

Міністерство освіти і науки України  
Полтавський національний педагогічний університет  
імені В. Г. Короленка

**МИХАЙЛО РАХНО, РУСЛАНА ШРАМКО**

***ПРАКТИКА УСНОГО  
І ПИСЕМНОГО МОВЛЕННЯ  
(АНГЛІЙСЬКА МОВА)***

Навчально-методичний посібник  
для студентів  
гуманітарних факультетів  
напряму  
014 Середня освіта (Українська мова і література)

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P27

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*У навчально-методичному посібнику запропоновано курс практичного матеріалу, уміщено методичні зауваги до виконання практичних завдань, самостійної та творчої роботи, роботи з текстом, розроблено масив тестових завдань, подано довідкові матеріали, укладено перелік рекомендованої літератури до навчальної дисципліни, інтернет-ресурси.*

*Для студентів, викладачів педагогічних навчальних закладів та всіх небайдужих до навчання й викладання іноземної (англійської) мови.*

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## ПЕРЕДМОВА

У європейському освітньому просторі поч. ХХІ ст. англійській як мові міжнародного спілкування надано особливої ваги. Вона є одним із найзначущіших інструментів, що покликаний допомогти сучасному студентові інтегруватися в європейський, а отже, і світовий навчальний простір, знання англійської слугує міцною запорукою успішної студентської мобільності. На етапі сьогодення англійська функціонує як мова глобальної науки, культури, освіти, спорту, ІТ-технологій, підприємницької діяльності тощо. Оволодіння англійською забезпечує повноцінний доступ українському студентові до провідних трендів сучасного мультикультурного життя.

Пропонований навчально-методичний посібник покликаний допомогти здобувачам освітнього рівня *бакалавр* системно опанувати навчальний курс «Практика усного і писемного мовлення (англійська мова)». Посібник укладено відповідно до робочої навчальної програми зазначеної дисципліни, яку вивчають на III курсі українського відділення факультету філології та журналістики Полтавського національного педагогічного університету імені В.Г. Короленка. Мета курсу є такою: а) сформувати міцне підґрунтя для вільного користування англійською як іноземною мовою з професійною, науковою та іншою метою; б) сприяти оволодінню чотирма видами мовленнєвої діяльності на відповідному рівні, а також здійсненню іншомовної комунікації на базі фонетичних, семантичних та синтаксичних правил і закономірностей англійської мови, соціокультурних відомостей; в) плекати навички розуміння, інтерпретування й компаративного аналізу вивченого матеріалу;

удосконалити практику вживання лінгвальних одиниць у різних контекстах з урахуванням особливостей їхнього функціонування.

Прикметно, що навчальний курс виструктуровано за методом лексичних кейсів. Цей підхід, на думку укладачів, максимальною мірою охоплює увесь необхідний обсяг навчального матеріалу, ознайомлює здобувачів із лінгвокраїнознавчими відомостями, скеровує студентів щодо опанування граматичного матеріалу й водночас є передумовою комплексного засвоєння ними іноземної (англійської) мови на базі рідної.

Запропонована праця покликана допомогти студентові ефективно організувати вивчення тем курсу, продуктивно спланувати свій час з урахуванням тих питань, які не винесені на семінарські заняття. Вибір тем для самостійної роботи зумовлений переходом на комунікативно зорієнтоване студентоцентричне навчання, основна мета якого – допомогти здобувачеві розвинути навички критичного мислення, усебічного аналізу поставленої проблеми й добору потенційних шляхів її подальшого розв'язання. Саме тому до кожного семінарського заняття запропоновано перелік проблемних питань для спільної дискусії в аудиторії. Тексти для розвитку навичок читання дібрано з автентичних англомовних ресурсів, що вможлиблює повноцінне занурення в англомовне середовище.

Матеріал, висвітлений у пропонованому посібнику, апробовано на заняттях зі студентами ПНПУ імені В. Г. Короленка впродовж 2018–2019 рр.

## ОСНОВНІ ПОНЯТТЯ КУРСУ

*Review*  
*Outline*  
*Critical thinking*  
*Communication*  
*Approach*  
*Interaction*  
*Dialogue*  
*Monologue*  
*Essay*  
*Discussion*  
*Team work*  
*Opinion*  
*Skill*  
*Personal experience*  
*Mind*  
*Cognition*  
*Understanding*  
*Job (occupation)*  
*Future prospects*  
*Globalization*  
*Multiculturalism*  
*Tolerance*  
*Cross-cultural communication*  
*Technology*  
*Artificial intelligence*

# ІНФОРМАЦІЙНЕ ЗАБЕЗПЕЧЕННЯ КУРСУ

## SEMESTER V

№ / № п п	Назви тем	Кількість годин	
		Денна форма навчання	
		Семінарські заняття	Самостійна робота
<b>Змістовий модуль № 1. Кінематограф / Cinema</b>			
1	Кінематограф / Cinema	2	2
2	Світова скарбниця фільмів / World film treasury	2	3
3	Жанри фільмів / Genres of movies	2	5
4	Уплив фільмів / Influence of movies	2	4
5	Мій улюблений актор (актриса) / My favourite actor (actress)	2	3
6	Мій улюблений фільм / My favourite movie	2	3
7	Екранізації / Filming	2	4
<b>Загалом за модуль</b>		<b>14</b>	<b>24</b>
<b>Змістовий модуль № 2. Географія / Geography</b>			
8	Погода / Weather	2	1
9	Прогноз погоди / Weather forecast	2	2
10	Погода у Сполученому Королівстві / Weather in UK	2	3
11	Погода у Сполучених Штатах Америки / Weather in USA	2	2
12	Погода в Україні / Weather in Ukraine	2	1
13	Пори року / Seasons of the year	2	3
14	Мій улюблений сезон / My favourite season	2	3
15	Клімат / Climate	2	2
16	Зміни в кліматі / Climate changes	2	2
17	Клімат у Сполученому Королівстві / Climate in UK	2	3
18	Клімат у Сполучених Штатах Америки / Climate in USA	2	2
19	Клімат в Україні / Climate in Ukraine	2	1
20	Довкілля / Environment	2	3
21	Дика природа / Wildlife	2	6
22	Вимирання видів / Endangered species	2	6
23	Забруднення довкілля / Pollution	2	5
24	Екологія / Ecology	2	2
25	Екологічні проблеми / Ecological problems	2	2
26	Географічне положення Сполученого Королівства / Geographical position of UK	2	4
27	Природні ресурси Сполученого Королівства / Natural resources of UK	2	2
28	Географічне положення України / Geographical position of	2	2

	Ukraine		
29	Природні ресурси України / Natural resources of Ukraine	2	2
30	Географічне положення Сполучених Штатів Америки / Geographical position of USA	2	2
31	Природні ресурси Сполучених Штатів Америки / Natural resources of USA	2	4
32	Туризм / Tourism	2	4
33	Зелений туризм / Green tourism	2	5
<b>Загалом за модуль</b>		<b>52</b>	<b>74</b>
<b>Змістовий модуль № 3. Світова спадщина / World heritage</b>			
34	Архітектура і дизайн / Architecture and design	2	5
35	Архітектурні стилі / Styles of architecture	2	3
36	Поведінка людини / Behaviour	2	2
37	Відхилення в поведінці. Корекція / Deviations in behaviour. Correction	2	5
38	Соціальна взаємодія / Social interaction	2	2
39	Етикет / Etiquette	2	3
40	Історія етикету / History of etiquette	2	5
41	Національний етикет / National etiquette	2	5
<b>Загалом за модуль</b>		<b>16</b>	<b>30</b>
<b>Змістовий модуль № 4. Середня освіта / Secondary education</b>			
42	Освіта / Education	2	2
43	Середня освіта у Сполученому Королівстві / Secondary education in UK	2	2
44	Середня освіта у Сполучених Штатах Америки / Secondary education in USA	2	2
45	Середня освіта в Україні / Secondary education in Ukraine	2	2
46	Типи шкіл у Сполученому Королівстві / Types of schools in UK	2	4
47	Типи шкіл у Сполучених Штатах Америки / Types of schools in USA	2	2
48	Типи шкіл в Україні / Types of schools in Ukraine	2	2
<b>Загалом за модуль</b>		<b>14</b>	<b>16</b>
<b>Усього годин</b>		<b>96</b>	<b>144</b>

### SEMESTER VI

№ / № п п	Назви тем	Кількість годин	
		Денна форма навчання	
		Семінарськ і заняття	Самостійна робота



<b>Змістовий модуль № 1. Проблеми в освіті / Educational problems</b>			
1	Спільні й окремі школи / Co-ed and single-gender schools	2	2
2	Домашня освіта / Home schooling	2	2
3	Інклюзивна освіта / Inclusive education	2	3
4	Уроки превенції у школі / Prevention lessons at school	2	3
5	Технології в школі / Hi-Tech at school. Online classes	2	2
<b>Загалом за модуль</b>		<b>10</b>	<b>12</b>
<b>Змістовий модуль № 2. Наука / Science</b>			
6	Принципи навчання у вищій школі / High school academic principles	2	2
7	Типи закладів вищої освіти у Сполученому Королівстві / Types of high schools in UK	2	2
8	Оксфордський університет / Oxford University	2	2
9	Кембриджський університет / Cambridge University	2	2
10	Типи закладів вищої освіти у США / Types of high schools in USA	2	2
11	Гарвардський університет / Harvard University	2	2
12	Массачусетський технологічний університет / MIT	2	2
13	Типи закладів вищої освіти в Україні / Types of high schools in Ukraine	2	2
14	Київський національний університет імені Тараса Шевченка / Taras Shevchenko National University of Kyiv	2	2
15	Національний університет «Львівська Політехніка» / Lviv Polytechnic National University	2	2
16	Академічне письмо. Плагіат / Academic writing. Plagiarism	2	3
17	Уроки превенції у вищій школі / Prevention lessons at high school	2	3
18	Технології у вищій школі / Hi-Tech in high school. Online, remote education	2	3
<b>Загалом за модуль</b>		<b>26</b>	<b>29</b>
<b>Змістовий модуль № 3. Наука / Science</b>			
19	Наука й мораль / Science vs morals	2	3
20	Наука й екологія / Science vs ecology	2	3
21	Порушення прав інтелектуальної власності / Identity theft. Copyright infringement	2	3
22	Штучний інтелект / Artificial intelligence	2	3
<b>Загалом за модуль</b>		<b>8</b>	<b>12</b>
<b>Змістовий модуль № 4. Естетика / Aesthetics</b>			
23	Види мистецтва. Словник із мистецтвознавства / Art types. Art glossary	2	4
24	Образотворче мистецтво / Fine art.	2	4
25	Прикладне мистецтво / Applied Art	2	4
26	Візуальне мистецтво / Visual art	2	4
27	Світова мистецька спадщина / World art heritage	2	4

<b>28</b>	Музеї мистецтв світу / World art museums	2	4
<b>29</b>	Театр / Theatre	2	4
<b>30</b>	Опера / Opera	2	4
<b>Загалом за модуль</b>		<b>16</b>	<b>32</b>
<b>Змістовий модуль № 5. Література / Literature</b>			
<b>31</b>	Історія англійської літератури (жанри, словник) / History of English literature (genres, glossary)	2	3
<b>32</b>	Англійська поезія / English poetry	2	4
<b>33</b>	Англійська проза / English prose	2	4
<b>34</b>	Англійська драма / English drama	2	4
<b>35</b>	Історія американської літератури / History of American literature	2	4
<b>36</b>	Жіноча проза / Women prose	2	4
<b>37</b>	Детективна література / Detective fiction	2	3
<b>38</b>	Література фентезі / Fantasy literature	2	4
<b>39</b>	Література епохи постмодернізму / Postmodern literature	2	3
<b>40</b>	Сучасна англійська література / Comprehensive English literature	2	3
<b>41</b>	Сучасна американська література / Comprehensive American literature	2	3
<b>42</b>	Мій улюблений літературний твір / My favourite literature work	2	2
<b>Загалом за модуль</b>		<b>24</b>	<b>41</b>
<b>Усього годин</b>		<b>84</b>	<b>126</b>

## ПРАКТИЧНЕ ЗАБЕЗПЕЧЕННЯ КУРСУ

### Змістовий модуль № 1. Кінематограф / Cinema Seminars 1-2

*Кінематограф / Cinema*

*Світова скарбниця фільмів / World film treasury*

#### 1. Vocabulary list

<i>network</i>	<i>backdrop</i>	<i>assert</i>
<i>rebroadcast</i>	<i>caress</i>	<i>spawn</i>
<i>vivid</i>	<i>self-flagellating</i>	<i>murky morality</i>
<i>thrall</i>	<i>one-off (adj.)</i>	<i>explicit</i>

#### 2. Pre-reading questions:

What makes a TV show popular?

