cities would you like to see in your city or town?

Did the students' presentation answer to your questions in Exercise 1.

**5. Study the dictionary entry of the word “contribute” and its derivatives.**

**Comment on the use of the following word combinations.**

1. to contribute money to a common cause
2. to contribute to mutual understanding
3. good health contributes to a person’s success
4. to contribute articles to a magazine
5. contributor
6. contributions to the relief fund
7. to lay under contribution
8. contributory negligence
9. a contributory pension scheme

**GET IT RIGHT!**

**Note:** to contribute to/into something, not for something

E.g. Oxfam and Save the Children have contributed a lot of money to the relief work. (not: Oxfam and Save the Children have contributed a lot of money for the relief work.)

**5. Explain the meaning of the word combinations in bold and translate the following sentences into Ukrainian.**

1. “A few minutes afterwards Montmorency reappeared with a dead water rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say”.

(J.K. Jerome)

2. “I got a lift from Mr. McAuley, flirting with him as my contribution to the journey”. (D. Lessing)

3. “He encouraged me to write, though he never liked anything I wrote. He contributed towards my going to Cape Town”. (D. Lessing)

4. “He also started a magazine, for which I contributed cooking notes, short stories, and got advertisements from amazed businessmen”. (D. Lessing)

5. “Every one had their own contribution to make to the subject, from Mr. Jones the grocer, who held that “blood was thicker than water”, to Mrs. Lamphrey at the post office who repeated again and again: “There is something behind it! You mark my words!” (A. Christie)

6. “I thought if you were taking up a collection, I could make a small contribution”. (J.D. Salinger)

**6. LISTENING| (Track 26). Look at the name of the organizations below. What do you know about them? What is their main goal?**

- World Wide Fund for Nature
- Earthjustice
- Earth Island Institute
- Global Green Growth Institute
- Environmental Panel on Climate Change

**7. Listen to an interview in which David Cranshaw, who is an active member of an environment campaign group, talks about the achievements of such group. Listen and complete the notes.**

“In business and industry

- encouraging companies to be accountable

E.g. \_\_\_\_\_(1)

- encouraging \_\_\_\_\_(2) to provide financial incentives for change

Working With \_\_\_\_\_(3)

- encouraging consideration of environment issues

E.g. \_\_\_\_\_(4)proposals in Cheshire

Working with General Public

- raising awareness of need for \_\_\_\_\_(5)

Evidence of change:

- more people buying \_\_\_\_\_(6)

- refusal to buy \_\_\_\_\_(7)

- individual activities, such as \_\_\_\_\_(8)

Important because:

- could have big effect if everyone took part;

- encourage people to consider \_\_\_\_\_(9)” [47]

**8. VOCABULARY| Explain the meanings of the following word combinations in English and use them in situations of your own:**

1. to provide incentives
2. to raise awareness
3. to be accountable
4. to encourage consideration

**9. Say it differently.**

- We`ve made far more progress than anyone would have predicted.

- There`s certainly been an incentive in accountability from business.
- Environment groups are building bridges between government and people.
- People`s choices of what to buy and what not to buy can carry weight.

**10. SPEAKING| Look at this list of practical measures to preserve the environment and the world's natural resources. Discuss with a partner what each measure can achieve, and choose the five measures you feel are the most effective in helping the environment.**

- recycle paper
- travel by public transport
- use lead-free petrol
- refuse to accept plastic packaging
- insist on organically produced food
- turn off the lights when you leave a room
- don't use disposable products
- ride a bicycle
- use natural ventilation instead of air conditioning
- don't use disposable nappies for babies

**11. Discuss how easy or difficult the measures above would be to bring them into your life.** For example:

A: If we recycle paper, fewer trees will have to be cut down, so it seems like a good idea to me.

B: Yes, but on the other hand, most paper is made from trees that are specially grown for the purpose. Recycling paper isn't going to save the rainforests.

A: So you think it's not so important?

B: Not really. I'd say that travelling by public transport is probably the most effective thing we can do ...

**12 . How far do you agree with the statement below?**

It's not enough to make small changes in the way we live — what's needed is a major change in lifestyle if we are to protect the planet.

What changes do you think can be made by:

- individuals
- individual countries
- groups of countries

**Think about the following points:**

- energy
- transport
- the workplace
- shopping, buying and selling
- farming and agriculture
- the home

## 7 D WRITING

### Writing a discursive essay

**1. Look at the following writing task and underline the key words. Then answer the questions below.**

“Protecting the environment is the most important problem facing the world today. Discuss it in about 350 words.

1. Should you:
  - a) write about all the different ways of protecting the environment?
  - b) omit the environment and only write about the other problems facing the world today?
  - c) discuss whether the environment or a different problem (s) is the most important in the world today?
2. What problems would you include in your answer to the question?” [47]

**2. Read the following composition, which was written in answer to the task. What issues does the writer discuss? Would you have selected the same problems to write about?**

“The modern world faces many major problems to which there are no easy solutions. These include unemployment, health, overpopulation and of course the environment. All have a bearing on all our lives, but is the environment really the most important?

If people are unemployed, they are unable to earn money and it is a fact of life that without an income it is difficult to live. Of course, work provides more than financial support; it gives people self-esteem and pride. However, technological developments and other factors mean that the job market is shrinking world-wide and young people have reduced prospects for work. Although this is certainly a major threat to people’s well-being, it needs to be addressed by individual governments rather than globally.

Health is clearly an important concern that affects both individuals and the planet as a whole. Even though many illnesses have been eradicated, others remain a threat, and the overuse of antibiotics has led to the development of resistant strains of virus. However, on the whole, general health is improving, and in the

developing countries medical aid programmes are already working towards creating a healthier population.

Over-population has implications for the entire planet and improved general health means that people are living longer. However, as with health, there are already programmes in place implementing measures to deal with not only a rising population, but also an ageing population.

So what about the environment? There are urgent issues that need to be faced, including global warming, pollution and species loss. Unlike the other issues discussed, there is no clearly discernible global move to deal with these problems. Also, unlike the other issues, changes in the environment have a direct impact on the whole planet. Climate change and destruction of ecosystems could endanger all life on the planet if not dealt with quickly and at an international level.

In conclusion, other problems primarily affect only the quality of life, whereas environmental issues affect the actual existence of life itself. It is clear, therefore, that protecting the environment is the most important problem facing the world today”.[54]

### **3. Answer the following questions.**

1. What is the purpose of the introduction? How has the writer attempted to draw the reader into the discussion?
2. In what order are the issues introduced?
3. Underline the linking expressions used in paragraphs 2, 3 and 4. Which organisational pattern has the writer used?
  - a) a list of specific examples
  - b) contrasting and conceding points
4. What is the writer’s opinion about these issues in paragraphs 2, 3 and 4? How important does he/she consider them to be?
5. In what way(s) is the issue of the environment different, according to the writer?
6. The writer has discussed the issue that he/she considers most important last. What is the reason for this?
7. What is the purpose of the conclusion?

**4. Read the composition again, and complete the following outline in note form.**

Introduction

Statement of topic: The world faces many problems.

Plan of development: Unemployment, health, over-population, environment.

First supporting paragraph

Issue 1: Unemployment

Details: Need work to live, for self-esteem; but local issue, not global.

Second supporting paragraph

Issue 2: .....

Details: .....

Third supporting paragraph

Issue 3: .....

Details: .....

Fourth supporting paragraph

Issue 4: .....

Details: .....

Closing paragraph

Conclusion: .....

**5. Read the task below and underline the key words. Decide what the question requires you to write.**

Generally, the future for the planet looks bright. Those who argue otherwise are only being pessimistic about the state of the environment. Discuss it in about 350 words.

1. Jot down some ideas. What issues do you want to raise? What supporting evidence can you think of?
2. Decide on the approach you want to take and write an outline.
3. Now write your composition, making sure that you support your ideas with plenty of evidence.

## TAPESCRIPITS

### Track 1 (Eurospeak)

“ We may laugh at hotel notices like “*Our wines leave you nothing to hope for*” (Switzerland) or “*Please leave your values at the front desk*” (France), but Britain is more closely linked to Europe than many people realize. The country’s mother tongue is fast becoming the universal foreign language of Europeans.

Part of reason for its popularity is that English is “pop-speak”: many European artistes and groups make recordings in English or besprinkle their Lyrics with catchy words (*baby, maybe, happy*).

In the early 1980s the French Minister of Culture wanted to restrict the number of British and American records that radio stations and discos could play, but had to abandon the idea because they would all have gone bankrupt. Not surprisingly, therefore, many words to do with an Anglo-American youth-culture have passed into the languages of Europe. Russians play their *diski*, and Italians listen to long *playings*, Russian teenagers put on their *shoozy* ( trainers) to *joggen* ( German) or to watch *hoki* (Hungarian, ice-hockey); never mind *hooligans* (German).

Another strain of Eurospeak arises indirectly from the motivation of many young Europeans to improve their job prospects, to learn English as a passport to wider horizons or higher status. Career advertisements in quality European newspapers often demand a “good working knowledge” of English, and are themselves often formulated in English.

English is the official company language in Spain; French, though traditionally influential there, is fast declining in prestige. In Germany, English is big business, whether in boom or crash. At street level we can see *fast-food* and *bars, striptease* and *check-outs*.

Although there are seven other official languages in EEC, by far the most commonly used is English, and English Euro-jargon abounds among the Eurokrats and Euro-MPs. Wittingly or unwittingly, the French and Swedish, Germans and Dutch are being exposed to English in all aspects of their lives, in all media, and are fast becoming bilingual.

Not everyone sees Euro-English as a welcome development. Most aggressive have been the tactics at a high level of the French government. There are vigilant committees which actively recommend the replacement of English words by “purer” native forms: *jumbo-jet* by *gros-porteur*; *fast-food* by *pret-a-manger*, etc.