How is cable TV different from network channels?

#### 3. Checking reading skills:

**US v UK TV: who owns the small screen?**

##### Part 1

Debra Craine

Last Christmas Sky Arts rebroadcast all of *The Jewel in the Crown*, that landmark British drama from 1984 based on Paul Scott's *Raj Quartet*. I had seen it first time round and it had stayed vividly in my memory, yet after only a few minutes — 25 years later — I was totally in its thrall again. Here was British television drama at its most majestic, dealing with a sweeping narrative against an historic backdrop and doing so with elegance, passion and a camera that loved its characters even as it caressed its landscape.

And *The Jewel in the Crown* wasn't the only British drama with high-art aspirations. There was *Brideshead Revisited*, *The Forsyte Saga*, *The First Churchills* and *The Pallisers*, glorious products of the 1960s, 1970s and 1980s. There was *I, Claudius* and *Tinker, Tailor, Soldier, Spy*; and for classy entertainment what could beat the original series of *The Avengers* and *The Prisoner*?

The curator of the BFI season, Mark Duguid, argues that “in our nostalgia for a mythologised past and self-flagellating celebration of US product, we are chronically undervaluing what might well be a new golden generation of TV dramatists”. Well, maybe, but a handful of short one-off dramas (excellent though they may be) do not a golden age make, and as for that “self-flagellating celebration of US product”, I can only retort that when it comes to drama the Americans do it better.

I grew up watching British television, believing it to be the best in the English-speaking world and disdaining American drama as its poor cousin. But somewhere along the line, timed neatly to coincide with the birth of a new century, US television fought back. Suddenly shows such as The West Wing, The Sopranos and Six Feet Under dared to assert a new confidence and imagination on the small screen. By the time The Wire and The Shield came along in 2002, good writers were flocking to television, as were some of Hollywood's best actors, while enhanced production values were giving television the visual sophistication of film.

The growth of cable television in America had a lot to do with it. Unlike the networks, who need to keep sponsors happy, cable channels don't have to worry about offending anyone, at least up to a point. The mighty cable channel HBO spawned The Sopranos (about a Mafia bigwig), Six Feet Under (life in a funeral home) and The Wire (the seedy underbelly of Baltimore), programmes that would have died a death on network television. It was HBO, too, that produced Sex and the City, the most sexually explicit programme yet seen on the small screen. FX, meanwhile, brought us The Shield, Damages and Sons of Anarchy, murky morality dramas each and every one. And would a programme as stylish and languid as Mad Men exist outside the confines of AMC?

(<https://www.thetimes.co.uk/article/us-v-uk-tv-who-owns-the-small-screen-c5t96720nc6>)

#### **4. Use of English open brackets:**

I (**grow up**) (**watch**) British television, (**believe**) it to be the best in the English-speaking world and disdaining American drama as its poor cousin. But somewhere along the line, timed neatly (**coincide**) with the birth of a new century, US television fought back. Suddenly shows such as The West Wing, The Sopranos and Six Feet Under (**dare**) to assert a new confidence and imagination on the small screen. By the time The Wire and The Shield (**come along**) in 2002, good writers (**flock**) to television, as were some of Hollywood's best actors, while enhanced production values (**give**) television the visual sophistication of film. The growth of cable television in America (**have**) a lot (**do**) with it. Unlike the networks, who need to keep sponsors happy, cable channels don't have to worry about offending anyone, at least up to a point. The mighty cable channel HBO (**spawn**) The Sopranos (about a Mafia bigwig), Six Feet Under (life in a funeral home) and The Wire (the seedy underbelly of Baltimore), programmes that would (**die**) a death on network television.

## 5. Speaking and discussion

Find a review on any of the British shows mentioned in the extract and present it.

### Seminars 3-4

*Жанри фільмів / Genres of movies*  
*Уплив фільмів / Influence of movies*

#### 1. Vocabulary list

medium	seduce	slickness
flock	intimacy	august
lure	floodgate	thorny
tackle	dross	agenda
confront	preposterous	
riff	formulaic	

#### 2. Pre-reading questions:

What are the principal differences between TV and cinema industries?

#### 3. Checking reading skills:

##### US v UK TV: who owns the small screen?

##### Part 2

Debra Craine

If film is a director's medium, television is a writer's medium, and more and more of them are flocking to the small screen, lured by the promise of greater creative control and attracted by the long runs that allow them to develop plots and characters in a way that their British counterparts, working in short bursts, can't. The list is truly remarkable, including Alan Ball (*Six Feet Under* and *True Blood*), David Chase (*The Sopranos*), Matthew Weiner (*Mad Men*) and David Simon (*Homicide: Life on the Street*, *The Wire* and now *Treme*). No one has tackled red-hot issues as bravely as David E. Kelley did in *Boston Legal*, using comedy to confront bigotry, racism and religious mania. Shawn Ryan in *The Shield* took the corrupt policeman yarn to epic heights, creating a modern Greek tragedy in the process. And Kurt Sutter has turned a drama about a criminal motorcycle gang in California — *Sons of Anarchy* — into a bizarre modern riff on *Hamlet*.

Hollywood's stars, too, have been seduced by television's intimacy and longevity. Martin Sheen and Rob Lowe opened the floodgates with

The West Wing. Others quickly followed: Glenn Close (The Shield and now Damages); Forest Whitaker (The Shield); Sally Field (Brothers and Sisters); Gabriel Byrne (In Treatment); Harvey Keitel (Life on Mars: USA); James Spader (Boston Legal); Ron Perlman (Sons of Anarchy).

Of course it's easy to cherry-pick the best of the imports and disregard the acres of dross that fill the schedules across the Atlantic. But even when Americans make something preposterous (Grey's Anatomy or FlashForward), or something totally formulaic (Law and Order, CSI), there is a slickness and commitment that you just don't find in British drama.

Not all US television is as sociopolitical as The Wire, as august as Mad Men, or as grave as the remake of Battlestar Galactica. But dramas such as Hung (about male prostitution) and Big Love (Mormon polygamy) show that tackling thorny issues is still on the agenda in America and they aren't afraid to entertain you in the process.

(<https://www.thetimes.co.uk/article/us-v-uk-tv-who-owns-the-small-screen-c5t96720nc6>)

#### 4. Use of English

##### Open brackets:

If film (**be**) a director's medium, television is a writer's medium, and more and more of them (**flock**) to the small screen, (**lure**) by the promise of greater creative control and (**attract**) by the long runs that allow them to develop plots and characters in a way that their British counterparts, (**work**) in short bursts, can't. The list is truly remarkable, (**include**) Alan Ball (Six Feet Under and True Blood), David Chase (The Sopranos), Matthew Weiner (Mad Men) and David Simon (Homicide: Life on the Street, The Wire and now Treme). No one (**tackle**) red-hot issues as bravely as David E. Kelley did in Boston Legal, (**use**) comedy (**confront**) bigotry, racism and religious mania. Shawn Ryan in The Shield (**take**) the corrupt policeman yarn to epic heights, (**create**) a modern Greek tragedy in the process. And Kurt Sutter (**turn**) a drama about a criminal motorcycle gang in California — Sons of Anarchy — into a bizarre modern riff on Hamlet. Hollywood's stars, too, (**seduce**) by television's intimacy and longevity. Martin Sheen and Rob Lowe (**open**) the floodgates with The West Wing.

#### 5. Speaking and discussion

Find a review on any of the American shows mentioned in the extract and present it.

## Seminars 5-6

*Мій улюблений актор (актриса) / My favourite actor (actress)*

*Мій улюблений фільм / My favourite movie*

### 1. Vocabulary list

*iconic*

*thrust*

*dilemma*

*instalment*

*tremendous*

*grieve*

*speculate*

*standalone (adj)*

*estate*

*redraft*

### 2. Pre-reading discussion

Would you like to see a deceased actor in one more movie?

### 3. Checking reading skills:

**Princess Leia: can Star Wars makers keep Carrie Fisher's beloved character going?**

Carrie Fisher's unexpected death has not just left Star Wars fans heartbroken – it may thrust the Disney film studio into a dilemma over the fate of her iconic character Princess Leia as it moves forward with the film franchise.

Fisher, 60, enjoyed a new round of fame when Princess Leia, Harrison Ford's Han Solo and Mark Hamill's Luke Skywalker were reunited on screen for 2015's Star Wars: The Force Awakens, which sold more than \$2bn in tickets at the global box office.

Fisher had finished filming for the 2017 release of Star Wars: Episode VIII, Disney said. Plot details have remained a closely guarded secret.

Fisher was also expected to play a key role in the ninth instalment of the sci-fi saga, due for release in 2019.

A Disney spokeswoman on Tuesday declined to comment on whether Leia would appear in films beyond Episode VIII.

Star Wars director Colin Trevorrow had said in a January 2016 interview that he was excited "to find new places that we can take" the characters of Princess Leia and her on-screen twin brother Luke Skywalker.

"They are icons but they're also people that have suffered tremendous loss and challenge over the course of all these films," Trevorrow told celebrity news outlet Entertainment Tonight.

Amid grieving over Fisher's death, Star Wars fans have speculated on how the battle between good and evil in the Galactic Empire could

continue without Fisher playing Leia, a fearless Rebel Alliance fighter who in *The Force Awakens* had become a general.

Leia appears briefly in the standalone movie now in theatres, *Rogue One: A Star Wars Story*, as a digital recreation of the young princess. The late British actor Peter Cushing, who died in 1994, is also brought back to life as Death Star commander Grand Moff Tarkin for *Rogue One* using computer generated imagery (CGI).

Under a 1985 California law filmmakers must get permission from the estate of a celebrity to use his or her image for up to 70 years after death.

Other possibilities include redrafting the plot of Episode IX, reshooting scenes from Episode VIII, or casting someone else, as the makers of *Harry Potter* did when Richard Harris, who played headmaster Albus Dumbledore, died after filming the first two movies.

Some fans have suggested that singer Stevie Nicks could play Leia in future movies. But others said the character should be given a glorious screen death.

“I swear they better find a way to write Princess Leia out of the movies, cause if they try and recast there will be hell to pay,” a fan identified as Kaitlin tweeted.

(<https://www.theguardian.com/culture/2016/dec/28/princess-leia-how-will-makers-of-star-wars-handle-loss-of-carrie-fisher>)

#### **4. Speaking and discussion**

Is it ethical to use the image of a late actor for commercial purposes?

What is your attitude to using computer-generated (CG) actors in films?

As a film director, would you rather recast a character or use a CG model?

### **Seminar 7**

#### *Екранізації / Filming*

##### **1. Vocabulary list**

*dull*

*mirth*

*studded*

*weave*

*drag*

*girt*

*gloom*

*panelling*

*moor*

##### **2. Pre-reading discussion**

What makes a good screen version of a book?

##### **3. Checking reading skills:**



### **Film review of Wuthering Heights – archive, 1920**

To film such a book as Wuthering Heights is something like taking photographs on a dull day. Anyone can make a success of snapshots in sunshine, and so, too, any ordinarily clever producer who weaves his film out of flowers and young love and happiness is pretty sure that the result will be attractive. But the rough gloom at Wuthering Heights, where there is neither hero nor heroine, moral nor mirth, makes far heavier demands. It is a credit to the British film industry that the screen version of the book shown yesterday in Manchester should be so good. In many ways it is as fine a production as any that this country has achieved.

At present the film is at the “private view” stage of its career when its spectators are impelled by a sense of duty or business rather than fixed by a wish for entertainment. It will be interesting to see how the sombre beauty of Wuthering Heights appeals to the people who will later find it like a hollyhock in a daisy field, among the cheerful trivialities of the ordinary kinema programme. Public taste has been so lowered by hundreds of bad American productions that it will perhaps be a drag to get it up high enough to appreciate Wuthering Heights.

The book is followed fairly closely, with just the necessary omissions of secondary characters and events. The scenes are laid in the Brontë country round Haworth, with two splendid houses – all wood panelling and heavy, studded doors – for Wuthering Heights and Thrushcross Grange. These pictures of rugged, endless moors and of fields girt about with stone hedges are very thrilling. It is strange how infinitely more appealing to English people are scenes of their own country than the loveliest photographs of Californian bigness; there is something human and lovable about dramas played in familiar places.

The part of Heathcliff is taken by Milton Rosmer. To us in Manchester who knew him in his Gaiety Theatre days this performance is an amazing reversion of his art. It is violent, blustering, turbulently melodramatic; just the kind of acting that Emily Brontë would have wanted for her Heathcliff. It surpasses all the historic claims of Bottom the Weaver, but it is so exactly right for the story and the savagely leaden atmosphere that one would not have it different.

(<https://www.theguardian.com/books/2019/aug/07/film-review-of-wuthering-heights-archive-1920>)

#### **4. Speaking and discussion**

Find a review of a modern screen version of Wuthering Heights. Compare it with the one from 1920 (the text above).

## Змістовий модуль № 2. Географія / Geography

### Seminar 8-9

*Погода. Прогноз погоди / Weather. Weather forecast*

#### 1. Drilling

*I wish I were what I was when I wished I were what I am*

#### 2. Vocabulary list

Altitude	Geography	Political map
Analemma	Global	Prime meridian
Antipodes	Globe	Region
Arctic	GPS	Relief
Atlas	Hemisphere	River
Azimuth	Land	Scale bar
Bathymetric	Landform	Sea
mapborder	Latitude	Sea level
Capital city	Longitude	South
Cartographer	Magnetic pole	Southern Hemisphere
Cartography chart	Map	Street
City compass	Mercator projection	Territory
Continent	Meridian	Time zone
Contour line	Mountain range	Topography
Country	Nation	Tributary
Degree of latitude	Nautical chart	Tropic of Cancer
Degree of longitude	North	Tropic of Capricorn
Eartheast	North Magnetic Pole	Tropics
Eastern Hemisphere	Northern Hemisphere	Weather
Elevation	northwest	Western Hemisphere
Equator	Ocean	
Europe	Parallel	
Geographic	Peak	
coordinates	Pole	

#### 3. Checking reading skills:

**'Woefully inaccurate': how a digitised map blew the televised  
Weather off course**

##### Part 1

Rich Pelley

Imagine if you could tune into a daily TV show that (more or less) predicts the future, localised (more or less) to your house. We'd all be overnight billionaires like Biff Tannen in Back to the Future Part II. But when said TV show is merely foretelling something as yawnsome as the weather, few care, even though the technology to forecast the weather is ... Actually, who knows how they forecast the weather, but you can bet it's really expensive and complicated and uses all sorts of anemometers

and barometers and other expensive and complicated things ending in “ometers”?

These days, most people simply combine the old school (look out of the window, which is surprisingly up-to-date) with the new (look at your phone, which neatly sums everything in an icon). Hence the Weather is only really watched by true weather aficionados or people waiting for The One Show to start.

The first televised weather report was given in 1954 by George Cowling, famous for being, erm, the first BBC TV weatherman. In the 70s and 80s, weathermen resembled geography teachers on their way home from a disco, apart from Barbara Edwards (the first lady weatherman in 1974) who looked as if she taught home economics. Who can forget poor Michael Fish categorically denying the Great Storm of 1987? (Erm, everyone under 30?) (<https://www.theguardian.com/tv-and-radio/2019/nov/25/jump-the-shark-televised-weather>)

#### 4. Use of English

**Match the parts of the sentence:**

In the 70s and 80s, weathermen resembled	was given in 1954 by George Cowling
The first televised weather report	categorically denying the Great Storm of 1987
apart from Barbara Edwards	geography teachers on their way home from a disco
Who can forget poor Michael Fish	who looked as if she taught home economics

#### 5. Post-reading activity

Write an approximate weather forecast for tomorrow Ukraine. Try to use as many terms on the subject as you can.

Is a daily forecast important for people?

Speak about typical weather in your country.

### Seminars 10-11

*Погода у Сполученому Королівстві, США / Weather in UK, USA*

#### 1. Drilling

*Irish wristwatch*

#### 2. Vocabulary list

*Rainbow*

*Airconditioner*

*Avalanche*

*Below freezing*  
*Blizzard*  
*Boiling hot*  
*Breeze*  
*Celsius*  
*Chilly*  
*Clear*  
*Cloud*  
*Cold spell*  
*Cool*

*Degree*  
*Drizzling*  
*Drought*  
*Fahrenheit*  
*Flood*  
*Flurry*  
*Fog*  
*Forecast*  
*Freezing cold*  
*Frost*

*Frostbite*  
*Hail*  
*Heat stroke*  
*Heat wave*  
*Humidity*  
*Hurricane*  
*Lightning*  
*Mild*

### **3. Checking reading skills:**

#### **'Woefully inaccurate': how a digitised map blew the televised Weather off course Part 2**

Rich Pelley

There have been further controversies of course. Louise Lear got the giggles in 2016, leaving her in tears while chatting about incoming storms across Reading. Simon King felt some pressure when he unveiled his new hair transplant in February 2019.

And Tomasz Schafernaker risked a notable chill factor coming in from the south by stripping for Attitude in 2010, the same year he was caught sticking his middle finger up at newsreader Simon McCoy.

But the Weather's real jump-the-shark moment had less to do with the presenters and more to do with what they were pointing at. The days are long gone when weathermen slapped magnetic clouds on to paper cutouts of the UK. Computer images came into play in 1985, satellite in 2000, and 3D imagery in 2005. Things trundled along until March 2018 when, after 95 years of buying in its weather from the Met Office (the Rolls-Royce of weather services), the BBC controversially decided to save cash by renegotiating with whichever cheaper private weather organisation (in this case MeteoGroup) seemingly threw in the most unwanted extras.

Gasp! at the new flat-map projection, meaning that Scotland is no longer out of proportion. Cry! at the improvements in high-res mapping, including key roads and urban areas. Yet, on its launch more than a thousand cynical comments were left on the BBC's website within 10 days, branding the new service "the opposite of improvements", "utterly laughable", "cluttered and confusing" and "woefully inaccurate". Now we're left with weather bulletins that blow whatever the weather (<https://www.theguardian.com/tv-and-radio/2019/nov/25/jump-the-shark-televised-weather>)

#### 4. Use of English

##### Fill in gaps:

But the Weather's real jump-the-shark moment had less (1)\_\_\_\_ do with the presenters and more to do (2)\_\_\_\_ what they were pointing (3)\_\_\_\_. The days are long gone (4)\_\_\_\_ weathermen slapped magnetic clouds (5)\_\_\_\_ to paper cutouts (6)\_\_\_\_ the UK. Computer images came into play (7)\_\_\_\_ 1985, satellite (8)\_\_\_\_ 2000, and 3D imagery in 2005. Things trundled along until March 2018 when, after 95 years (9)\_\_\_\_ buying in its weather from the Met Office (the Rolls-Royce of weather services), the BBC controversially decided to save cash (10)\_\_\_\_ renegotiating with whichever cheaper private weather organisation (in this case MeteoGroup) seemingly threw (11)\_\_\_\_ the most unwanted extras.

#### 5. Speaking and discussion

Try to recall as many proverbs and collocations about (an English) weather as you can. Explain their meaning.

What is an average range of temperature in your region in summer?

What can you say about the weather in USA?

### Seminar 12-13

*Погода в Україні / Weather in Ukraine*  
*Пору року / Seasons of the year*

#### 1. Drilling

*Three tree turtles took turns talking tongue twisters.*

*If three tree turtles took turns talking tongue twisters,  
where's the twisters the three tree turtles talked?*

#### 2. Vocabulary list

<i>Gale</i>	<i>Season</i>
<i>Meteorologist</i>	<i>Shower</i>
<i>Minus</i>	<i>Sleet (similar to hail)</i>
<i>Overcast</i>	<i>Slush</i>
<i>Partly cloudy</i>	<i>Smog</i>
<i>Precipitation</i>	<i>Snow</i>
<i>Puddle</i>	<i>Snowstorm</i>
<i>Rain</i>	<i>Sunshine</i>
<i>Raindrop</i>	<i>Sunburn</i>
<i>Raining cats and dogs</i>	<i>Sunglasses</i>
<i>Scorching</i>	<i>Suntan</i>

Sunscreen  
Temperature  
Thermometer  
Thunder / thunderstorm  
Tornado / cyclone

Umbrella  
UV (ultra violet) rays  
Wind  
Wind chill factor

### 3. Checking reading skills:

#### Unusually warm winter keeps Ukraine's bears from hibernation

Oleksiy Sorokin

While some may enjoy the unusually warm December in Ukraine, there is one group that is confused by the weather: bears.

The warm winter with temperatures reaching 10 degrees Celsius has been preventing the bears in the Synevir National Park from hibernation, the park said on its Facebook page. Only three out of the 32 brown bears living in the park went into hibernation.

The Synevir National Park is located near the Carpathian Mountains, 650 kilometers west of Kyiv, in Zakarpattya Oblast. The park covers 404 square kilometers and is home to a brown bear sanctuary.

The situation is similar in another bear sanctuary, Domazhyr in Lviv Oblast, some 200 north of the Synevir Park. Most of the park's 15 bears went into hibernation, but woke up because of the warm weather, according to Natalya Holayko, an employee of the Domazhyr. They are expected to go back to sleep in early January.

The Kyiv bear community is also awake. Representatives of the Kyiv Zoo told the Kyiv Post that the six bears that live there also aren't hibernating.

However, it's not unusual for bears to be at least partly awake during winter.

While bears tend to engage in a less active way of life during cold temperatures, they do not fully hibernate, according to Holyako of Domazhyr. During winter bears are easily awakened and tend to leave their place of residence.

"It doesn't threaten their health," Holyako told the Kyiv Post (<https://www.kyivpost.com/ukraine-politics/unusually-warm-winter-keeps-ukraines-bears-from-hibernation.html>)

### 4. Use of English

#### Open the brackets and explain your choice of the form:

The Synevir National Park **(be)** located near the Carpathian Mountains, 650 kilometers west of Kyiv, in Zakarpattya Oblast. The park **(cover)** 404 square kilometers and **(be)** home to a brown bear sanctuary.

The situation **(be)** similar in another bear sanctuary, Domazhyr in Lviv Oblast, some 200 north of the Synevir Park. Most of the park's 15 bears **(go)** into hibernation, but **(wake)** up because of the warm weather, according to Natalya Holayko, an employee of the Domazhyr. They **(be)** expected **(go)** back **(sleep)** in early January.

## 5. Speaking and discussion

Speak on the up-to-date weather in Ukraine due to climate changes. Do they influence the crop volume and therefore the status of Ukraine as agricultural country?

### Seminars 14-15

*Мій улюблений сезон / My favourite season*  
*Клімат / Climate*

#### 1. Drilling

*National Sheepshire Sheep Association*

#### 2. Vocabulary list

*This is a list of idioms about nature*

*a breath of fresh air*

*add fuel to the fire*

*chasing rainbows*

*be dead in the water*

*be dead to the world*

*be in deep water*

*be in hot water*

*be in the land of the living*

*beat around the bush*

*bed of roses*

*calm before the storm*

*castles in the air*

*come into bloom*

*come under fire*

*draw the shortest straw*

*drop in the bucket*

*fan the flames*

*gain ground*

*get into deep water*

*greener pastures*

*in the air*

*it's a jungle out there*

*make a mountain out of*

*a molehill*

*make waves*

*Nature abhors a*

*vacuum*

*not hold water*

*oceans of*

*of the first water*

*quake like a leaf*

*rain or shine*

*root and branch*

*sail against the wind*

*sail close to the wind*

*salt of the earth*

*sell ice to Eskimos*

*storm is brewing*

*tempest in a teapot*

*the chill wind of*

*something*

*under a cloud*

*under the sun*

*up in the air*

*vale of tears*

*vanish into the air*

*walk on air*

*when it rains, it pours*

#### 3. Checking reading skills:

**The environment in 2050**

**Part 1**

Jonathan Watts

‘Good morning. Here is the shipping forecast for midday, 21 June, 2050. Seas will be rough, with violent storms and visibility ranging from poor to very poor for the next 24 hours. The outlook for tomorrow is less fair.’

All being well, this could be a weather bulletin released by the Met Office and broadcast by the BBC in the middle of this century. Destructive gales may not sound like good news, but they will be among the least of the world’s problems in the coming era of peak climate turbulence. With social collapse a very real threat in the next 30 years, it will be an achievement in 2050 if there are still institutions to make weather predictions, radio transmitters to share them and seafarers willing to listen to the archaic content.