But there is no doubt that both the demand for English and its influence, are increasing. There are 290 million people in the former USSR alone, a vast potential market for English-language teaching materials. By the end of this century some

30,000 teachers of English will be needed in Poland. The current extent of Eurospeak is merely *la punta di un iceberg!*" [23]

## Track 2

Professor David Crystal

1. English has over the past two or three hundred years repeatedly found itself in the right place at the right time. If you go back to the beginning - why does a language become a world language? The answer is nothing to do with the nature of the language as such. No, no, a language becomes a world language for one reason only and that is the power of the people who use it and power here means political power, military power if you will, originally, economic power, cultural power possibly and various other kinds of power. There's nothing particularly attractive about the pronunciation system of English, it's not easier or more difficult than most others. In grammar it has an awful lot of grammatical construction, well over 3,000 identifiably distinct grammatical features in English to be learned, you know, it's quite a lot of grammar, well up on the scale of grammatical learning in any context. Its spelling is very difficult in many ways, so I think, you know, there are difficulties with learning English. But all of this is beside the point, because if somebody is waving dollar bills under your nose and saying, 'If you learn English you are going to get a lot of these, you will assimilate even quite a complicated language in order to get at some of those dollar bills, and the real reason why one learns English is because of the accessibility to the power structures of the world that it guarantees.

2. English has always been a vacuum cleaner of a language. It has sucked in vocabulary from every other language it has come into contact with since it was Anglo Saxon right from back in the 8th and 9th centuries. It was always borrowing, borrowing, borrowing, well stealing of course, because when you borrow words from other languages you don't give them back and it's been that way all the way through. And the thing is this, that if you come from another language background and you approach English, you'll probably find that some of the words from your mother tongue are already in English and it gives a kind of familiarity to the language, a kind of welcome, you know, some of your words are already there. And certainly over 150 languages, major languages around the world have had their words loaned into English in this way, so I think the range and versatility and size of the vocabulary is quite a plus as far as English is concerned.

3. Standard English of course exists at the moment in the form of standard written English, standard printed English. It has done for many decades now and when one looks at the way English has moved around the world one doesn't actually see very much change in the nature of that standard English. If you go for newspapers in Britain or America, or Australia, or for that matter in Athens, or Cairo, or Tokyo,

any place which has an English language newspaper and you compare the language as it turns up in those newspapers around the world, you will find precious little difference in the language of those newspapers. At a spoken level, however, it's a much different scenario, very different scenario and very interesting because of course it is in speech that identity is most readily expressed. The way in which you express your identity in speech is through accent and dialect. And as the language has spread around the world the most noticeable thing everybody's seen in the last 20 or 30 years is the growth of these new Englishes, as they're called, so that in, it's not just America and Britain any more but in West Africa and East Africa and Singapore and Malaysia and India and Bangladesh and Sri Lanka and all of these other places you are now getting these new varieties, localized varieties of English. Chiefly in vocabulary, hardly at all in grammar but quite substantially in pronunciation.

4. Now half the languages of the world dying is really quite a dramatic thing and it's a matter of great concern, a concern that many people are still not fully aware of. Most of these peoples are dying for reasons perhaps so many and varied that it's impossible to generalize about them. But there's one very important point to realize and that is it isn't just English which is at the heart of the matter here. If you take, for example Brazil, where the number of Brazilian indigenous languages is now perhaps a couple of hundred or less, whereas a couple of hundred years ago there were a thousand or more languages spoken in that part of the world. Well, yes these languages have died but not because of the influence of English, English has no place in Brazil, it's because of Portuguese.

5. Bilingualism is the answer. If I were a member of a minority language community or even a majority language community that was not a world language, I would want obviously access to the rest of the world by using the lingua franca that happens to be in vogue at the moment and it seems to be English. I would want to learn English, at the same time I would not want to lose my mother tongue because it's part of me.

### **Track 3**

The sunbird was showing off to such a degree, making the light vibrate off her wingtips, obviously and blatantly singing to herself, that the duck frowned. The sunbird ignored her; she was executing a wholly unnecessary somersault. The duck spoke: 'You ought not to racket and rocket about in quite that manner.' The sunbird was astonished. She stopped in mid-flight and reversed herself. The duck winced - more showing off. 'Why not? It's great fun. Come and try it yourself.' 'You spoil the atmosphere.' The duck was sounding more and more cross. The sunbird by now was bouncing up and down on the end of a twig. 'What, by flying in it?' Suddenly she shot high into the air. The duck felt pacified - she had driven away the nuisance, when the sunbird whizzed past. 'You're a hyperactive headache!' the duck shouted. 'Why? What do I do wrong?' The sunbird was swinging from a nearby creeper. 'You

occupy space,' muttered the duck. 'Not as much as you,' retorted the sunbird. The duck lost her temper. With a great flapping of wings she rushed at the sunbird. The sunbird dodged. The duck chased her. At last when the duck was certain that the sunbird had gone, she settled down again to sun herself. Three seconds later she heard the sunbird saying, 'I told you it was fun. Now I'll chase you and you dodge.'

#### **Track 4**

- Daniel, in terms of predicting who is going to be in a top ten percent of performers, "star performers", you've said that EI is a better gate than IQ? So, can you say me why is this the case?

- It's very simple. Study after study shows that in order to be a top professional, in order to be an engineer, in order to be an MB, in order to get MD or be a top executive, you need to have an IQ that's about one standard deviation above normal or higher. Let's put it about one hundred and fifteen IQ. But then the study showed that after that there's no correlation between your IQ and your actual effectiveness or success in that line of work: whether you're CEO, academic or an engineer - it doesn't matter. Why? Because that is the IQ level you need to master the technical skills and that's the cognitive capacity you need to handle that profession. But after that, think about it, once you're in the field, you're competing with the people who are about as smart as you are. Throughout the school IQ is a huge advantage for grades! In a work place after you've reached this criterion level you have very little benefit out of it. What makes the difference is your personal abilities: how you manage yourself, do you stay motivated, do you stay focused, are you adaptable, are self-aware? And your interpersonal abilities: can you read other people, do you know how to get along well, are you a good team-player, can you be a leader? And all these depend on emotional intelligence.

- Daniel, people, who are watching this wouldn't assault on your premise of emotional intelligence. But the big question people would be wanting to ask is "Once you know your EI level, can you improve, can you become more emotionally intelligent?"

- The good news is that you can improve emotional intelligence competences. These are learnt abilities that are built up from fundamentals. So, for example, emotional self-control - staying calm under pressure - this is the capacity that can be learned. The steps are quite well known. But you need, first of all, what to get better? Listening well, listening deeply is the critical empathy skill and if you had poor listening skills (like a common call of leadership), then you can improve, but again you need to be motivated. Why? Because in adulthood you have to undo on the brain level over rehearsed habits - that's your habitual way of reacting - and build a new one until it becomes more strongly practiced than the old one then you'll do it naturally. And this takes real effort and real motivation.

- Daniel, talking about self-motivation, what is the core essence of being self-driven and self-motivated to me as an individual?

- I think, that motivation has to be driven as you have to align the desire to improve with your own sense of values and purpose, what you really feel is important, what are your dreams, where do you want to go in your life, is something holding you back, can you change that for the better. That`s the kind of genuine motivation that helps people really make the change.

## **Track 5**

### Extract 1

‘Now, in 'Temper Temper', Katie Whittaker investigates the phenomenon known as the *furor brevis* - the Brief Madness.

a: 40,30 Warning, Mr McEnroe - misconduct

b: What was offensive about that? What did I do, what did I do wrong? I hit it like this? I mean, what? Like that? Was that abuse of ball? No, how do you know, were you even watching?

presenter: How many of us can put our hands on our hearts and say we've never blown our top? That we've never shed our calm demeanour, cast caution aside and let rip in that most exquisite spasm of apoplexy - temper? Oh, we've all heard about road rage, trolley rage, you-name-it rage - that kind of sirocco fury you get when you spot your bus at the red traffic light beside you, with the driver immune to your frantic gestures to open the door; that burning frustration, simmering and threatening to explode as you wait for the shopkeeper to finish her conversation before she serves you.

Despite living in a culture which positively encourages us to let it all hang out, a few of us still don't like to admit we lose our temper - but we've all been there. Certainly, as children, the stamping feet, clenched fists, wails of fury - but as adults? Well, that's a different story. Have you ever caught sight of yourself in the mirror while in the throes of a rage? The bright red face, the huffing and puffing - it's the ever-so-slightly undignified episode most of us would like to forget, and quite often do.

### Extract 2

speaker 1: You wake up of a morning in an angry mood and it just carries on through the day until it bursts.

speaker 2: It lasts seconds. It's like being sort of trapped and wanting to get out. You feel very, very tense and you just want to throw something.

speaker 3: Your heart rate starts to get faster, your hands start to sweat and you start to get agitated, and you know anything can happen then because your hands start to flex ready for a fight where anything that's at hand you start throwing.

presenter: There's no doubt we do show our anger both physically and mentally. Our blood pressure rises, so does our heart rate and hormone levels. What's happening, in fact, when we fly off the handle, is that we're bringing a primitive instinct into play. It's the body adopting a fight or flight mechanism where we either stand our ground and fight or about turn and run.

### Extract 3

dr williams: Anger kills. Anger kills, whether you bottle it up or let it out. The research that's been done shows that people who lose their temper frequently, particularly at little things - traffic, things you see on the television, things you hear over the radio etc., read in the newspaper - have been found, in multiple studies both in the US and around the world now, to be at higher risk of dying, going from age 25, say, to age 50. Those of us who have this anger proneness, when we become angry our blood pressure goes up twice as much, our adrenalin levels, other stress hormones go up more. We believe that this excessive fight/flight, this more frequent fight/flight response, physiological response, is one of the pathways whereby people with this anger-prone personality are nipping out the lining of their arteries, suppressing their immune system, making cancer and other infectious diseases as well more likely. We are more likely to engage in risky health behaviour so we're more likely to consume more alcohol, we're more likely to be smokers, if we are smokers we're less likely to be able to quit. We even eat more. So there's a whole series of biological and behavioural characteristics that go along with this anger proneness that are perfectly plausible candidates to be Shortening our life and raising the risk of all kinds of serious health problems.” [2]

### Track 6

Every thought we think, every word we speak is creating our future. So, we have to be careful of what we say and think. And resentment, you know, and going on grudging (as I call it), going over and over these past difficulties. This will not do anything but attract more difficulties to you. Because I see life as a boomerang: what you give out comes back to you. As with the boomerang: whenever you toss it, it comes back to you, so it's the same thing with our speaking and thinking.

It's very important to be appreciative of life and express gratitude. The universe loves gratitude. The more grateful you are, the more things you have to be grateful about. And when I say things, I don't mean objects necessarily, but just you approve the quality of your life enormously.

- You are saying that the quality of life doesn't mean a really nice house or really nice car...
- It can, but it doesn't have to. What good is a nice car if you are full of resentment all the time and you drive around hating everybody? It's much better if you have an old car and you are grateful and appreciative of life.