I write this imaginary forecast with an apology to Tim Radford, the former Guardian science editor, who used the same device in 2004 to open a remarkably prescient prediction on the likely impacts of global warming on the world in 2020.

Journalists generally hate to go on record about the future. We are trained to report on the very recent past, not gaze into crystal balls. On those occasions when we have to venture ahead of the present, most of us play it safe by avoiding dates that could prove us wrong, or quoting others.

Radford allowed himself no such safe distance or equivocation in 2004, which we should remember as a horribly happy year for climate deniers. George W Bush was in the White House, the Kyoto protocol had been recently zombified by the US Congress, the world was distracted by the Iraq war and fossil fuel companies and oil tycoons were pumping millions of dollars into misleading ads and dubious research that aimed to sow doubt about science.

Radford looked forward to a point when global warming was no longer so easy to ignore. Applying his expert knowledge of the best science available at the time, he predicted 2020 would be the year when the planet started to feel the heat as something real and urgent.

“We’re still waiting for the Earth to start simmering,” he wrote back in that climate-comfortable summer of 2004. “But by 2020 the bubbles will be appearing.”

The heat of the climate movement is certainly less latent. In the past year, the world has seen Greta Thunberg’s solo school strikes morph into a global movement of more than six million demonstrators; Extinction Rebellion activists have seized bridges and blocked roads in capital cities; the world has heard ever more alarming warnings from UN scientists, David Attenborough and the UN envoy for climate action, Mark Carney; dozens of national parliaments and city councils have



declared climate emergencies; and the issue has risen further to the fore in the current UK general election than any before it. With only weeks to go until 2020, the bubbles of climate anxiety are massing near the surface.

Radford's most precise predictions relate to the science. Writing after the record-breaking UK heat of 2003, he warned such scorching temperatures would become the norm. "Expect summer 2020 to be every bit as oppressive." How right he was. Since then, the world has sweltered through the 10 hottest years in history. The UK registered a new high of 38.7C this July, which was the planet's warmest month since measurements began (<https://www.theguardian.com/environment/2019/dec/30/environment-2050-flooded-cities-forced-migration-amazon-turning-savannah>)

#### 4. Use of English

**Match the parts of the sentence:**

Radford allowed himself	and fossil fuel companies and oil tycoons were pumping millions of dollars into misleading ads
the world was distracted by the Iraq war	the Kyoto protocol had been recently zombified by the US Congress
George W Bush was in the White House	is certainly less latent
The heat of the climate movement	envoy for climate action
David Attenborough and the UN	no such safe distance or equivocation

#### 5. Speaking and discussion

Speak on the transformations in a global climate and seasons' duration under Gulf Stream changes.

### Seminars 16-17

*Зміни в кліматі / Climate changes*

*Клімат у Сполученому Королівстві / Climate in UK*

#### 1. Drilling

*Flies fly but a fly flies*

## 2. Vocabulary list

*any port in a storm*  
*blue-sky thinking*  
*bolt from the blue*  
*chase rainbows*

*cloud nine*  
*come rain or shine*  
*every cloud has a silver lining*  
*have a face like thunder*

## 3. Checking reading skills:

### The environment in 2050

#### Part 2

Jonathan Watts

Radford also correctly anticipated how much more hostile this would make the climate – with increasingly ferocious storms (for the first time on record, there have been category 5 hurricanes, such as Dorian and Harvey, for four years in a row), intensifying forest fires (consider the devastating blazes in Siberia and the Amazon this year, or California and Lapland in 2018) and massive bleaching of coral reefs (which is happening with growing frequency across most of the world). All of this has come to pass, as have Radford’s specific predictions of worsening floods in Bangladesh, desperate droughts in southern Africa, food shortages in the Sahel and the opening up of the northwest passage due to shrinking sea ice (the huge cruise liner, *Crystal Serenity*, is among the many ships that have sailed through the Bering Strait in recent years – a route that was once deemed impossible by even the most intrepid explorers).

A couple of his predictions were slightly premature (the snows on Kilimanjaro and Mt Kenya have not yet disappeared, though a recent study said they will be gone before future generations get a chance to see them), but overall, Radford’s vision of the world in 2020 was remarkably accurate, which is important because it confirms climate science was reliable even in 2004. It is even more precise today, which is good news in terms of anticipating the risks, but deeply alarming when we consider just how nasty scientists expect the climate to become in our lifetime. Unless emissions are slashed over the next decade, a swarm of wicked problems are heading our way.

How wicked? Well, following Radford’s example, let us consider what the world will look like in 2050 if humanity continues to burn oil, gas, coal and forests at the current rate.

The difference will be visible from space. By the middle of the 21st century, the globe has changed markedly from the blue marble that humanity first saw in wondrous colour in 1972. The white northern ice-cap vanishes completely each summer, while the southern pole will shrink beyond recognition. The lush green rainforests of the Amazon, Congo and Papua New Guinea are smaller and quite possibly enveloped

in smoke. From the subtropics to the mid-latitudes, a grimy-white band of deserts has formed a thickening ring around the northern hemisphere.

Coastlines are being reshaped by rising sea levels. Just over 30cm at this stage – well short of the 2 metres that could hit in 2100 – but still enough to swamp unprotected stretches of land from Miami and Guangdong to Lincolnshire and Alexandria. High tides and storm surges periodically blur the boundaries between land and sea, making the roads of megacities resemble the canals of Venice with increasing frequency.

On the ground, rising temperatures are changing the world in ways that can no longer be explained only by physics and chemistry. The increasingly hostile weather is straining social relations and disrupting economics, politics and mental health.

Generation Greta is middle aged. Their teenage fears of the complete extinction of the human race have not yet come to pass, but the risk of a breakdown of civilisation is higher than at any previous time in history – and rising steadily. They live with a level of anxiety their grandparents could have barely imagined (<https://www.theguardian.com/environment/2019/dec/30/environment-2050-flooded-cities-forced-migration-amazon-turning-savannah>)

#### **4. Use of English**

##### **Fill in gaps:**

A couple (1)\_\_\_ his predictions were slightly premature (the snows (2)\_\_\_ Kilimanjaro and Mt Kenya have not (3)\_\_\_ disappeared, though (4)\_\_\_ recent study said they will be gone before future generations get (5)\_\_\_ chance to see them), but overall, Radford's vision (6)\_\_\_ the world (7)\_\_\_ 2020 was remarkably accurate, which is important because it confirms climate science was reliable even (8)\_\_\_ 2004. It is even more precise today, which is good news (9)\_\_\_ terms (10)\_\_\_ anticipating the risks, but deeply alarming when we consider just how nasty scientists expect (11)\_\_\_ climate to become (12)\_\_\_ our lifetime. Unless emissions are slashed over (13)\_\_\_ next decade, a swarm (14)\_\_\_ wicked problems are heading our way.

#### **5. Speaking and discussion**

Reveal your attitude on the problem of global climate changes nowadays.

Do nuclear weapons tests, nuclear power plants, human terraforming activity causes irreversible changes on Earth?

## Seminars 18-19

*Клімат у Сполучених Штатах Америки / Climate in USA*

*Клімат в Україні / Climate in Ukraine*

### 1. Drilling

*Does this shop sport short socks with spots?*

### 2. Vocabulary list

*heavy weather*

*make heavy weather of something*

*in a fog*

*right as rain*

*in the cold light of day*

*under a cloud*

*it never rains but it pours*

*under the weather*

*keep a weather eye on*

*weather permitting*

*lovely weather for ducks*

*weather the storm*

### 3. Checking reading skills:

#### **The environment in 2050**

#### **Part 3**

Jonathan Watts

The world in 2050 is more hostile and less fertile, more crowded and less diverse. Compared with 2019, there are more trees, but fewer forests, more concrete, but less stability. The rich have retreated into air-conditioned sanctums behind ever higher walls. The poor – and what is left of other species – is left exposed to the ever harsher elements. Everyone is affected by rising prices, conflict, stress and depression.

This is a doorway into peak climate turbulence. Global heating passed the 1.5C mark a couple of years earlier and is now accelerating towards 3C, or possibly even 4C, by the end of the century. It feels as if the dial on a cooker has been turned from nine o'clock to midnight. Los Angeles, Sydney, Madrid, Lisbon and possibly even Paris endure new highs in excess of 50C. London's climate resembles Barcelona's 30 years earlier. Across the world, droughts intensify and extreme heat becomes a fact of life for 1.6bn city dwellers, eight times more than in 2019. For a while, marathons, World Cups and Olympics were moved to the winter to avoid the furnace-like heat in many cities. Now they are not held at all. It is impossible to justify the emissions and the world is no longer in the mood for games.

Extreme weather is the overriding concern of all but a tiny elite. It wreaks havoc everywhere, but the greatest misery is felt in poorer countries. Dhaka, Dar es Salaam and other coastal cities are hit almost every year by storm surges and other extreme sea-level incidents that used to occur only once a century. Following the lead set by Jakarta,

several capitals have relocated to less-exposed regions. But floods, heatwaves, droughts and fires are increasingly catastrophic. Healthcare systems are struggling to cope. The economic costs cripple poorly prepared financial institutions. Insurance companies refuse to provide cover for natural disasters. Insecurity and desperation sweep through populations. Governments struggle to cope.

“By 2050, if we fail to act, many of the most damaging, extreme weather events we have seen in recent years will become commonplace,” warns Michael Mann, the director of the Earth System Science Center at Pennsylvania State University. “In a world where we see continual weather disasters day after day (which is what we’ll have in the absence of concerted action), our societal infrastructure may well fail ... We won’t see the extinction of our species, but we could well see societal collapse.”

Adding to the anxiety is the erratic temperature of the planet. Instead of rising smoothly it jolts upwards, because tipping points – once the stuff of scientific nightmares – are reached one after another: methane release from permafrost; a die-off of the tiny marine organisms that sequestered billions of tonnes of carbon; the dessication of tropical forests. People have come to realise how interconnected the world’s natural life-support systems are. As one falls, another is triggered – like dominos or the old board game, Mouse Trap.

A storm is certainly brewing. The science is clear on that. The question now is how we face it (<https://www.theguardian.com/environment/2019/dec/30/environment-2050-flooded-cities-forced-migration-amazon-turning-savannah>)

#### 4. Use of English

##### Fill in gaps:

Extreme weather **(be)** the overriding concern of all but a tiny elite. It **(wreak)** havoc everywhere, but the greatest misery **(be)** felt in poorer countries. Dhaka, Dar es Salaam and other coastal cities **(be)** hit almost every year by storm surges and other extreme sea-level incidents that **(use)** to occur only once a century. **(Follow)** the lead set by Jakarta, several capitals have **(relocate)** to less-exposed regions. But floods, heatwaves, droughts and fires **(be)** increasingly catastrophic. Healthcare systems **(be)** struggling **(cope)**. The economic costs cripple poorly **(prepare)** financial institutions.

#### 5. Speaking and discussion

Could the Energy Law adoption throughout the world prevent the further weather and climate changes? Give your pros and cons.

## Seminar 20

### Довкілля / Environment

#### 1. Vocabulary list

*mercenary*  
*substance*  
*derail (v)*  
*psychedelic*

*delirious*  
*incapacitated*  
*slaughter*  
*indigenous*

*neurotoxin*  
*hypertension*  
*buzz*

#### 2. Pre-reading discussion

How dangerous can it be to work as a beekeeper?

#### 3. Checking reading skills:

#### **Creating a buzz: Turkish beekeepers risk life and limb to make mad honey** **Part 1**

Bethan McKernan

It is no surprise that a substance powerful enough to take out 1,000 battle-hardened mercenaries of the Roman republic has been the subject of fascination for millennia. Stories cataloguing the delights and the dangers of *deli bal*, or Turkish “mad honey”, crop up throughout history.

Pompey the Great was admired and feared throughout the ancient world, but an early misadventure with mad honey near the modern-day Black Sea city of Trabzon almost derailed his entire career.

The Roman general was pursuing the army of Mithridates VI in 97BC when in a stroke of military genius the Greco-Persian king ordered his troops to place bowls of the locally produced honey in the path of the advancing Romans. Three detachments of soldiers fell upon it, becoming delirious or fainting as they succumbed to its psychedelic effects. Mithridates’ troops returned to find Pompey’s men incapacitated and proceeded to slaughter the lot of them.