I think it's extremely important that you love and appreciate of who you are. Too many of us have grown up believing that we are not good enough, or that we are not worthy, or we don't deserve. You know, we are divine, magnificent expressions of life and we have to know that, and experience it and rejoice in it. One of the things I tell people to do a lot is go to the mirror, especially first thing in the morning before you brush your teeth or anything and look in the mirror and just say: "I love you! I really, really love you!" And start connecting with that inner child that is inside, little kid, who's been pushed away for a long time. And when you do that, it's amazing how miracle seems to happen.

- If you could stress on one thing, one concept or one belief, what would you say the absolute most important thing?
- Well, I think love who you are and be very grateful for life and very appreciative. Say "Thank you a lot." I say "thank you" many times on the day. And you find more and more things to be thankful about. I was driving today from San Diego and wild flowers on the hills are just beautiful this year. And I was thinking that I was so glad that I have the opportunity to see them, because if I stayed down there, I wouldn't see them, because this drive wasn't that particular drive I wanted to take, but it was gorgeous!

Now I will tell you the thing I love people to get if they can. When we have a problem, most of us go panic. But I have something that I try to get people to say: "At a minute when there is a problem, you stop and say "All is well. Everything is working up for my highest good and out of this experience only good will come and I am safe." And you do this, if this is a small thing, I say it two three or more times. If it's a bigger issue I babble it incessantly. But all is well, everything is working up for my highest good. Out of this situation only good will come and I am safe. This gives, this quiets your inner turmoil down long enough for the universe to find a solution to the so-called problem. So, when we have problems, we don't have to fix problems so much, we need to fix our thinking and our attitude about how we respond to, and you get them less and less. And when the solution comes, you say thank you.

I am not a sales person, I am a teacher. And I work with people who come to me, who want to learn to change their lives.

## Track 7

People say you have to have a lot of passion for what you are doing. And it's totally true and the reason is that because it's so hard any rational person would give up. It's really hard and you have to do it over a sustained period of time. If you don't love it, if you not having fun doing it, you don't really love it, you're gonna give up. And that's what happens to most of people, actually. If you really look at the one that ended up being successful unquote in the eyes of society and the ones that didn't. Oftentimes the ones who are successful, love what they did, so they could persevere when, you know, it got really tough. And the ones that didn't love it, quit. Because they are sane right who would put up with this stuff if you really don't love it. So, it's a lot of hard work and it's a lot of worrying constantly. And if you don't love it, you're gonna fail, so you got to love it, you got to have passion. And I think that's the higher order bit. The second thing is you've got to be a really good talent scout, because no matter how smart you are, you need a team of great people. And you've got to figure out how to size up people fairly quickly, make decisions without knowing people too well and hire them. See how do and refine your intuition and be able to build an organization that can eventually just build itself, because you need great people around you.

## Track 8

### DEFINING SUCCESS

R: Success. We all want it, but does it mean the same thing to everyone? Only one way to find out! Right? How would you define success?

I: Meeting your goals, being happy, living a long life, having fun.

I: Satisfied with how I raised my children, sustained them..

I: Personal fulfillment, being able to do good with what you make, give better for the community at large and heavy, spiritual fulfillment.

I: I think, success is measured by the happiness of life and the quality of the relationships that you have in your life that would be long-term.

I: Being able to use your talent so that you can help other people.

I: Success (I guess I have to say) would be defined by achieving all the things that you desire and still have time to enjoy all of them.

I: Success is to have everything that you want.

R: What do you want?

I: I want education.

R: Attaining something financially equals success to you?

I: Yes, at this moment in my life... yes. It depends on how many houses, cars and assets I have. I think that everyone's ultimate goal is to have as much money as they could possibly have. My ultimate goal is to have a family and everything, but that's going to shut down my fian

R: Can you ever blame someone else for your not having success?

I: You could if you want to. It may end up you from any when getting success. I would say move on.

R: Has anyone hold you back from being successful?

I: Yes, my ex-fiancé.

I: Only you can hold yourself back from this. No one can. You've got to have the will to be successful or not and if you don't have it then that's not someone else's fault.

R: Can a poor person ever be considered successful?

I: If they are satisfied with their daily life, absolutely. With what they've planned to achieve, with their expectations of themselves, sure.

I: Poor person can be considered even more successful, because if he being poor becomes successful, he just worked for it much harder.

R: Do you think success will ever equal to you having a lot of money personally?

I: I would complaint if I hadn't, but hopefully I use it in a way. In a good, positive way.

R: Can money ever buy success?

I: May be, for some people.

R: For some lousy people... Right?

I: Perhaps?

R: Is there any right definition of success, you think?

I: I don't think so since success is measured against yourself, the way you define it, the way you achieve it...

I: If you use the money, the power, the achievements you've made in the way that is destructive, I think, there would be a bad type of success. I think, the things would crumble around you. I mean things and the people that mean the most to you, some way would get hurt.

R: Does your definition of success ever change throughout the course of your life, you think?

I: Well, immigrants can say that there is only one universe

I: As you get older things change, the place where you're living change, the people you meet change. Definitely, I think success can change.

## Track 9

### DESIDERATA

“Go placidly amid the noise and haste, and remember what peace there may be in silence. As far as possible without surrender be on good terms with all persons. Speak your truth quietly and *clearly* and listen to others, even the *dull and ignorant*: they too have their story.

Avoid loud and *aggressive* persons, they are vexations to the spirit. If you compare yourself with others you may become vain and *bitter* for always there will be greater and lesser persons than yourself. Enjoy your achievements as well as your plans. Keep interested in your own career however *humble*; it is a real possession in the changing *fortunes*, of time. Exercise caution in your business affairs; for the world is full of *trickery*. But let this not blind you to what virtue there is. Many persons *strive*, for high ideals and everywhere life is full of heroism. Be yourself. Especially, do not *feign* affection. Neither be cynical about love, for in the face of all aridity and disenchantment, it is perennial as the grass.

Take kindly the counsel of the years *gracefully*, surrendering the things of youth. Nurture strength of spirit to *shield* you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and *loneliness*. Beyond a wholesome discipline, be gentle with yourself.

You are a child of the universe no less than the trees and the stars. You have a *right* to be here. And whether or not it is clear to you, no doubt the universe is (*unfolding* as it should.

Therefore, be at peace with God, whatever you conceive Him to be; and whatever your labours and aspirations, in the noisy confusions of life keep peace in your soul. With all its *sham* and drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy.” [13]

## Track 10

presenter: I have with me Hilary Kingsley, a TV columnist and the author of 'Soap Box – The Paperback Guide to Soap Opera' and we're going to discuss that phenomenon of television. Hilary, how would you define a soap?

hilary: I think it's a continuing story about a group of characters, either a related family or a group of people who work together and it's a story that you know is not going to end, it's as if those characters are sort of living on some special fictional island somewhere so that even when you don't listen to them or watch them or when the soap has ended, you know that life there is going on somehow. So it's a sort of never-ending middle, you know, no beginning and no end.

P: How do you think the soap genre has developed since the early days?

H: Well, I don't think that it has changed very much, I mean I don't think it's changed since the 30s and 40s when it started on, er American radio – I mean, I think everyone knows now that it came into being when radio went national in the US and they needed some running stories to attract housewives, keep them glued to their radios and sell products to them, and the products they were selling first of all were soap powders. They were always stories about families, about relationships, about the things that the bigger dramas were not about -those were, and still are really, about men escaping from difficult situations, whereas soap operas are basically about women coping with everyday situations – women and men, of course. But one reason I think why I've always liked soap operas is that the women are the most important characters, they are the moral centre of any story.

P: But few of us are as brazen as Hilary. Ask around, nobody will admit to watching soap opera, we'd all apparently rather be reading a good book or else in the stalls at the theatre. Funny, how the audience figures never quite match up. So why do we feel guilty about admitting that we watch soap? Certainly, the critics don't help. They imply that by watching soaps, somehow, we're the victims of an aesthetic con trick, that we don't know that what we're watching is actually fiction. We're all presented as these passive consumers just because there are people, admittedly sad people, out there who apply for jobs at the shop in the programme or send wreaths for the funeral if a character dies. Soaps have always been patronised, and of course it doesn't help that their largest audience is young women with families, always a good target for condescension, aren't they, Hilary?

H: It's the same thing with women's magazines really, and all women's programmes. I mean somehow, if something's about sport or mountain climbing this is fine, going to a football match is fine, but staying home to watch a soap is somehow a sign of mental deficiency. This is just a fact, I think, of our sexist world. Also it's quite interesting that although I'm sure it's true that there's a fair proportion of men who watch soap opera – the men in my family watch soap opera – I think it's true that there's a larger proportion of the viewing population watching soap opera regularly

who are females, girls and women, girls and their mums. I've noticed that my son's interest in soap operas sort of fluctuates, whereas my daughter is loyal to them.

P: So why do we watch? Why do we care what happens to the characters? Well, it's partly down to the conventions of serial drama, and the narcotic effect must have something to do with habit. It's reassuring that the setbacks come round like the seasons. It's an ongoing saga, which becomes part of your life and which you know is not going to end and that open-endedness actually helps the naturalism. In an ordinary play the formal structure requires a beginning, a middle and an end. Soaps are also set in a closed community, increasingly unlike the world we live in today. Soaps provide lonely people with friends and a family; they provide gregarious types with an escape from friends and family. They usually show us that there's somebody out there worse off than ourselves and by showing us problems similar to our own, soaps help us solve those problems. Whatever the reason, watch them we do.

## **Track 11**

“Interviewer: Everyone knows the Hollywood sign and what it stands for. It's one of the enduring symbols of the twentieth century, one that suggests both the allure and also the tackiness of the cinema industry. But why did the cinema industry end up in this suburb of Los Angeles? And what kept it there, churning out films for getting on for a hundred years? With me in the studio today is Dan Sheldon, film buff and critic. Dan, what brought the film industry to Hollywood?”

DS: Well, it's quite interesting really. Cinema didn't really begin there, or even in America. In fact it was in France that it all really began, when two brothers – the Lumiere brothers – developed a machine they called a cinematoscope, and that was how the first moving pictures were made.

I: So what sort of films were they?