Mad honey is still produced in small quantities by beekeepers in the Kaçkar mountains above the Black Sea, the only place in the world other than the foothills of the Himalayas where indigenous species of rhododendrons produce a potent neurotoxin called grayanotoxin. If bees feed on enough rhododendron nectar, the mud-red honey they produce has a sharp scent, bitter taste – and for human consumers, a potential high.

A small spoonful on its own or with hot water or boiled milk is enough to induce a mildly hallucinogenic or euphoric state. It is

normally taken before breakfast as a traditional treatment for hypertension, impotence and a number of other conditions.

Eighteenth-century Europeans called it *miel fou*, importing it from the Ottomans to add to ale for an extra buzz. More recent versions of mad honey have popped up in western popular culture in Matt Groening's *Futurama* and the 2009 film *Sherlock Holmes*.

Too much, however, can reduce blood pressure to potentially dangerous levels and induce nausea, fainting, seizures, arrhythmia and in rare cases, death. Dozens of people a year are admitted to hospital in Turkey for mad honey poisoning.

(<https://www.theguardian.com/world/2020/jan/16/creating-a-buzz-turkish-beekeepers-risk-life-and-limb-to-make-mad-honey>)

#### 4. Speaking and discussion

As a local authority, would you rather ban producing mad honey or market it as a local folk cure? Give your reasons.

### Seminar 21

*Дика природа / Wildlife*

#### 1. Vocabulary list

brief (v)

slope

shimmy

lindenwood

fraction

hemp

drawbridge

strangler

beleaguered

boost (v)

#### 2. Pre-reading discussion

What attitude can the locals have to mad honey?

#### 3. Checking reading skills:

**Creating a buzz: Turkish beekeepers risk life and limb to make mad honey**

**Part 2**

Bethan McKernan

Dr Abdullah Paksoy, 27, who moved to the Black Sea village of Fındıklı three months ago, said he had never heard of mad honey or its toxic effects before he was briefed by new colleagues on the symptoms and treatment – usually a saline infusion or a shot of adrenaline and careful monitoring until the patient's heart rate and blood pressure

returns to normal. “It’s very popular stuff here. I was surprised,” he said. “I haven’t tried it yet myself.”

Even harvesting mad honey can be dangerous. Hasan Kutluata, 48, grew up on the humid mountainous slopes around the Black Sea, where conditions are perfect for cultivating the tea the area is famous for as well as the rhododendrons needed to produce mad honey.

His father taught him how to make traditional lindenwood beehives and secure them on the branches of trees, which is hazardous enough work in itself. Kutluata has shimmied up and down more trees than he could possibly count in 30 years and is proud to say he has never fallen. He has, however, been attacked by a bear.

“I survived by shoving my arm down its throat, cutting off its oxygen, while shouting for help,” he said, showing the red scars that still mark his hands and left leg.

Kutluata’s mad honey harvest is worth defending. Only a small fraction of honey produced in the area is pure and potent enough to justify the name and a kilogram of the best stuff can sell for up to 2,000 lira (£260). Many shops in the region now sell jars of mad honey to a growing number of foreign tourists, but the quality is not guaranteed.

Turkey’s Black Sea region was also for a long time a major centre for the production of hemp, which Kutluata says the bees enjoyed and which added depth and complexity to the local honey.

Farming the plant was banned for decades under anti-narcotics legislation, but is set to make a comeback as the government searches for ways to boost Turkey’s beleaguered economy.

Kutluata is looking forward to experimenting. On a bright December day at his new workshop, a bone-shaking 20-minute drive on mountain tracks above the village of Yaylacılar, he and his wife, Emine, are checking on the sleepy winter bees, debating whether to move some of the hives to a north-facing side of the mountain.

“Beekeeping up here is very hard work,” he said. “But there is a lot of satisfaction in getting it right. There is always something new to learn.

“For example, my new workshop has a drawbridge to the top floor rather than stairs, to keep the bears out.

“People in the village call me Hasan the strangler now,” he said. “But I’ll be damned if I’m ever fighting a bear again.”

(<https://www.theguardian.com/world/2020/jan/16/creating-a-buzz-turkish-beekeepers-risk-life-and-limb-to-make-mad-honey>)

#### **4. Speaking and discussion**

Find another example of using a dangerous natural phenomenon for the benefit of people and make a report about it.



## Seminar 22

### Вимирання видів / *Endangered species*

#### 1. Drilling

*No need to light a night-light on a light night like tonight*

#### 2. Vocabulary list

<i>any port in a storm</i>	<i>highways and byways</i>	<i>off the wagon</i>
<i>at the wheel</i>	<i>hit the road</i>	<i>on the wagon</i>
<i>backseat driver</i>	<i>hitch one's wagon to a star</i>	<i>paddle one's own canoe</i>
<i>bad news travels fast</i>	<i>in the same boat</i>	<i>put the cart before the horse</i>
<i>desert a sinking ship</i>	<i>itchy feet</i>	<i>put the pedal to the metal</i>
<i>drive a hard bargain</i>	<i>jump on the bandwagon</i>	<i>road rage</i>
<i>drive someone up the wall</i>	<i>jump the lights</i>	<i>rock the boat</i>
<i>fall off the back of a lorry</i>	<i>live out of a suitcase</i>	<i>sail through something</i>
<i>fifth wheel</i>	<i>make one's way</i>	<i>take for a ride</i>
<i>find one's way around something</i>	<i>miss the boat</i>	<i>trip the light fantastic</i>
<i>flight of fancy</i>	<i>my way or the highway</i>	<i>wheels fall off</i>
	<i>off the beaten track</i>	

#### 3. Checking reading skills:

##### **A warm welcome? The wildlife visitors warning of climate disaster**

##### **Part 1**

Britain's milder weather is attracting exotic guests. While we may celebrate their arrival now it should also alert us to what's ahead

Stephen Moss

Mediterranean egrets balancing on the backs of cows, multicoloured moths the size of a human hand, and impossibly exotic bee-eaters hawking for insects under English skies. All are here as a direct consequence of the climate crisis, which has allowed continental European species to extend their ranges northwards, and then make the leap across the Channel to gain a foothold in southern Britain.

Whenever I take a walk along the disused railway line across the Avalon marshes, near my Somerset home, I can't help noticing these new arrivals. Tall and elegant, great white egrets first arrived here from France just a few years ago; now I encounter them every time I visit. Down the road, at the Somerset Wildlife Trust's reserve at Catcott Lows, flocks of cattle egrets – the same species we see in wildlife films from Africa – gather to feed, perched appropriately on the backs of cattle. Elsewhere on the marshes, secretive night herons and little bitterns have also bred in recent years.

When I moved to Somerset with my young family just over a dozen years ago, all these species were so rare they would have attracted a crowd of eager twitchers. Today, everyone – including my own teenagers – takes them for granted.

Going back to my own childhood, the now ubiquitous little egret – that Persil-white apparition featuring at a wetland near you – was incredibly scarce. When, at the age of 10, I stumbled across one on Brownsea Island in Dorset, it was the highlight of my birding life for many years afterwards.

And it's not just birds. When it comes to unexpected new arrivals, butterfly and moth enthusiasts have enjoyed a bumper year. First came the news in August that an invasion of long-tailed blue butterflies was occurring all the way along the south coast, from Cornwall to Kent. This unusual looking butterfly – which really does have a tiny “tail” protruding from the back of each wing – was turning up in the most unexpected places: Sussex butterfly expert Neil Hulme even found one laying eggs on pea plants in a pub garden. Thanks to Hulme's guidance, even I managed to catch up with them, in the equally unlikely setting of a patch of waste ground next to Brighton racecourse.

Meanwhile, that group of nocturnal activists known as “moth trappers”, of which I am one, have been attracting some real beauties to their light traps. The greatest prize this summer has been the wonderfully named Clifden nonpareil – literally meaning “beyond compare”.

One of our largest and most spectacular moths, with a 12cm wingspan and a bright blue flash on its underwings, it was once considered extinct in Britain. Yet this summer, after an absence of many years, the Clifden nonpareil has been turning up in moth traps all over southern England and Wales.

Its day-flying counterpart, the hummingbird hawkmoth, has also had a good year, as has one of our most mysterious and sought-after species, the death's-head hawkmoth.

Made famous – or perhaps that should be infamous – by the novel and film *The Silence of the Lambs*, several death's-head caterpillars and pupae have been found in potato patches in the Somerset village of Westbury-sub-Mendip.

Brought indoors by local naturalists, they were successfully hatched out, the adult moths revealing the sinister skull pattern on the back of the thorax that gives the species its name. When I went to see this extraordinary insect, it emitted its famous “squeak”, which adds to its terrifying reputation (<https://www.theguardian.com/>

environment/2020/jan/02/a-warm-welcome-the-wildlife-visitors-warning-of-climate-disaster-aoe)

#### 4. Use of English

##### Fill in gaps:

Whenever I take (1)\_\_\_ walk along (2)\_\_\_ disused railway line across (3)\_\_\_ Avalon marshes, near my Somerset home, I can't help noticing these new arrivals. Tall and elegant, great white egrets first arrived here from France just (4)\_\_\_ few years ago; now I encounter them every time I visit. Down the road, (5)\_\_\_ the Somerset Wildlife Trust's reserve (6)\_\_\_ Catcott Lows, flocks of cattle egrets - (7)\_\_\_ same species we see in wildlife films from Africa - gather (8)\_\_\_ feed, perched appropriately (9)\_\_\_ the backs of cattle. Elsewhere (10)\_\_\_ the marshes, secretive night herons and little bitterns have also bred (11)\_\_\_ recent years.

#### 5. Speaking and discussion

What region in Ukraine you consider the most appropriate for your living?

What region is the most favourable for green tourism, for growing vegetables and fruits, for recreational tourism, hotel business in Ukraine?

### Seminars 23-24

*Забруднення довкілля / Pollution*

*Екологія / Ecology*

#### 1. Drilling

*A real rare whale*

#### 2. Vocabulary list

*any port in a storm*

*at the wheel*

*backseat driver*

*bad news travels fast*

*desert a sinking ship*

*drive a hard bargain*

*drive someone up the*

*wall*

*fall off the back of a*

*lorry*

*fifth wheel*

*find one's way around*

*something*

*flight of fancy*

*highways and byways*

*hit the road*

*hitch one's wagon to a*

*star*

*in the same boat*

*itchy feet*

*jump on the*

*bandwagon*

*jump the lights*

*live out of a suitcase*

*make one's way*

*miss the boat*

*my way or the highway*

*off the beaten track*

*off the wagon*

*on the wagon*

*paddle one's own canoe*

*put the cart before the*

*horse*

*put the pedal to the  
metal  
road rage*

*rock the boat  
sail through something  
take for a ride*

*trip the light fantastic  
wheels fall off*

### **3. Checking reading skills:**

#### **A warm welcome? The wildlife visitors warning of climate disaster Part 2**

Stephen Moss

It's not just these new arrivals that indicate the effects of climate change – or as we now more correctly call it, the climate emergency. Many resident bird species are rising in numbers; as are short-distance migrants such as the blackcap and chiffchaff. These small, neat warblers are now overwintering in Britain (instead of Spain and north Africa), thanks to milder winters, and the consequent wider availability of their insect food.

So, in Voltaire's ironic comment, all is surely for the best, in the best of all possible worlds. For the moment, that may indeed be true. Yet as long ago as 1990, the German ornithologist and migration expert Peter Berthold warned that during the initial warming period many bird species would benefit from "heavenly conditions". This, he explained, was a kind of honeymoon period in which warmer springs and summers, and milder winters, would allow them to expand their numbers and range.

But if the global climate becomes hotter still, with more frequent and extreme weather events such as droughts, storms and floods, reality will inevitably begin to bite, and all but the most adaptable species will start to decline. Their fall might also be hastened by an increase in populations of parasites and diseases, which flourish in warmer climates.

Ironically, the long-tailed blue butterfly I watched sunning itself in August cannot survive Britain's winters – at least not yet. As Neil Hulme explains, it would need a rise in average temperatures of several degrees, enough to banish winter frosts that kill their larvae, to colonise Britain permanently. But if that did happen, we would have reached a climatic tipping point, and probably lose not just much of our wildlife, but even jeopardise our own long-term existence on the planet.