DS: At first they stuck to short documentaries ... one of the very earliest was a train apparently hurtling toward the camera. It really terrified audiences. But very soon people came to realise that the cinema was an ideal medium for telling stories. And film-makers started experimenting with editing and cross-cutting techniques, and they found that even if they played about with sudden changes of place and time, audiences could still follow the story. I mean, we take that for granted nowadays, but no one really knew then ... But then all this experimentation suddenly had to stop when the First World War broke out in 1914, and people in Europe had other things to think about. And that's when the focus shifted to the other side of the Atlantic and the United States got into the act.

I: But why California?

DS: Well, over the next ten or fifteen years after the war, studios were opened up on both the East and West coasts, but the light and climate conditions were much better in California, and as well there was plenty of cheap labour. So when the film industry really started to boom in the 1920s, that's where everyone ended up ... in a little town better known at the time for growing oranges and olives, and this was Hollywood. And what happened then was that the whole studio system got going – this happened at a time when mass production techniques were being introduced into industry. And the studio system reflected this - so script writing, filming, cutting, and so on all became specialist jobs, and they were all brought together in the studios, which became sort of film factories turning out film after film. And at the same time they began to be aware of what sorts of films audiences liked, and so particular film genres began to develop ... things like crime, horror, comedy and westerns. ... and once they found a plot that worked, they'd use it again and again. And also the actors became very well known, there was an enormous rise of interest in the actors and actresses both on and off screen, and so the whole star system came to be enormously important.

I: And what about technological developments?

DS: Yes, well the first big breakthrough was obviously sound ... the first sound movie proper was *The jazz Singer* way back in 1927 and that obviously widened up the whole area of film making and changed its nature forever - people completely lost interest in silent movies. The arrival of colour was more gradual and had a less dramatic effect on the film industry but by the fifties many films were being shot in colour although black and white films were still being made after that.

I: So what about the second half of the twentieth century? What do you see as the main developments?

DS: Well for a time it seemed as though the focus was shifting away from Hollywood ... in the fifties and sixties countries such as Italy, Japan and France produced experimental films made to much lower budgets than the Hollywood studios were working to. And, of course, Hollywood had its own problems ... the early fifties saw political problems in the whole country and, as well as that, the studios were losing their independence and being taken over by multinationals which of course had an influence on what they could do. And the ... of course there was the question of money ... film-making was becoming more and more expensive. But in the 1970s a new generation of film-makers was beginning to dominate Hollywood with directors like Lucas, Coppola, Kubrick and Spielberg. Their big budget blockbusters were designed to appeal to a younger audience - the whole lot really got going with films like *2001 A Space Odyssey* in 1968, and then *Star Wars* in the early 1970s, films characterised by extremely sophisticated special effects (9) and depending for their effects on computer technology. Science fiction produced some

of the biggest hits, with films like these - *ET*s another example - proving box office hits and then going on to earn even more money when they were released on video.

I: But not all the blockbusters are science fiction ...

DS: No, of course not. Another trend has been towards the costume epic. Where the money's spent on lavish costumes and sets.

I: *Titanic* ...

DS: Yes, exactly, though still with the special effects. And of course to pay for this, the film needs to attract massive audiences, but if it does manage to do this, there's the whole package to be sold, not just the film and the video but the CDs, the T-shirts, the books, the children's toys ... not that they contribute to the film itself, of course!

I: And finally Dan, what's in store for us at the cinema in the coming years ... do you think it will survive?

DS: Yes, as it's always done. It will change, adapt, move as technology develops. Already we've got Imax cinemas which are producing pictures three times the standard size. Soon digital video and computer imaging will allow viewers either to watch the film in the normal way or to interact with it ... even to influence the plot and ending ... or to star in it themselves. But I think that whatever happens, the moving image will be with us for a long time yet.

I: Dan Sheldon, thank you very much." [28]

## **Track 12**

Art in life was anything but glamorous. Born on June 1st, 1926 in Los Angeles, California, the identity of her father was never determined, and her mother suffered from severe psychological problems which made it impossible to raise her daughter. Marilyn Monroe had a vulnerability about her that we saw in her eyes. There was a sweetness. But remember, she really doesn't come from great means. She was not born with a silver spoon in her mouth. Norma Jean would spend her adolescence bouncing in and out of foster homes and orphanages. In 1942, she married her 21-year-old neighbor, Jimmy Daugherty. Things were good between them, until Jimmy left to serve in the Pacific. While Jimmy was overseas, Norma Jean took a job at a radio plane munitions factory in Burbank, California. Photographer David Conover couldn't believe his eyes when he came across her while shooting pictures of women contributing to the war effort. The young beauty became a successful model, but she had dreams of becoming the next Lana Turner or Jean Harlow. She enrolled in drama classes. In 1946, Jimmy returned home and decided Norma Jean must choose between staying married or pursuing acting. The couple divorced. When Norma Jean

signed her first studio contract with 20th Century Fox in 1946, she was paid \$125 a week. Along with the weekly check came a new name and a new hair color as the young starlet now known as Marilyn Monroe. Norma Jean decided to create a character. She invented a character. She dyed her hair blonde. She wore low-cut dresses. You can give yourself a new name, a new character, a new personality, and people will accept you for that. After a few years of inconsequential films, she broke out with leading roles in *Gentlemen Prefer Blondes* and *How to Marry a Millionaire*. The 27-year-old actress was now a household name and the blonde bombshell of the 50s. In 1954, retired baseball legend Joe DiMaggio asked his agent to set up a date with Marilyn. Sparks flew and they tied the knot instantly, becoming one of the most famous couples in the world. What everyone remembers, Marilyn, when she was in the 7-year itch and she walked over that subway grate and the vents and the wind came up and blew her dress up and she was just loving that moment. And the big story is Joe DiMaggio, whom she was dating at the time, was furious and they ended up breaking up. The two would divorce in October of 54. Despite the breakup, they remained close. By 1955, Marilyn wanted to become a serious actress. She took a hiatus from the studio grind to study under Lee Strasberg at the actor's studio in New York City. She returned to Hollywood, starting her own film company and found happiness away from the studio, marrying playwright Arthur Miller in 1956. Proving she could provide laughs, she knocked audiences out with her performance in Billy Wilder's 1959 classic, *Some Like It Hot*. In 1961, she divorced Arthur Miller. She was struggling with personal issues and *The Misfits*, which would be her final completed film, was a box office disappointment. She never completed her final film, *Something's Gotta Give*. In 1962, the 36-year-old star was found dead in her Brentwood home with a bottle of sleeping tablets beside her. Since her death, countless sex symbols have come and gone, but none have ever come close to the iconic Marilyn Monroe. Marilyn really was, she was the one who transitioned America from the monochromatic black and white 50s into, you know, the technicolor 60s, from generation to generation. People are still looking up to her. People are still modeling themselves after her. They want to be like her.

### **Track 13**

“Teacher: Now, let’s move along to the next gallery ... whose turn is it to tell us about the next painting? Amanda, is it you?”

Amanda: Yes, this is the one I’ve prepared.

Teacher: Good ... now I’ve got one or two questions for Amanda to guide us through this painting, so if you could all pay attention, we can get started ... Brian ... thank you. Now, as you can see it’s a pre-Raphaelite painting, so we’re talking 1880, 1890

... and what can you tell us about this – and other pre-Raphaelite paintings for that matter – compared to what came before?

Amanda: Well, there was very definitely a reaction against some of the earlier concerns – for example the pre-Raphaelites didn't believe in the idea that it was important to be true to nature or realistic ... This is a good example – it's by the painter Burne-Jones, completed in 1884, and it shows a lot about his philosophy of painting ...

Teacher: OK. And what was it exactly?

Amanda: Well in his own words, ... is it OK if I use my notes?

Teacher: Yes of course.

Amanda: He said that a painting should be 'a beautiful romantic dream of something that never was, never will be, in a land that no-one can define or remember, only desire.'

Teacher: So, in other words the very opposite of realism – no practical lessons for modern industrial societies or whatever.

Amanda: Yes, exactly, and this painting is in many ways very typical of Burne-Jones – in fact his wife later said it was his most distinctive work, the one that really summed up what he thought.

Teacher: OK, tell us about the story it tells.

Amanda: It's called King Cophetua and the Beggar Maid, and it's based on an old legend from early medieval times about a king who falls in love with a beggar girl, and finds that his love for her is greater than all his wealth and power.

Teacher: Was it a well-known story?

Amanda: Yes – most people knew it well, but only through reading Tennyson's poetry, in which he wrote about it, rather than from the original story.

Teacher: So it's another example of what we were talking about earlier – the link between the romantic movement in literature and the movements in art ... do go on.

Amanda: In the painting, the artist imagines the King sitting at the girl's feet, gazing at her in adoration. Burne-Jones said he was determined that the King should look like a king and the beggar should look like a Queen, and he had certain details such as the crown and the maid's dress specially made for him so that he could capture the detail. The setting has echoes of 15th century Italian art, particularly Mantegna and Crivello, and it's all elaborately decorated with highly wrought textures and jewel-like colours. If you look at the clothing you can see what I mean. The two

characters in the background have got these rich flowing clothes, and there's the same richness in the King's flowing cloak.

Teacher: So what is he trying to tell us about here ... what about these anemones ... do they have any particular significance do you think?

Amanda: Yes, the maid is holding a bunch of anemones, and if you look closely you can see that some of them have fallen on the steps by the King. The flowers are a symbol of unrequited love, and there's a lot of personal feeling in this painting, as there is in much of his work. At the time he was doing this, Burne-Jones had met and fallen in love with a girl called Frances Graham, but she then married someone else. So it's likely that the King represents Burne-Jones and the Queen represents Frances Graham, and the painting shows his feelings about losing the woman he loved.

Teacher: Are there any other themes that the audience in 1884 would have recognized apart from on this personal level?

Amanda: Yes, to the general public it would have had a completely different meaning, which they would have recognized quite easily – they would interpret the painting as being about the rejection of worldly wealth and the elevation of love above everything else.

Teacher: Yes, absolutely ... and that was a message that was very close to Burne-Jones's heart and was very relevant for late Victorian Britain ... Well thank you Amanda, and now we'll move on to the next artist ...” [28]

## **Track 14**

### Home As Museum

“Everybody likes the idea that they might be able to make a bit of cash from a hobby, but few have done so quite as spectacularly as Bill Gates. Mr. Gates's boyhood pastime was computer programming. Today Microsoft, his company, is the world's most successful supplier of computer software, and his personal fortune is (on paper) \$7 billion. With wealth and maturity, Mr. Gates has developed a new interest in culture - and another company to go with it.