Rapid environmental change is likely to hit some creatures harder than others. On a recent edition of the Radio 4 series *The Life Scientific*, Professor Anne Magurran of St Andrews University talked about what she calls "the shopping mall effect". She noted that wherever you go in the world nowadays, from London to Los Angeles, Madrid to Melbourne,

shopping centres tend to have the same outlets – well-known international brands whose names we all recognise.

Likewise, in response to a panoply of environmental pressures, ecosystems are tending to become more homogenous, with a few highly adaptable species beginning to dominate to the exclusion of less successful ones. As Magurran warns, if environmental conditions become more and more extreme, homogenisation will start to occur, and there will inevitably be species loss.

However, as Magurran points out, there is still time for us to take action to help safeguard the earth's biodiversity. At the moment, she says, the dominant signal is change rather than loss. But unless we take swift and decisive action to mitigate climate change, while at the same time preventing habitat destruction, the rate of extinction will start to accelerate. Given that many governments appear to be heading in the opposite direction, with increased deregulation and a weakening of environmental protection back on the agenda, this is a very real concern. If we fail to act, the consequences for Britain's wildlife are that successful generalists will do well, while specialists will not (<https://www.theguardian.com/environment/2020/jan/02/a-warm-welcome-the-wildlife-visitors-warning-of-climate-disaster-aoe>)

#### **4. Use of English**

##### **Fill in gaps:**

Ironically, (1)\_\_\_ long-tailed blue butterfly I watched sunning itself (2)\_\_\_ August cannot survive Britain's winters – (3)\_\_\_ least not yet. As Neil Hulme explains, it would need (4)\_\_\_ rise in average temperatures (5)\_\_\_ several degrees, enough to banish winter frosts that kill their larvae, (6)\_\_\_ colonise Britain permanently. But if that did happen, we would have reached (7)\_\_\_ climatic tipping point, and probably lose not just much (8)\_\_\_ our wildlife, but even jeopardise our own long-term existence (9)\_\_\_ the planet.

#### **5. Speaking and discussion**

Why is it so crucial to preserve wild species in the world nowadays? What events and organisations helping to save environment in Ukraine (abroad) do you know. Do you support their efforts to save the world?

Speak on the problem of endangered species.

## Seminars 25-26

*Екологічні проблеми / Ecological problems*

*Географічне положення Сполученого Королівства / Geographical position of UK*

### 1. Drilling

*If you go for a gopher a gopher will go for a gopher hole*

### 2. Vocabulary list

a little bird told me	count one's chickens	have a cow
as gentle as a lamb	before they hatch	have bigger fish to fry
back the wrong horse	cry wolf	have kittens
be a chicken	curiosity killed the cat	have other fish to fry
be a cold fish	dark horse	help a lame dog over a stile
be like a fish out of water	dead duck	horse of a different color
be the cat's whiskers	dog-eat-dog	hungry as a bear
beat a dead horse	dogs are barking	in two shakes of a lamb's tail
beef up	drink like a fish	keep the wolf from the door
big fish in a small pond	eat like a horse	lame duck
big frog in a small pond	every dog has its day	let sleeping dogs lie
bird's-eye view	fall prey to	let the cat out of the bag
call off the dogs	fight like cat and dog	
cash cow	fish for compliments	
cat got your tongue	fish story	
chicken out	frog in one's throat	
chicken-hearted	grin like a Cheshire cat	
cock-and-bull story	grouse about someone or something	

### 3. Checking reading skills:

#### **A warm welcome? The wildlife visitors warning of climate disaster Part 3**

Stephen Moss

When it comes to making predictions, we also need to take into account the unusual nature of the British Isles, which stretch from Shetland, just a few degrees of latitude short of the Arctic Circle, to Scilly, which has its own – almost subtropical – microclimate.

So, while we enjoy the short-term benefits of climate change in the south, problems are already beginning to occur at the other end of Britain. On the Cairngorm plateau, our sole example of the arctic-alpine biome, the ptarmigan – the only British bird that turns white in winter – is gradually declining, with just a few thousand pairs remaining.

Until the start of the 19th century, the ptarmigan could be found across a wide swathe of northern Britain, south to the Lake District; but today it survives only in the Highlands. Its decline has been caused by a

number of factors, including crows attracted by the rubbish left by visitors, which prey on the ptarmigan's eggs and chicks. But a more long-term factor is the warming climate, which is altering the habitat and food supply of these highly specialised birds.

Should the climate emergency continue to worsen, and temperatures keep rising, the ptarmigan – along with other highland specialists such as the dotterel and snow bunting – looks set to disappear as a British bird in my lifetime.

I recall many years ago hearing someone talk about saving the planet “for our children, and our children's children”. At the time, this felt like an abstract notion; even a rather sanctimonious platitude. Now that I have children and step-grandchildren of my own, who may well live to witness the 22nd century, that phrase feels far more relevant and urgent. If the worst predictions for the climate emergency come true, with devastating consequences for human and animal life on this planet, then I do not envy them living that long.

So, much as I enjoy seeing cattle egrets on my local patch, or catching up with a new species of butterfly on the south coast, my pleasure is more than ever tinged with concern.

My fear is that these pioneering colonists are not something to be celebrated, but a phenomenon to warn us of impending disaster in this new age of extinction (<https://www.theguardian.com/environment/2020/jan/02/a-warm-welcome-the-wildlife-visitors-warning-of-climate-disaster-aoe>)

#### 4. Use of English

**Open the brackets and explain your choice of the form:**

So, while we **(enjoy)** the short-term benefits of climate change in the south, problems **(be)** already **(begin)** **(occur)** at the other end of Britain. On the Cairngorm plateau, our sole example of the arctic-alpine biome, the ptarmigan – the only British bird that **(turn)** white in winter – **(be)** gradually declining, with just a few thousand pairs **(remain)**.

Until the start of the 19th century, the ptarmigan **(can)** **(be)** found across a wide swathe of northern Britain, south to the Lake District; but today it **(survive)** only in the Highlands. Its decline **(have)** **(be)** caused by a number of factors, **(include)** crows attracted by the rubbish left by visitors, which prey on the ptarmigan's eggs and chicks. But a more long-term factor **(be)** the warming climate, which **(be)** altering the habitat and food supply of these highly specialised birds.

#### 5. Speaking and discussion

Reveal the main causes of natural disasters taking place in different parts of the world (wildfires in Australia, torrential rains in Indonesia, Israel, etc.) nowadays.

How humans can operate the consequences of an oil / nuclear pollution?

## Seminars 27-28

*Географічне положення й природні ресурси Сполученого Королівства / Geographical position and natural resources of UK*  
*Географічне положення України / Geographical position of Ukraine*

### 1. Drilling

*Bug's black blood, Black bug's blood*

### 2. Vocabulary list

like a moth to a flame	sacred cow
like water off a duck's back	scaredy cat
lion's share	see a man about a dog
look like mutton dressed as lamb	shoot the bull
make a monkey out of	sitting duck
make a pig of oneself	snake in one's bosom
naked as a jaybird	snake in the grass
neither fish nor fowl	snake oil salesman
no spring chicken	spring chicken
not enough room to swing a cat	stir up a hornets' nest
not have a cat in hell's chance	take the bull by the horns
odd duck	take to something like a duck to water
play cat and mouse	the straw that broke the camel's back
put the cat among the pigeons	to sell wolf tickets
rabbit hole	when pigs fly
rain cats and dogs	wild-goose chase
run with the hare and hunt with the hounds	

### 3. Checking reading skills:

**Winds of change usher in cleanest year on record**

#### Part 1

Emily Gosden, Energy Editor

January 1 2020, 12:01am, The Times

Zero-carbon power sources supplied more of Britain's electricity than fossil fuels annually in 2019 for the first time, according to analysis by National Grid.



Wind, solar, hydro-electric and nuclear power accounted for 48.5 per cent of supplies last year, the company that has to keep the lights on said. That outstripped the 43 per cent of electricity provided from burning gas or coal, in what John Pettigrew, chief executive, called an “historic moment”.

The remainder of Britain’s electricity came from burning biomass and waste. This is not zero-carbon, though it is generally considered to be better for the environment than the burning of non-renewable fossil fuels.

Britain’s electricity mix has changed dramatically over the past decade as successive governments have pursued policies designed to reduce emissions and help tackle climate change. These have included subsidising wind and solar farms and taxing carbon emissions from fossil fuel power plants.

Britain has more than 8,000 wind turbines onshore and more than 2,000 offshore. Together these supplied 18.6 per cent of the country’s power last year, according to National Grid.

Britain’s solar panels, hydro-electric plants and other zero-carbon renewables made up about another 8 per cent of supplies, while nuclear reactors, some of which were shut for safety checks, accounted for 16.8 per cent.

National Grid also calculates that about 5 per cent of supplies came from zero-carbon electricity imported from the Continent via subsea power cables, most of which the company co-owns. It says that the majority of electricity imported can be classified as zero carbon, thanks largely to the dominance of nuclear power in France (<https://www.thetimes.co.uk/past-six-days/2020-01-01/business/winds-of-change-in-cleanest-year-on-record-tgrj92tfn>)

#### **4. Use of English**

##### **Fill in gaps:**

Zero-carbon power sources supplied more (1)\_\_\_ Britain’s electricity than fossil fuels annually (2)\_\_\_ 2019 for (3)\_\_\_ first time, according (4)\_\_\_ analysis by National Grid.

Wind, solar, hydro-electric and nuclear power accounted (5)\_\_\_ 48.5 per cent (6)\_\_\_ supplies last year, (7)\_\_\_ company that has (8)\_\_\_ keep the lights (9)\_\_\_ said. That outstripped (10)\_\_\_ 43 per cent (11)\_\_\_ electricity provided from burning gas (12)\_\_\_ coal, in what John Pettigrew, chief executive, called an “historic moment”.

#### **5. Speaking and discussion**

Give a geographical outline of the UK and name the main locations.

Highlight the common natural resources of the UK.

Make a historical research on the problem of English toponyms.

What English names / toponyms are constituents of collocations defining the lifestyle or the habits of people in UK (e.g. Scotch woodcock, Derby, Clun Forest sheep, etc.). Make the Top-20 list of the most exotic of them.

### **Seminars 29-30-31**

*Природні ресурси України / Natural resources of Ukraine*  
*Географічне положення й природні ресурси Сполучених Штатів*  
*Америку / Geographical position and natural resources of USA*

#### **1. Drilling**

*A quick witted cricket critic*

#### **2. Vocabulary list**

*ageing*

*carbon tax*

*emission*

*highlight*

*remainder*

*negligible*

*stride*

#### **3. Checking reading skills:**

**Winds of change usher in cleanest year on record**

**Part 2**

Emily Gosden, Energy Editor

Gas plants provided Britain's single biggest power source, at 38.4 per cent of supplies, while coal, the most polluting fuel, produced only 2.1 per cent of electricity needs.

A handful of ageing coal-fired power stations remain as most have been shut under environmental rules or as the carbon tax has made them uneconomic most of the time.

National Grid is a FTSE 100 group with operating profits of £3.4 billion in 2018 from energy businesses in Britain and the United States. It is Britain's system operator, responsible for balancing supply and demand.

The 2008 Climate Change Act committed Britain to cut its greenhouse gas emissions by 80 per cent from 1990 levels by 2050, spurring the shift to green energy. Last year the government increased this target to "net zero", requiring 100 per cent of net emissions to be eliminated. National Grid said its analysis came as Britain hit "the mid-

point between 1990 and 2050". It highlighted the shift in the electricity mix from 1990 to 2019.

In 1990 three quarters of the power mix came from coal or other fossil fuels such as oil, while gas was barely used. Nuclear accounted for most of the remainder, with a negligible contribution from renewables.

Andrea Leadsom, business and energy secretary, said: "These figures demonstrate just how far we've come, having just had the best year for renewable energy on record. I fully expect to see even greater strides in 2020, as a crucial part of meeting our legally binding target" (<https://www.thetimes.co.uk/past-six-days/2020-01-01/business/winds-of-change-in-cleanest-year-on-record-tgrj92tfn>)

#### 4. Use of English

##### Fill in gaps:

The 2008 Climate Change Act committed Britain (1)\_ cut its greenhouse gas emissions (2)\_ 80 (3)\_ cent from 1990 levels (4)\_ 2050, spurring the shift (5)\_ green energy. Last year the government increased (6)\_ target to "net zero", requiring 100 per cent (7)\_ net emissions to (8)\_ eliminated. National Grid said (9)\_ analysis came as Britain hit "the mid-point between 1990 and 2050". It highlighted the shift in the electricity mix (10)\_ 1990 to 2019.