Continuum, he hopes, will use new technology to marry moving images with text, and art with history, to create an entirely new medium.

Continuum's original brief was modest. Mr. Gates is building a mansion on the shores of Lake Washington, near Seattle. Instead of the usual tycoon's collection of a few old masters, he decided to decorate his walls with several museums' worth of paintings. To do this his plan was to hang not the pictures themselves, but high-

definition video screens which could display whatever images suit his mood. So, he might have Impressionists on a cloudy, contemplative Seattle day, Rembrandts for a formal dinner party and Pop Art to start the morning with a Roy Lichtenstein bang.

Mr. Gates founded the company to negotiate with museums, photo archives and others for the reproduction rights to the pictures they own. And he hoped that, as the price of the technology fell, others not as wealthy as he would become interested.

He recruited Steve Arnold from Lucasfilm, the company that created “Star Wars”, to head his new venture.

Digitized pictures can be manipulated in all sorts of ways that paper and canvas cannot, though some people think such manipulation is not always for the better. One of the things that disturbed the curators of the museums with whom Mr. Arnold was negotiating was the thought that digitized art could so easily be altered. Some curators blanched when they realized that "future connoisseurs might, at the click of a mouse, change the colour of their Monets to match their curtains. The opportunity that enthralled Mr. Arnold, however, was not pastiche but the ability of electronics to weave together images, sound and information into a whole greater than the sum of its parts.

In theory, an electronic database which combined art, music, photographs and historical information would enable anyone to create his own exhibition-cum-book containing materials spanning all of these disciplines - a task which now requires considerable effort by trained researchers rushing between several libraries. You might wish to compare, say, the art of Weimar Germany with the popular culture of its music halls, or trace representations of animals through the centuries to see how the images reflect man’s changing perceptions of beasts. The essential challenge of creating this new synthesis is to devise ways of navigating the oceans of information that can be contained in an electronic database. You must combine the flexibility and simplicity needed by the casual browser with the power and precision to find answers to specific questions.

Mr. Arnold does not expect to have a commercial product ready for three to five years. Then the writing really will be on the wall.” [23]

## **Track 15**

John Mallord William Turner

Sunday Arts Profile

Next for our friends of Bloomberg television: an exploration of the work of English painter J. M. W. Turner, a master of capturing the play of light on air and water. He was controversial for his time. His methods prefigured the French impressionists and

even now seem thoroughly modern. A retrospective at the Metropolitan Museum of Art brings together 1040 water colors and oil paintings.

What he is best remembered for today are his nearly abstract paintings at the end of his career. It's important to remember that these paintings do have subjects. I mean, they are landscapes. You can foresee scapes. They are not abstractions in the 20<sup>th</sup> century sense, which is to say pictures of nothing or pictures simply of an emotion. Instead, they always are starting with nature and reality. But you have a sense of nature being suffused with light. Turner's earliest paintings are paint with a great deal of clarity and precision. But as his style progressed, his images tended to get more abstract. There is a greater emphasis on light and color at the expense of form. Most of the critics of that day were stuck with issues of craft. You know, the figures are not drawn well enough, the sky is not really that yellow. And that of course was never the point, the point was to make an expressive picture that would grab us by the guts and make us feel something. And if you look at the artist like Damien Hirst, you can see that Hirst is in the traditions of British artists that go back to Francis Bacon in the 20<sup>th</sup> century and Turner at the end of the 18<sup>th</sup> and early 19<sup>th</sup> century that deal with that very strong emotions, trying to stand the soul (that's what Edward Bugh said - to stand the soul). Turner did it in a big way with a walloping power. He wanted to be noticed, so he often painted on a big scale and often with a very broad brush. "Hannibal crossing the Alps" was a key work of his early maturity. Anyone who saw this painting would have understood the reference to Napoleon and French domination of Europe. Turner lived in a remarkable period, he lived through many dramatic upheavals: war with France, peace with France, the transformation from an old order in Europe to the new industrial revolution. He doesn't turn his back on modern developments. For example, the steamboat, which was invented around 1820, occurs in Turner's inventory. It was the whole tradition of Northern European artists going to Italy to see the great monuments of antiquity that remained but also for the warmth. Every British man and woman crave warmth and sun and that's what Italy represented. And when he was there also, he could paint views that he could then sell back to the travelers, people on the grand tour, the wealthy British. He did it at the time when all his other works were castigated by critics. He could always count on his Venetian subjects to be well received by critics and also by collectors. As ever there was a spectacle to stand the soul, to actually cause the deepest possible fears of loss of identity, loss of nation, it was "The Burning of the Houses of Parliament". He makes the whole wonderful reflective surface of the river at night to be a mirror for this play of light and color. His art is only his, it's completely unlike anyone else's. And I think he left an indelible imprint on the history of art and the history of human imagination. You can go out now into a foggy evening and say: "This looks like Turner".

## Track 16

My journey begins in the Stour Valley in Suffolk. This is where the painter John Constable grew up. His paintings of an England that's largely vanished, still entrances. Make us imagine going back in time. This is Dedham Vale, part of the Stour that Constable knew and loved best, and made famous by his painting. He came back here once in his later years and was travelling by stagecoach and turned to two strangers in the coach and said: "Isn't this beautiful countryside?"

And quick as a flash, one of them replied: "This, sir, is Constable Country". I think, Constable must have been very pleased.

Constable grew up working in the prosperous mill his family owned at Flatford. His father wanted him to take over the business, but Constable was determined to become a painter. After going to art school in London, he came home to the country he'd been brought up in. "I paint my own places best", Constable once said. "The sound of water escaping from mill dams, willows, old rotten banks, slimy posts, brickwork. This place made me a painter." And his biggest landscapes have all been done within a mile of here, but this, of course, is the most famous of all, the setting for the "Hay Wain".

Constable's most famous painting shows the view he saw every day as a boy. At the water's edge is the cottage of Willy Lott, the old neighbour who lived all his life by the mill pond. It's a sparkling summer's day, and all's well with the world.

It's interesting to stand here and look at the scene as it is today, and there's scarcely any difference. Of course, the cart isn't in the water, the dog isn't there. They're nice if they were, actually. But Willey Lott's house is on the corner, exactly as Constable painted it. The interesting thing is that you stand here and you can't help looking at it through Constable's eyes. It's a good demonstration of how powerfully artist can influence the way we look at something. I mean, I dare say, if Constable hadn't painted this picture, people would walk past this place and wouldn't give it a second glance. But because of this picture, they come here in their thousands and stand and look and see it through his eyes.

Today the trees and shrubs are painstakingly pruned to recreate the look of Constable's picture.

- Hello, what's your plan? What are you doing here?
- Opening up the view for the picture of "Hay Wain"
- Did you study the painting before you started?
- I've lived here all my life and got a picture of it at home.
- Were you brought up with it on your living room wall?

- Yes, yes.
- Do you give you a strange feeling to be remaking a painting?
- I think, it just makes me feel lucky to live here and to be able to do stuff somewhere where you can actually say, you know, the Hay Wain, we work there.
- It`s an English thing, it`s a greenery, it`s the trees, it`s the water, it`s the old, the 17th century buildings.
- You think we see it as Constable saw it?
- If he came back and we was to look over, I think, he`d go: "It`s pretty much as I remembered it.

Constable`s painting captured the day scenes along the River Stour. His attachment to this place lasted all his life. It was here that he first fell in love with a local girl called Maria Bicknell. He wooed her along these riverbanks and despite the opposition of her family, he finally married her.

When his father died, Constable painted a picture of the family mill. He had decided against taking it over and instead left Flatford to live in London.

"Painting is but another word for feeling", Constable once said. And this was his emotional farewell to his father and his childhood home.

When I first started on television, I worked in this part of the world, so I got to know the Flatford lands quite well and became very fond of them. I had an open car that used to drive around in the summer with music playing and thinking "Oh, this is Heaven!"

## **Track 17**

Tucked away in this tiny but packed museum is Hogarth`s greatest masterpiece. This is "The Rake`s Progress" by Hogarth. The story of the decline and fall of a rich young man who comes to the city. It`s a morality tale about the evils of the 19<sup>th</sup> century life, of the effects of too much money, of drunkenness, of whoring, of gambling. But, being Hogarth, he doesn`t bludgeon the audience with his message, he does it all with a terrific mischief and a sense of humour.

The story starts with Tom Rakewell inheriting from his father. There`s Tom in the middle of the room being measured for a new suit to go to London. Something he can now afford. And around all the signs of his father`s miserliness, the chest full of silver. There`s a lawyer, doing the accounts to show Tom his new wealth. And, of course, the wealth goes to his head. He abandons the girl who he`s promised to

marry, Sarah, the maid, who is standing there in the corner, holding the wedding ring rather forlorn. While an older woman points to the maid's stomach to show that she is actually pregnant.

Does Tom care? No, Tom goes off to London and in a moment surrounded by all the temptations. There he is, getting dressed in front of all the people who dance attendance on him. Silver toque on his head where his wig will go. On the left, the music teacher, wanting to teach him to play Handel. The dancing master on tiptoe with his violin. Down here, there's a jockey with a great silver cup and a whip, showing him the winnings, he could have. And a man comes approaching him with the note of recommendation from another employer. So, here he is surrounded by everything that the great city has to offer, all the tricks of the trade, for which, of course, he will fall.

And fall he does in picture number three. This is the Rose Tavern, a famous St. James brothel. And there's Tom, drunk. Clearly, he's drunk, he's got a glass of wine and wine is all around, his shirt undone, his sword hanging limply by his side. With drunkenness his virility has gone. And the girls all have black spots to cover syphilitic sores. It's a scene of debauchery and chaos into which Tom's life has already descended.

## **Track 18**

“Interviewer Brad Pitt said recently, ‘They call my kids by their names. They shove cameras in their faces.

I really believe there should be a law against it.’ He was talking, of course, about paparazzi. But are the paparazzi really as bad as Brad Pitt says they are? Today in the studio with me is Jennifer Buhl, who is an actual - is it paparazzi or paparazzo?

Jennifer Buhl Paparazzo for a man, paparazza for a woman. Paparazzi is the plural.

Interviewer So Jennifer are you good, bad, or in between?

Jennifer Well, I think I'm a good girl. But some people would probably not like me.