#### 5. Speaking and discussion

Give a geographical outline of the USA.

What mineral resources are the most common for this country?

How could these resources be replaced nowadays?

### Seminar 32

#### *Туризм / Tourism*

#### 1. Drilling

*Sure, sir, the ship's sure shipshape, sir*

#### 2. Vocabulary list

*lakeside*

*heritage*

*viral*

*horde*

*stay away*

*grip*

*cobbled*

*fiddle*

### 3. Checking reading skills:

#### Alpine village begs Frozen tourists to stay away

##### Part 1

Alice Hutton, Hallstatt

January 5 2020, 12:01am, The Sunday Times

There are no bad views in Hallstatt. The fairytale lakeside village tucked under the Salzkammergut mountains in Austria is so attractive that its mayor has begged tourists to stay away.

But they keep on coming – even after some of its 16th century Alpine buildings burnt down in a mystery fire.

The Unesco world heritage site has been flooded with millions of visitors after it went viral across east Asia as the “most Instagrammable town in the world”, rumoured to be the model for the fictional town of Arendelle in Disney’s hugely popular film Frozen.

Hallstatt has a population of only 780, yet up to 10,000 people a day arrive from China, Thailand, Japan, Hong Kong and South Korea to snap selfies, fly drones, stage wedding photos and even let themselves into residents’ homes to look around and use the lavatory.

On November 30 fire ripped through the waterfront and burnt a significant portion of it to the ground. A police investigation began but Hallstatt had had enough. Before the embers were cold, the mayor, Alexander Scheutz, temporarily closed roads to the village and issued a statement begging the hordes of visitors: “Stay away.”

“It didn’t work, they came anyway,” said Scheutz wearily last week as tourists wrapped in thick coats dragged suitcases through the frosty, cobbled streets in bright 5C sunshine. They gripped smartphones, cameras open, looking for the perfect shot.

“Hallstatt is an important piece of cultural history not a museum,” Scheutz said. “We want to reduce numbers by at least a third but we don’t actually have any way of stopping them.”

Like other cultural sites such as the Taj Mahal and Venice, Hallstatt suffers from “over-tourism”, which the World Tourism Organisation blames on a combination of low-cost airlines, population growth and social media.

“I heard about it from a vlogger who said it was a ‘once in a lifetime trip’ that I shouldn’t miss,” said Lucy, a 28-year-old from Hong Kong, fiddling with her selfie stick.

“In Hong Kong, we don’t have anywhere like this, just tall buildings and lots of people. Everyone knows Hallstatt, it’s famous.”

The area was granted world heritage status by Unesco in 1997 but remained a beautiful but obscure destination for walkers, artists and

fans of Bronze Age history – it is the site of a 7,000-year-old salt mine, the world’s oldest. Its rise to fame started in 2006 when it featured in the South Korean TV show Spring Watch and began to be marketed across Asia as a destination on a par with London and Paris (<https://www.thetimes.co.uk/past-six-days/2020-01-04/world/fairytale-alpine-village-begs-frozen-tourists-to-stay-away-cbtchmbhv>)

#### 4. Use of English

##### Fill in gaps:

Hallstatt (1)\_\_\_ a population of only 780, yet (2)\_\_\_ to 10,000 people a day arrive from China, Thailand, Japan, Hong Kong and South Korea (3)\_\_\_ snap selfies, fly drones, stage wedding photos and (4)\_\_\_ let themselves into residents’ homes to look (5)\_\_\_ and use the lavatory. On November 30 fire ripped (6)\_\_\_ the waterfront and burnt (7)\_\_\_ significant portion of it to the ground. A police investigation began but Hallstatt had (8)\_\_\_ enough. Before the embers (9)\_\_\_ cold, the mayor, Alexander Scheutz, temporarily closed roads to the village and issued a statement begging (10)\_\_\_ hordes of visitors: “Stay away.”

#### 5. Speaking and discussion

Explain the presence of different mineral resources in Ukraine due to its climate and geological formation.

Does Ukraine have a potential to develop green energy (wind, water, sunrays)?

### Seminar 33

#### *Зеленый туризм / Green tourism*

#### 1. Drilling

*Jack's nap sack strap snapped.*

#### 2. Vocabulary list

*identical*

*influencer*

*per capita*

*local (n)*

*gold mine*

*residential*

*rocket (v)*

*downside*

#### 3. Checking reading skills:

**Alpine village begs Frozen tourists to stay away**

**Part 2**

In 2011 a Chinese mining tycoon spent \$940m building an identical twin in southern Guangdong province, with homes for sale.

Rumours flew in China that it was the basis for Arendelle, and a wave of Asian social media influencers started to arrive to see the real thing.

In less than a decade visitor numbers jumped from just over 100 a day in 2011 to between 2,000 to 10,000 a day last year. That is six times more tourists per capita than Venice.

“They treat us like a movie set,” said Kayleigh, 33, manager of the Cafe Zum Mühlbach, who moved here in 2006 from Liverpool to open a guesthouse with her family because her mother “loved The Sound of Music”.

She added: “My mum woke up one day and found some Chinese tourists in her bedroom.”

If the tiny streets are filled with traffic and rubbish, there have been benefits too. Alex, 28, a Romanian waitress at Marktbeisl zur Ruth cafe, who moved here after marrying a local, called it a gold mine: “Hotel rooms cost €300-€400. Public toilets costs €1 and 4,000 people use it every day – you do the maths.”

Hallstatt has access to the kind of wealth about which most small, rural, Austrian towns could only dream. It has been used to keep its school, nursery and even technology college and concert hall going, despite extremely low residential numbers, as well as fund a new hydro-power plant.

The downside is that prices for locals have rocketed – and, as Jacqueline Pallien, 54, manager of the Fenix Hall hotel, said: “The supermarket is basically a souvenir shop, it’s a real problem for old people to find fresh food. The irony is the souvenirs are mostly made in China. So people come from China to buy a souvenir of Hallstatt that was made in their home country” (<https://www.thetimes.co.uk/past-six-days/2020-01-04/world/fairytale-alpine-village-begs-frozen-tourists-to-stay-away-cbtchmbhv>)

#### 4. Use of English

##### Fill in gaps:

If the tiny streets (1)\_\_\_ filled with traffic and rubbish, there have (2)\_\_\_ benefits too. Alex, 28, a Romanian waitress (3)\_\_\_ Marktbeisl zur Ruth cafe, who moved here after marrying a local, called (4)\_\_\_ a gold mine: “Hotel rooms cost €300-€400. Public toilets costs €1 and 4,000 people use it every day – you do the maths.” Hallstatt has access (5)\_\_\_ the kind of wealth (6)\_\_\_ which most small, rural, Austrian towns (7)\_\_\_

only dream. It has been used to keep (8)\_ school, nursery and even technology college and concert hall (9)\_, despite extremely low residential numbers, as (10)\_ as fund a new hydro-power plant.

## 5. Speaking and discussion

Reveal your view on the problem of garbage today (especially in Ukraine). Do waste processing plants are the only solution for Ukraine?

Speak on the waste recycling issue.

## Seminar 34

*Архитектура і дизайн / Architecture and design*

### 1. Vocabulary list

quirky	cinnamon
blob	obligatory
extraterrestrial	shrug
highlight (n)	brutalist
brunch	

### 2. Checking reading skills:

#### Great modern architecture in Europe: readers' tips

##### Part 1

#### **Kunsthau, Graz, Austria**

With its quirky blob architecture, this gallery is nicknamed the "friendly alien" by locals, and viewed from Schlossberg hill in the city centre, it does look like an extraterrestrial has landed smack bang in the old town – especially at night, when the facade glows in a pixellated light show. The contemporary art shows are well worth a look, too.

#### **Oodi central library, Helsinki**

"You can tell I'm pretty obsessed with our new library," my Finnish friend said when I asked for highlights. And from the sunlit top floor of the Oodi library we could see why she was so enthusiastic. Rows of books in all languages were spread out below for browsing, comfy chairs with travellers hiding out for a few hours, play areas, and a cafe with an all-you-can-eat brunch. It felt as if anyone from anywhere could find their place for a moment or hours. We had a cinnamon bun and coffee, taking obligatory photos trying to capture the architecture!

#### **Port House, Antwerp, Belgium**

Ship in the sky! Driving through the Port of Antwerp, we came upon the Port House, designed by Zaha Hadid and opened in 2016. The Port Authority wished to renovate the fire station and add a new

building to house over 500 employees. What makes it so striking is that it retains the old brick fire station, with a new glass structure, representing a sailing boat on a hydrofoil. It looks impressive from any angle.

### **Mucem, Marseille**

At the entrance to Marseille's harbour sits the black cube of the Museum of European and Mediterranean Civilisations, opened in 2013. The first French national museum outside Paris, designed by Rudy Ricciotti, it radiates a confidence that could brush off criticism with a Gallic shrug. The black concrete latticework channels papparazzi-like flashes of the sun on the sea. You can walk around the building without paying to see the exhibitions, and relax on loungers. Cross the bridge to Fort St Jean and you travel through time as the modern gives way to the 17th-century fort walls.

### **Sainte-Marie de la Tourette, near Lyon**

Driving to the south of France, we found what Le Corbusier had planned for Dominican friars 60 years earlier: silence and peace. Keeping watch from a hillside, the Sainte Marie de La Tourette monastery is a brutalist box with an inner beauty. My nine-year-old daughter and I were the only non-architect visitors on the guided tour, and we marvelled at the shapes conjured in concrete. Like any good tour, it ends with a big reveal, and the mastery of space, light and colour in the main chapel are a spiritual experience for those of any faith and none (<https://www.theguardian.com/travel/2019/oct/17/great-modern-architecture-buildings-uk-europe-readers-tips>)

## **3. Speaking and discussion**

Prepare a report about a famous architectural site in Europe.

## **Seminar 35**

### *Архітектурні стилі / Styles of architecture*

#### **1. Vocabulary list**

*waterfront*  
*continuity*  
*dome*  
*scrubby*  
*solitude*

*incorporate*  
*polarized*  
*stingray*  
*slanted*  
*ridged*

#### **2. Checking reading skills:**

#### **Great modern architecture in Europe: readers' tips**



## Part 2

### **Botín Arts Centre, Santander, Spain**

This waterfront arts centre and cafe was built in 2014, and what really sets it apart is the terrace roof, which extends across the pedestrian walkway over the sea, creating a sense of continuity between land and ocean. Mirrors on the ceiling create a magical effect through the sun's reflection on the moving surface of the water.

### **National Library of Kosovo, Pristina, Kosovo**

"Ugly isn't it, in a beautiful way!" my friend said. This geometric and bubbly building is the National Library of Kosovo. Nobody warned me as I set out to explore. All of a sudden there it was, like a Rubik's Cube for passing giants to play with. This asymmetrical jumble of cubes and domes, far more beautiful than ugly, sits in solitude at the heart of a scrubby park – all the better for appreciating its myriad aspects. And frankly what other building would dare go near it!

### **Metropol Parasol, Seville**

Towering over the cathedrals and palaces of Seville's old quarter, the Metropol Parasol is a strikingly modern wooden structure by German architect Jürgen Mayer. Known locally as Las Setas (mushrooms) de Sevilla, the hugely ambitious project on Plaza de la Encarnación incorporates designs inspired by the vaults of Seville Cathedral. Its unique aesthetic has polarised opinion. Nevertheless, it provides an unmatched panorama of the beautiful cityscape

### **City Pavilion, Ghent, Belgium**

While the De Krook gets most of the press in Ghent, the building I love is the City Pavilion, right in the middle of the town. Surrounded by the type of period architecture that Ghent is known for, it sticks out like the sorest of thumbs. Asymmetric and brutalist yet welcoming and with a slanted chimney, it's a brilliant example of refusing to let a town be preserved in aspic. It takes on an entirely different dimension when lit up at night, and I've seen it used for everything from student celebrations to a shelter for horse-drawn carriages. Public architecture at its best.

### **Serpentine Coffee House, London**

Small but rather lovely, this new cafe in Hyde Park has a brass roof that's designed to look like a stingray. The undulating shape creates the impression of a smiling mouth. From a distance, it looks like a Japanese pagoda. Inside, the theme continues: the underside of the roof is ridged to give the impression that you are inside the mouth of a sea creature. If that sounds creepy, it's not. It's light and airy and a great place to enjoy coffee, artisan ice cream and other tasty treats (<https://www.theguardian.com>)

dian.com/travel/2019/oct/17/great-modern-architectures-buildings-uk-europe-readers-tips)

### 3. Speaking and discussion

Prepare a report about a famous architectural site in your country.  
Make a presentation about one of architectural objects from the text.