Interviewer A lot of people say there's a working relationship between celebrities and paparazzi. Would you say that was true? That celebrities actually tell you where they're going to be?

Jennifer Yes, of course. That happens all the time. But I think that's what a lot of the public doesn't realize. You know, people shout at us and insult us when there's a big crowd of us around, let's say, Britney Spears or Lindsay Lohan. I just want to tell them that they called us. And, after we've sold the photos, we split the money between the stars and us.

Interviewer I've often thought that must be true. I mean, nobody just goes to the gym with their hair done and make-up on unless they're actually expecting to be photographed.

Jennifer Exactly. But don't get me wrong, it's not like all the celebrities want to be photographed. If a celebrity wants to go out and avoid the paparazzi, it's pretty easy to do. Celebrities that don't like it rarely get photographed, they very rarely get photographed.

Interviewer Give me some example of celebrities who genuinely don't want to be photographed? Like, who really hates it?

Jennifer Julia Roberts hates it. Kate Bosworth hates it.

Interviewer Are photos of them worth more money if they hate it?

Jennifer It depends. No, not necessarily. Because they don't get photographed often, then nobody sees them in magazines, and they lose interest in them. Because they become boring.

Interviewer What shot have you taken that you got the most money for?

Jennifer Probably one of the shots that sold the best, that I didn't expect, didn't even know, was Paris Hilton carrying the Bible right before she went to jail. There were lots of paparazzi there but I was the only one that got the Bible.

Interviewer Do you think we need stricter laws to keep paparazzi away?

Jennifer There are already enough laws. We don't need more laws, or anti-paparazzi laws or anything else. There are places where celebrities can go to where they know they won't be followed, and places where they know they will be.

Interviewer For example?

Jennifer We don't go into restaurants, we don't go into stores, and of course we don't go into people's homes. That's private property. But a beach or a park isn't.

Interviewer So you don't think that being followed and photographed by the paparazzi is really stressful for celebrities?

Jennifer I think there are only a few people for whom it's really and truly stressful. I'd say that in most cases the star not only doesn't mind, but has actually told the paparazzi, 'This is where I'm going to be this afternoon.'

Interviewer Fascinating. Thank you very much for coming in to the studio. Jennifer Buhl everybody!" [35]

## Track 19

South Korea has partially suspended the peace agreement with North Korea after Pyongyang successfully put its first spy satellite into space. The agreement reached in 2018 was designed to reduce military tensions. South Korea said it would also resume surveillance activities, previously suspended near the border with North Korea. The UN Secretary General Antonio Guterres has joined the US in condemning North Korea over the launch.

- We can go live now to our correspondent in Seoul, Jane McKansey. Jane, what is the impact of South Korea partially pulling out of this military agreement with the North.

What it means is that South Korea is no longer going to follow some of the rules that were set by this pact. This pact was established back in 2018 after a period of particularly high tension here on the peninsula. So, it was signed between Kim Jong Yung and the President Mun Jong Yi. What it did was essentially prohibit both militaries from doing certain activities up along the border and creating no-fly zone, for example, which meant both sides couldn't send satellites up along the border. But South Korea has been saying for a while now that this means that it is vulnerable to a North Korea attack, because it can't properly survey what North Korea is doing. So, with this spy satellite going into space from the North Korean side, which can in theory, if it works, be able to monitor South Korean and US troops on the ground here on the peninsula. South Korea is saying that now it is too vulnerable, too constrained. So, by suspending parts of this pact, it is going to fly reconnaissance planes, reconnaissance drones up along the border. It says: "To give it a better view of the territory of North Korea to be able to monitor an upcoming attack."

- Jane, just explain a bit more of this spy satellite, because North Korea has made several attempts to get up into space. Was it definitely successful?

- You're right, this is now the third attempt this year. So, it tried once in May, once in August and both of these attempts failed. Now, North Korea is saying: "Yes, it's a success." The US and South Korea are saying that it's too early to tell. They don't know whether it's properly gone into the orbit and, crucially whether it has the right capabilities to be able to really do the military reconnaissance work that's needed to be effective. For example, is the camera high enough resolution to be able to take images that it needs. But the South Korean officials are saying today that the reason why North Korea has succeeded in this third attempt is because it had technological help from Russia to overcome some of the obstacles that it was struggling with in the past. There's some debate over this. I've spoken to some military experts today, who say that actually, they think that timeframe on this hasn't actually come head up. Because, if we mapped it up back to the time when Kim Jong Yung met Vladimir Putin in the Russia's Far East a couple of months ago, this just wouldn't have given the North Koreans enough time. This is the piece of equipment that they've been working over on their own now for many years.

## Track 20

The world's leading Artificial Intelligence firm, the Open AI says: "The co-founder Sam Altman is said to return as CEO just days after he was fired by the Board. It is posted that this is the agreement in principle involves a new Board being installed. The company, which created a popular ChatGpt app, says it's collaborating to figure out the details. Mr. Altman's dismissal this Friday has sent the shockwaves through the tech world. So, with more in this we can go live to our North America technology reporter, James Clayton.

- So, James, it was a chock over a weekend, but news of his return, ...the industry must be bewildered about this latest development.

- Yeah, absolutely bewildered. We've been waiting on tenterhooks about 13 hours. We knew that Sam Altman was talking with to the Board, we didn't know the outcome about what it was goanna be. And now we know that Sam Altman is going to return. People of OpenAI have now twittered, confirming that. And the Board has also changed. So, we know that two people aren't on the Board anymore and two people with masses of experience are now on it: Grant Taylor, the former chair of Twitter is now on the Board of OpenAI as well as Larry Summers, who adds political heft. And that will really please investors, because one of the reasons why it has really happened was that the Board was so small and had so little experience that they sacked Sam Altman without getting any kind of gage of how OpenAI would react to this. And the employees, well 95 percent of them signed the letter saying they would quit unless Sam Altman came back. So, really OpenAI was in the position when it had to bring Sam Altman back. It they didn't potentially the company would simply wind up.

- James, how did workers go through it? Because the last news we received is that Sam Altman was going to go to Microsoft. So, why is he coming back to OpenAI?

- Microsoft is a massive investor in OpenAI, so when Satya Nadella, chief executive of Microsoft, brought him in, he basically said: "You can come back to OpenAI wherever. I don't mind whether you are in Microsoft or OpenAI". Because Microsoft has a massive interest, obviously, in Microsoft and OpenAI. So, he doesn't mind. He would, actually, probably prefer him to be a chief executive of a stable OpenAI. Because Microsoft has pumped more than 10 billion dollars into OpenAI, it really needs it to succeed out from financial aspect. So, Satya Nadella is happy to see Sam Altman going back to OpenAI. He twittered this this evening.

-Where does this leave the industry? Because OpenAI is a major player when it comes to Artificial Intelligence. But seeing such a disfunction, disfunction within the company, what does it tell us about the industry?

- Well, it tells us that governing these companies is really difficult, because all of the AI companies want to prioritize the AI safety. They want AI to speed for the good of humanity. They don't want to do it just for profit. And, actually, setting up the corporate government structure is really hard. OpenAI has tried, but now has failed. Anthropic has a really interesting corporate government structure and we'll see how it works in the future. So, it's really difficult to not prioritize profit in a for-profit company. It's really, really hard and OpenAI has shown it over the last few days.

## **Track 21**

You are live with BBC news and let's return to that breaking story, coming up from Dublin that three young children have been taken to hospital. Irish police said that it'd been a serious public order incident in the city center, which local media is saying is a multiple stabbing. The injuries that got children and the woman are described as quite serious. The witness spoke to our reporter on the scene. Let's just have a quick listen.

- I looked across the road and seeing a man in a stabbing motion where a lot of children. So, I flew across the road, the man was up to stab the two children as far as I could make a go. So, we got the children up to the left, the woman that was there and the teacher, I presume. We hold a bellow for the man, people were trying to attack the man. So, a man and an American lady, we formed a ring around the man, just to say we are not the savages in this country and we leave the guard to do its duty. And then with ringing flare, the ambulance came for the children.

Well, let's go to our Ireland correspondent, Chris Page. And Chris, tell us more. As you heard there, just how distressing it was for anybody caught up in the incident in Dublin city centre this afternoon. We know that five people are being treated in hospital, a man, a woman and three children. And according to the Irish police called the Garda Siach Chona, the woman and one child, a girl, are seriously injured, the man and two other children less seriously injured. The police have said they're not looking for anybody else in connection with this at this time. They've indicated they don't believe this was terrorist related in any way. And my colleagues at the Irish national broadcaster RTE have been saying that it's understood a man attacked a woman. He is now being treated in hospital. He was injured himself and police are waiting to talk to him. So police say they are following a definite line of inquiry for the moment the scene in the city centre Parnell Square East remains cordoned off. There's a school nearby and some parents have been allowed to go through the cordon to pick up their children. Understandably, many people are extremely alarmed and the police say they have been in touch with the parents of the three children who have been injured. The Irish Prime Minister, the Taoiseach Leo Varadkar has said that his thoughts and prayers are with everybody affected, that

he's being kept up to date on what's happening and he's praised the emergency services who he said were on the scene very quickly indeed. The Irish justice minister, Helen Macinty, has said the attack was shocking and appalling and her thoughts also, with in particular the three innocent children who have been injured. So, a great deal of shock as you would expect in Ireland's capital city Dublin this afternoon. The police continuing their investigation, some disruption to traffic in the city centre, the incident happening at a place where a lot of public transport routes converge and also close to one of Dublin's main shopping streets, O'Connell Street but the police say they're not looking for anybody else, they have ruled out terrorism and we're expecting further updates. Chris Page, thanks very much, thank you.

## **Track 22**

Let's take you to Ukraine where officials say Russia has launched the largest drone attack on Kiev since Moscow's full-scale invasion began. You can see the pictures here of the drones being shot down by Ukraine's air defenses. The attack, which was the most sustained in months, brought down some power lines. Kiev's mayor says two people were injured in the attack but no deaths have been reported. I've been speaking to James Waterhouse, he's our correspondent in Kiev, who told me about the night and how long the attack lasted for. Six hours, really, where we heard the booms of the city's air defenses echo around the streets, really, and we've seen footage online showing Shaheed drones flying overhead. They're these Iranian-made drones which Russia has been using of late. They are cheaper than ballistic missiles and it's a means which Russia has switched to as its own stockpiles have dwindled. They have a distinctive whining engine and it was a fairly relentless attack. 75 drones were launched towards Kiev and the surrounding region from the north and the east, mostly, and the majority of them were shot down, according to authorities. And I think that's a reflection of Ukraine's improved air defenses. But look, it had been a quiet few week where there were growing fears that Russia had been stockpiling its drones and missiles. And there have also been worries that Russia would resume its strategy of targeting Ukrainian infrastructure as winter continues to bite. And I think those fears have very much been realized in a very abrupt way this morning when the 16,000 homes are without power and the worry is more could come. Indeed, James, and we have, of course, had this overnight address from President Zelensky. What has he had to say? Well, he referenced the strikes this morning where he talked about the world's need to unite, really, in the face of Russian terror. It's a repetition of what he strives to do, but he's highlighted, really, a number of international objectives he's trying to achieve. He is trying to, firstly, and I think it's quite obvious, he's trying to secure continued Western support in terms of getting it signed off by US Congress. There is growing skepticism across the Atlantic about where this war might head, whether a Ukrainian victory is

possible, as far as President Zelensky is concerned, it is. And there's also another political prize he is striving for, his country's potential membership to the European Union. There is a vote next month on whether negotiations can officially begin involving all member states. And he has acknowledged, President Zelensky, that there are difficult talks ahead. So he is trying to both secure the Western support that is so central to Ukraine's continued efforts to both not just defend but potentially liberate its territory, but he is also trying to go after what his country has wanted for the best part of a decade, politically, to join the European Union. Ukraine also wants to join NATO. I think both are still some way off. But the progress that Ukraine has made in that time in terms of domestic reforms, grappling with its age-old corruption issues, I think Ukraine has come a very long way. And it is clear President Zelensky is feeling energized in both of those efforts, despite the difficulties that surround those aims. Very good evening to you. We are live in Tel Aviv.

### **Track 23**

“Conversation 1

A: Wow!

B: What's that?

A: It's this story. Listen to this. 'A woman used a wooden soup ladle to save her husband from attack by a tiger'.

B: What? A ladle?

A: Well, her husband was being attacked by a tiger.

B: Where was this?

A: In Malaysia. Apparently, her husband had just gone into the forest. She saw the tiger attack him and grabbed the first thing she could find, which was a wooden soup ladle. And she just charged at the animal yelling at the top of her voice and bashing its head.

B: And it didn't attack her?

A: No. The amazing thing is that the tiger ran off.

B: Wow, there's no way I'd do that!

A: Not even for me?

B: Not even for you! You're the one who's always telling me to stop.

A: Stop what?

B: Stop helping people so much.

A: I didn't mean to stop helping me!

## Conversation 2

A: Hey, Mike. Did you buy a lottery ticket?

B: No, why?

A: Well, you want to be careful. It says here that some store clerks are taking the winnings. You know when customers take in a winning ticket and they have to check it in the store ...

B: Yeah ...

A: Well, these guys have been telling customers that they didn't win and then they take the winning tickets for themselves. B: That's so wrong! Suppose it was, like, a big amount?

A: One of the tickets was for \$1,000 and the...

B: That's totally outrageous!

A: Yeah. Exactly.

B: So, how did they find it out?

A: The police did some undercover investigations at convenience stores. And ... yeah, one of them was for \$1,000 and the ... B: Hey, maybe we won something ...

A: In your dreams. You don't buy lottery tickets anyway.

B: That's true.

A: But it's weird that the customers didn't notice, isn't it? That's more surprising than the actual theft.

B: Yeah. I do think they should do something about it.

A: Who?

B: The lottery companies.

A: They are doing something about it. They're going to install machines so you can check your own numbers.

B: That is a good idea.

## Conversation 3

A: That's extraordinary!

B: What is?

A: This story about the baby in China.

B: What happened?

A: It's about a baby and apparently it climbed out onto a window ledge on the second floor. Oh there's a video ... And, oh look, you can see these people underneath just holding out their arms because they know it's going to fall. And there are some people putting cardboard down to try and break the fall. Wow!

B: Let me see. Wow! Look at that man! How on earth did he catch it?

A: 'Just human instinct,' that's what one man said.

B: What a catch! That's such an amazing thing!

A: It's lucky the men noticed the baby.

B: Yeah, I suppose they saw some movement.

A: Or maybe they heard something.

B: What's that? The woman's bringing something.

A: It's hard to say but it looks like a cushion. B: Yeah, it could be a sofa cushion.

A: I guess they thought the baby might fall on it.

B: That must be the luckiest baby alive.

A: Absolutely incredible. Let me see again.” [14]

## **Track 24**

Top 10 major global environmental issues in the world. In 2022, we are facing so many environmental challenges, but the significant issues that affect our world overall are listed below.

1. Pollution. When the harmful materials contaminate the environment, they cause pollution, these are air pollution, land pollution, water pollution, and sound pollution, and the harmful materials are called pollutants. Air pollution refers to the contamination of harmful gases and particulates in the air or atmosphere. Land pollution refers to soil contamination due to the presence of toxic chemicals. Water pollution refers to the contamination of the water body by harmful pollutants and several human activities. Sound pollution refers to the excessive noise surrounding where most of the noise is man-made.

2. Global warming and ozone layer depletion. Global warming denotes the constant increase in temperature near the Earth's surface over the past two centuries.

The causes of global warming are deforestation, excessive use of petrochemicals, and CFC. The CFC causes ozone layer depletion.

3. Climate change and acid rain. Due to global warming, there are droughts and floods, and the climatic imbalance has led to the loss of the natural habitat of many plants and animals. Due to climate change, more sulfur dioxide and nitrogen oxides are mixed and react with water and form acid rain which has several adverse effects on monuments, sculptures, and our health.

4. Deforestation. Deforestation refers to the purposeful clearing of the forest. Deforestation contributes to climate change, global warming, soil erosion, flooding, etc.

5. Soil degradation. Due to deforestation, soil quality is deteriorating, which in turn gives threats to our future food production, it also causes soil erosion, excessive nutrient runoff into lakes, etc.

6. Overpopulation. Human population is constantly rising due to underutilized contraception and a lack of female education, overpopulation negatively affects the environment through pollution and deforestation and contributes to global warming.

7. Natural resource depletion. It denotes the situation when consumption of natural resources is faster than replenishment, natural resources contribute to economic growth, and deforestation and soil erosion are examples of natural resource depletion.

8. Generating unsustainable waste. Unsustainable waste includes incineration, discharging waste in water without treatment, etc. There is a problem with waste management that contain health-threatening chemicals.

9. Waste disposal. Improper waste disposal has some catastrophic effects on the environment, like the leaching of chemicals and burning of plastic, improper waste disposal contributes to water and air pollution.

10. Loss of biodiversity. It refers to the fact that the number of species and the variety of species and the biological communities in a given area is declining rapidly, which leads to the breakdown of the ecosystem. These are the top 10 major global environmental issues in the world that we must take care of to protect our environment.

## **Track 25**

So, Ben, in our presentation, the first thing we need to do is set the context, right? What are Smart Cities?

Ben:

Well, I've made some notes about this, erm ... Smart Cities are managed by integrated computer systems. So that means for everything – energy consumption, traffic regulation, water usage – there's one unified control system. Barcelona and Kansas are internationally recognised Smart Cities. And more cities are becoming smart all the time.

Laura:

OK, that's a good introduction. And then – did you read that article I sent you about talking lampposts?

Ben:

Sorry, Laura, I haven't had time yet.

Laura:

That's OK. It was about a project in one Smart City where all the street furniture – like lampposts, post boxes, bus stops and things – as you walked past, you could send a message on your smartphone, and the lamppost would message you back, with content from other people who'd been at that place – experiences they'd had there, things to do in the area, and so on.

Ben:

OK ... I mean, it sounds like a fun experiment. But we need to focus the presentation on more important uses of technology, don't we?

Laura:

But that's the point. This is just the sort of thing we need to see more of – citizens using technology to enhance the urban experience for other citizens. A few Smart Cities are starting to explore this. But most of them are just thinking about infrastructure management.

Ben:

Oh, OK, I see what you mean now. Let's include that in the presentation ... Then I found another example – smart parking. This one's quite interesting. Basically, it'll involve systems that alert drivers when there's a free parking space nearby. Think of how much more relaxed everyone will be! But the more significant thing is this: by cutting down the average time it takes to park by just three minutes, from 15 to 12 minutes, it can reduce CO2 emissions by 400 tonnes in a city the size of Barcelona. That's what makes it really worthwhile. Though I guess it may just mean that more people will drive everywhere ... But we'll have to wait and see whether that happens.

Laura:

Yeah, good point. Then as another example of how Smart Cities will work, there's the question of sensors in new building materials.

Ben:

Right. We'll have smart concrete, selfhealing road surfaces, intelligent steel – because all these new materials will have sensors built into them.

Laura:

So broken road surfaces will be able to repair themselves ... That's got to be a good thing, right?

Ben:

Absolutely. But there's another side to it. We'll have sensors everywhere gathering information. Not just about buildings and roads, but about the people using them. I think that's a real worry.

Laura:

Yeah, cities will be wired up to capture information about everything we do. Who's going to have access to all that information? I'm nervous about that, too.

Ben:

Um, people need to feel confident that their personal information will be protected.

Laura:

For sure. Then I've also been reading about digital signage. I think that's got loads of potential. What it means is, adverts in Smart Cities will be personalised to each citizen. And they'll be able to provide services. So, for example, at the moment, we see concert posters on billboards all around the city, right? In future, if you want to go to the concert, it'll be possible to buy your ticket straight from the billboard – there and then. Adverts will give you immediate access to their products. It's a good example of how things will be more connected.

Ben:

Alright – a nice point to make in the presentation. Then I think we should also mention criminals. It might sound like something from a sci-fi film, but what if a group of criminals breaks into a city's computer system and brings the city to a standstill, so they can pull off some robbery or whatever?

Laura:

But is that actually realistic in a Smart City?

Ben:

Well, according to some researchers, it's not so far-fetched. In some big cities, you know, the computer systems were put in place 20 or 30 years ago. No-one was really thinking about cyber defence at that stage. And they're still in use today – which is amazing, right?

Laura:

Yeah, that's incredible! They should have had an upgrade by now! But surely that will change pretty quickly now that people are more aware of the risks?

Ben:

Well, maybe not. The criminals may always just stay one step ahead.

Laura:

Well, on that point, what about Cyber City?

Ben:

Oh, yeah – that's the game that's been developed in the US, isn't it?

Laura:

Yes, that's right. It's like a model Smart City – and you can come and test your skills against it and see if you can hack into the system or not. And it's all incredibly lifelike – er, traffic, hospitals, water, even an imaginary social network. I thought it was brilliant that the designers had thought of every little thing.

Ben:

Yeah – it's really ingenious how they've managed to make it so realistic. At the moment, only governments and some private companies can use it. And it really gives them a great insight into – you know, if you're building a Smart City, that sort of thing you need to think about, so that it really does make life better, whether you're talking about society in general or individual citizens.

Laura:

Right. Then after the main part of our presentation we should let the rest of the class ask some questions and ...

## **Track 26**

“Interviewer: David, do you really believe that environmental campaign groups can make much difference to the world's problems?”

David: Yes, I believe we've already made a lot of progress not enough, by a long way, but far more than anyone would have predicted when these groups were set up years ago ... people in general are far more aware ...

I: But it's no good being aware, if nothing is done about it.

And surely the majority of the problems are things that ordinary people can't affect - it's the businesses, the big companies that need to change the way they function, in order to make any real difference.

D: Yes, but what we can do is to encourage companies to at least be accountable, to take some responsibility for what they do ... and there's certainly been an increase in accountability companies now, at least the big companies, they have to provide very specific information to the public for example on things like their use of toxic substances and one job of the environmental campaign groups is to check up on the information companies give about their use of these substances to make sure that the public knows if the levels are unacceptable. And, in fact, more big companies now realize that they're not only responsible to their shareholders, but to society in general

I: But as long as it's going to cost them money, are they really going to change?

D: Well in fact what a lot of companies have found is that it doesn't actually cost a lot ... and again I think another thing our campaigns have done is to raise public awareness and get the government to provide financial support and incentives - in fact some companies are actually finding that it saves them money to follow more environmentally aware policies, because of these incentives from the government.

I: OK, but that's just industry - what's the government doing in other areas? And can campaign groups make a difference there?

D: Most environmental decisions are implemented at a local level and we're very active here, we do a lot with local government authorities. After all, they're the ones responsible for roads, public transport, deciding whether to allow new supermarkets to be built, they monitor things like air quality, noise, wildlife - local government bodies in England really have a lot of power. And a high proportion of British local authorities have made concrete proposals for environmental issues.

I: What sort of things?

D: Well, for example in Cheshire the local authorities identified key targets for transport for 2020: things like reduction of carbon dioxide emissions, reduction in car use, increase in use of public transport and bicycles. They've specified exact targets and each year they publish how much progress they've made towards achieving them. And again, environmental groups are working with local councils and supporting them, and building bridges between government and people.

I: So, are you saying that in fact we're moving towards solving the problem of sustainable development?

D: No, a lot has been done ... but the biggest problem is still there and it's one that's the responsibility of no one and everyone. What we're aiming at is sustainable development, but this will never be achieved if we can't make the general public aware of why it's needed. People are expecting more and more out of life. We expect to live better than our parents did - to have our washing machines, our mobile phones, our cars, our holidays abroad and as long as people simply continue to expect ever higher living standards, we're never going to have sustainable development.

I: But you're talking here about changing people's expectations of life ... that they have a right to buy what they want to make their lives easier and more pleasant ...

D: Exactly ... and it goes very deep, it won't be easy to change. It'll involve gradually changing the way we work, what we do in our leisure time, the whole way we live. We've really got to sit down and question our consumption patterns.

I: Do you think it's possible?

D: Yes, I believe it is. There are signs of a new shift in values and practice. People are beginning to realize that as individuals their choices of what to buy and what not to buy can carry weight. Just look at the enormous rise in the sales of organically produced foods. For example, more and more people are aware of the dangers of chemical fertilizers and pesticides they want to buy food that has been produced without such things. And in addition, more recently there's been a huge resistance to genetically modified fruits and vegetables because of the possible dangers to health as well as the environment – many shoppers are refusing to buy genetically modified foods and so some supermarkets have stopped stocking them. And individuals - not enough, but some are beginning to think about doing things like recycling household waste, buying smaller cars, using cotton nappies for their babies which can be washed and used again (instead of using disposables which then go into the rubbish and fill up land-fill sites), switching off the television instead of using the remote control ...

I: But these are tiny measures, aren't they? Aren't they trivial measures for environmental campaign groups to be promoting?

D: No, they're not, they're definitely not, and for two reasons. First of all, if the whole population of Britain was doing things like this, the net result would be enormous. And secondly, it's a matter as I said earlier of shifting awareness so people are thinking of wider issues. The same people involved in basic husbanding of resources will be the ones doing things like supporting local government initiatives, they'll be the people who read campaign groups' reports on factory emissions and they'll be the ones who lobby the central government to encourage further incentives on environmental protection in areas like farming and energy production ... and the more of us who are thinking about these wider issues, the more results we'll see.

I: David, thank you very much.” [47]

## KEYS

Unit 1 Leads-in Ex.2 Answer: B;

Unit 1 Lead-in Ex.5Answers: 1 d; 2 f; 3 i; 4 g; 5 a; 6 h; 7 j; 8 b; 9 c; 10 e;

U 1 Lead-in Ex.6 Answers: 1 b contemplate; 2 c reflect; 3 a grasp; 4 c gather; 5 b grasp; 6 c contemplate; 7 c conclude; 8 c perceive.

U 1 Lead-in Ex.7 Answer: 1 perceive, 2 recognize, 3 consider, 4 conceive, 5 assume, 6 deduce, 7 conclude, 8 grasp, 9 comprehend

Unit 1 Lead –in Ex.8 Answer: C

Unit 1 Lead-in Ex.9 Correct Answers:

1 The linguistic relativity or Sapir-Whorf hypothesis suggests that the language we speak influences how we perceive and think about the world.

2 Sapir observed that the Nootka people used different language to describe the relationship between an object and its action, while Whorf claimed the Hopi language lacked concepts of time.

3 Eckhart Malotki's research showed that the Hopi people did in fact have many ways of talking about time, contradicting Whorf's conclusions.

4 The "strong" version of the hypothesis claims language determines our worldview, while the "weak" version says language merely influences our perception of the world.

5 Studies found that speakers of languages with grammatical gender and distinct color terms showed slight differences in how they described objects and colors, supporting the "weak" version.

6 Criticisms include the hypothesis reinforcing prejudices against foreign language speakers and the small magnitude of the observed effects.

The speaker suggests the relationship between language and worldview is more nuanced, and that we are united in seeing the world similarly despite linguistic and cultural differences.

Unit 1 C ex.1Answers:

1. Two developers are discussing a recent code review.

2. A team is planning the next sprint.

3. Debugging a persistent issue.

Unit 1C ex.2

### Conversation 1:

"Spaghetti code": Poorly structured, complex code that is difficult to read and maintain

"Technical debt": Accumulated poor design or implementation that makes future development more difficult

"Cowboy coding": Writing code without following proper procedures, standards, or best practices

"Code reviews": Process of systematically examining source code by peers to find and fix mistakes

### Conversation 2:

"Scope creep": Uncontrolled growth of project scope beyond its original objectives

"MVP (Minimum Viable Product)": Version of a product with just enough features to be usable

"Magic numbers": Numeric literals used directly in code without explanation or context

"Copy-pasta": Copying and pasting code without understanding or properly adapting it

### Conversation 3:

"Rubber ducking": Explaining code problem to an inanimate object (like a rubber duck) to help diagnose issues

"Heisenbug": A software bug that seems to disappear or change behavior when one tries to study it

"Logging": Recording events that happen in a software application to help with debugging

Unit 3B ex. 3 Answer: 1c) Happiness 2 b) Grasp and define; 3 c) Marriage and financial security; 4 b) She saw married couples suffering despite having love and wealth; 5c) Happiness comes from a strong inner self; 6 a) Confronting and conquering one's own weaknesses; 7 c) In the present moment ; 8 c) Happiness is the strength to overcome problems. ; 9 b) They may still suffer deeply inside.;10 b) She may find joy and happiness in her daily life.

Unit 3C ex. 2 Answers: trial – ordeal obstacle – hurdle undertaking – mission exploits – adventures accomplishment – feat

Unit 3 C ex. 6 Answer: 1 c) Unexpected changes; 2 b) Mental toughness and consistency; 3 c) Grit or mental toughness; 4 b) Growth mindset; 5 c) As opportunities to learn and adjust; 6 c) Take immediate action to build discipline; 7 c) Pivot and readjust goals and strategies; 8 b) Mental toughness; Answer: 9 b) Breaking objectives into small, manageable steps; 10 b) It is necessary to stay consistent and achieve goals

Unit 4A Ex. 5 Answers: 1in; 2in; 3 without; 4 at; 5 in; 6 in; 7 for; 8 in; 9 on; 10 in; 11 on; 12 at

Unit 4 A Ex. 6 Correct answers: 1 on purpose; 2 without a doubt; 3 in all likelihood; 4 in that case; 5 in suspense; 6 for the sake 7 in contrast to; 8 at least; 9 a mistake on her part; 10 in addition to; 11 in fact 12 at all costs

Unit 4 A ex.8 Answers: 1d 2a 3d 4a 5c 6a 7c

Unit 4 Ex. 9 Answers: 1 enjoyment; 2 spoilers; 3 greater enjoyment; 4 familiarity can enhance appreciation; 5 plot resolution; 6 beauty of the prose; 7 character development; 8 spoilers; 9 richer engagement; 10 spoilers can serve as enhancers

Unit 6 Lead-in Ex.4 KEYS: a. blog; b. follow; c. hacker; d. influencer; e. premium content; f. viral; g. livestream; h. fishing; i. sensationalism; j. crowdfunding; k. clickbait; l. trending; m. troll

Unit 6C Ex. 2 Answers: 1 d; 2 c; 3 e; 4 a; 5 b; 6 f; 7 h; 8 g.

Unit 7A Ex. 3 1. False ; 2 True; 3. True; 4. False; 5. True; 6. False; 7. True; 8. Not Given; 9.True; 10 False.

Unit 7 C ex.3. Answer: 1 B; 2 A; 3 B; 4 C; 5 A; 6C.

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# **КРОК ДО МАЙСТЕРНОСТІ**

**B2+/ C1**

*Навчальний посібник*

*для студентів вищих навчальних закладів III-IV рівнів акредитації*

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