## Змістовий модуль № 3. Світова спадщина / World heritage Seminars 36-37

*Поведінка людини / Behaviour*

*Відхилення в поведінці. Корекція / Deviations in behaviour. Correction*

### 1. Drilling

*Nine nice night nurses nursing nicely*

### 2. Vocabulary list

<i>wiring</i>	<i>have egg on one's face</i>
<i>about as useful as a chocolate teapot</i>	<i>Hot potato</i>
<i>above the salt</i>	<i>In a nutsheel</i>
<i>all one's eggs in one basket</i>	<i>into a jam</i>
<i>apple of somebody's eye</i>	<i>life is like a box of chocolates</i>
<i>bad egg</i>	<i>like chalk and cheese</i>
<i>banana republic</i>	<i>low-hanging fruit</i>
<i>be nuts about</i>	<i>sell like hotcakes</i>
<i>bear fruit</i>	<i>separate the wheat from the chaff</i>
<i>below the salt</i>	<i>she'll be apples</i>
<i>Big Apple</i>	<i>sour as vinegar</i>
<i>big cheese</i>	<i>sour grapes</i>
<i>bring home the bacon</i>	<i>spill the beans</i>
<i>butter up</i>	<i>take the cake</i>
<i>carrot and stick</i>	<i>that's the way the cookie crumbles</i>
<i>chew the cud</i>	<i>traffic jam</i>
<i>chew the fat</i>	<i>variety is the spice of life</i>
<i>come to fruition</i>	<i>walk on eggs</i>
<i>cool as a cucumber</i>	<i>walk on eggshells</i>
<i>couch potato</i>	<i>whet your appetite</i>
<i>cream of the crop</i>	<i>you can catch more flies with honey</i>
<i>eat humble pie</i>	<i>than with vinegar</i>
<i>eye candy</i>	<i>hallmark</i>
<i>Food for thought</i>	<i>treatment</i>
<i>Forbidden fruit</i>	<i>disorder</i>
<i>get out of a jam</i>	<i>branch</i>
<i>go bananas</i>	<i>efficient</i>

### 3. Checking reading skills:

#### Brain wiring could be clue to children's bad behavior

Kat Lay, Health Correspondent

The next time you find your patience tested by a badly behaved child, consider this: they may not be entirely to blame for their behaviour.

New research shows that children with a condition called conduct disorder, characterised by severe antisocial behaviour, have differences in the wiring connecting the brain's emotional centres. Scientists from the University of Birmingham said that the findings could open the door to better diagnosis or new treatments because the hallmarks of the condition, such as aggression, vandalism or harming others, are often put down to a lack of discipline at home.

Among young people with the disorder an area called the corpus callosum, which connects the two hemispheres of the brain, appeared to have fewer branches. This suggested a less efficient connection between the left and right sides of the brain than in young people without the disorder.

The condition was particularly linked to callous behaviour, including deficits in empathy and a disregard for other people's feelings.

"The differences that we see in the brains of young people with conduct disorder are unique in so much as they are different from the white matter changes that have been reported in other childhood conditions such as autism or ADHD," Jack Rogers, one of the authors of the study, said.

About one child in 20 is thought to have a conduct disorder but they can struggle to get a diagnosis, experts say.

Researchers scanned the brains of 124 nine to 18-year-olds with conduct disorder and 174 without. The scans revealed differences in the white matter pathways of the brain among young people with the condition (<https://www.thetimes.co.uk/article/brain-wiring-could-be-clue-to-children-s-bad-behaviour-qjpxtltjd>)

### 4. Use of English

#### Fill in gaps:

New research shows (1)\_ children with a condition (2)\_ conduct disorder, characterised (3)\_ severe antisocial behaviour, have differences in (4)\_ wiring connecting the brain's emotional centres. Scientists from the University of Birmingham said (5)\_ the findings (6)\_ open the door (7)\_ better diagnosis or new treatments (8)\_ the hallmarks of the condition, such as aggression, vandalism or harming

others, are often put (9)\_ to a lack of discipline at home. Among young people with the disorder an area called the corpus callosum, which connects (10)\_ two hemispheres of the brain, appeared to have fewer branches.

## **5. Speaking and discussion**

Speak on the problem of family education, discipline and behaviour.

What are the most common reasons of behavioural disorders?

### **Seminar 38-39**

*Соціальна взаємодія / Social interaction*

*Етикет / Etiquette*

#### **1. Drilling**

*The Final Fixing of the Foolish Fugitive*

#### **2. Vocabulary list**

*redirection*

*spanking*

*scaffolding*

*persistent*

*defiance*

*smack*

*tantrum(my)*

#### **3. Checking reading skills:**

##### **Dealing With Aggression in Children**

##### **Part 1**

Some aggression is normal, experts say; parents can respond with redirection or distraction rather than by punishing the child with anger, yelling or spanking.

Behavior problems in children, especially aggression and defiance, don't get a great deal of sympathy, said Dave Anderson, a psychologist who is senior director of national programs at the Child Mind Institute in New York City. "For a child to get better requires just as much empathy and scaffolding as for a child who might be depressed, but behavioral issues inspire nowhere near as much empathy."

There is a persistent belief that these behaviors reflect poor parenting, he said, but in fact, there is often a strong biological component to behavioral issues, and the responses which come

naturally to most parents faced with these behaviors may not have the desired results.

“If you’re going to have persistent behavior problems involving aggression and defiance, it’s already elevated at 2,” said Michael F. Lorber, a senior research scientist with the Family Translational Research Group at New York University.

In a study published last year in the *Journal of Pediatrics*, Dr. Lorber and his colleagues looked at 477 children from 6 to 24 months of age, asking their mothers to report on how often in the past month the children had shown specific behaviors ranging from kicking and hitting to pulling hair, biting and even hurting animals.

These behaviors were very common, with some actions (hitting or smacking someone) much more common than others (hurting animals). The prevalence of the behaviors tended to increase over time, with hitting peaking at 18 months, and kicking and pushing, as well as throwing objects at people, peaking at 20 months. “Eight of 10 kids were hitting and smacking at 18 months,” Dr. Lorber said. “The terrible twos started before 2.”

Not only were more toddlers hitting as they got older, but they were hitting more frequently, so that the 24-month-olds were reported to be hitting nearly four to six days a week.

On the other hand, hair-pulling decreased with age, as did scratching, and the researchers speculated that the increased incidence of those behaviors among the younger children may reflect the close contact they have, since they are usually being held.

The researchers suggested that pediatricians can reassure parents that these behaviors are normal in small children, but also guide parents, right from the beginning, in setting limits and responding in ways that may help – redirecting or distracting a child – rather than by punishing the child with anger, yelling or spanking.

Though these behaviors are seen in almost all children, those toddlers who act aggressively more frequently and consistently may need more help – and so may their parents. “These behaviors are not inconsequential,” Dr. Lorber said. “Kids who are more aggressive also tend to be more tantrummy, more irritable.”

And those problems persist as the children grow, he said. “Although aggression is normative, some kids do it a lot more than others,” Dr. Lorber said. “The kids who are really high frequency – it’s happening every day, multiple behaviors are happening every day – those are probably the kids who have passed some threshold where that would warrant special additional attention like referrals to parenting intervention services.” They should also be evaluated to make sure that

nothing else is going on, from a physical problem causing pain and irritability to an impairment in hearing or speech causing frustration (<https://www.nytimes.com/2019/04/08/well/family/dealing-with-aggression-in-children.html>)

#### 4. Use of English

##### Fill in gaps:

Not only (1)\_\_\_ more toddlers hitting as they got older, (2)\_\_\_ they were hitting more frequently, so that the 24-month-olds were reported to be hitting (3)\_\_\_ four to six days a week. (4)\_\_\_ the other hand, hair-pulling decreased (5)\_\_\_ age, as did scratching, and the researchers speculated (6)\_\_\_ the increased incidence of those behaviors (7)\_\_\_ the younger children may reflect the close contact they have, since they are usually (8)\_\_\_ held. The researchers suggested that pediatricians (9)\_\_\_ reassure parents that these behaviors are normal in small children, but (10)\_\_\_ guide parents, right from the beginning, in setting limits and responding in ways that may help.

#### 5. Speaking and discussion

Give a historical outline of the etiquette.

Compare the peculiarities of etiquette in different countries.

### Seminars 40-41

*Історія етикету / History of etiquette*  
*Національний етикет / National etiquette*

#### 1. Drilling

*Thirty-three thousand feathers on a thrushes throat*

#### 2. Vocabulary list

*separate (v)*

*dichotomy*

*jinx (v)*

*whining*

*rescind*

*consistent*

*frustrated*

#### 3. Checking reading skills:

##### Dealing With Aggression in Children Part 2

Dr. Anderson said that aggressive behavior in children at the extreme can be one symptom of a behavior disorder. The important questions in separating out normal (if unpleasant) behavior from a disorder include the frequency,

intensity and duration of the behavior, and whether it is making trouble for the child, getting him kicked out of preschool, or leaving her friendless on the playground.

But while parents may think about this as a dichotomy, he said – does the child have a disorder or not – in fact, clinicians who work with behavior problems believe that there are strategies that every parent could use.

“Our instincts as human beings are often wrong,” Dr. Anderson said.

“We tend to be negative behavior detectors.” When two siblings are playing quietly together, he said, “most parents are thinking, don’t jinx it, or let me go do something on my to-do list.” But when there is conflict, parents respond with anger and threats and punishment.

Those ways of responding to the negative behaviors, he said, are unlikely to work – with small children, with adolescents or with adults. “We don’t tell partners to yell at partners as part of couples therapy; we don’t tell bosses to yell at employees for better productivity.”

Parents should set up clear expectations before a problem develops, he said, thinking about how to manage getting ready for school the next morning, for example, if today did not go well. And they should offer specific positive feedback for positive behaviors, rather than worrying that they will “jinx” those good behaviors.

If a child is having significant behavior problems, parents should be ready to ignore minor misbehavior, he said, such as verbal disrespect or whining. So pick your battles, and don’t give in to the idea that a big punishment is the way to go. “With aggression, lots of parents have a ‘go big or go home’ approach: My child picked a fight, so no play dates, no TV,” privileges rescinded indefinitely, Dr. Anderson said. “The reality is that big punishments do not translate to better behavior.”

Instead, punishments should be immediate, consistent and used in small doses; parents should look for ways to remove a privilege for a short time, and establish clear expectations for better behavior. Thus, if a child picks a fight with another child at school, a parent might impose a specific consequence (such as no screens for two days), offer a clear discussion of keeping your hands to yourself, and go over some alternative strategies for moments of frustration: take a break, tell a teacher, interact with another peer. And then, having defined the good behaviors, the parents – and perhaps the teacher as well – need to look for occasions to draw attention to those behaviors.

“The moment we see him be mildly frustrated but take a break, whether consciously or unconsciously, we need to catch him,” Dr. Anderson said, and tell him he did the right thing.

Some children who act aggressively may actually be anxious, Dr. Anderson said, or may be showing the irritability that can go with depression. Children who have experienced trauma may also have behavioral symptoms.

“If you’re worried that your child is having significant behavioral issues, see a mental health professional,” Dr. Anderson said. Research shows, he said, that parents often wait years from the time they know something is wrong before they seek help.

“The biggest cost of parents waiting is the child continues to have failure in peer relationships, failure in forming relationships with adults, injury to self-esteem,” he said. “Let’s get people the support they need around managing their child’s behavior, or support for the teacher, or social skills training to help the child have more rewarding friendships” (<https://www.nytimes.com/2019/04/08/well/family/dealing-with-aggression-in-children.html>)

#### 4. Use of English

##### Fill in gaps:

Instead, punishments (1)\_\_\_ be immediate, consistent and used (2)\_\_\_ small doses; parents should look (3)\_\_\_ ways to remove a privilege (4)\_\_\_ a short time, and establish clear expectations (5)\_\_\_ better behavior. Thus, if a child (6)\_\_\_ a fight with another child at school, a parent might impose a specific consequence (such as (7)\_\_\_ screens for two days), offer a clear discussion of keeping (8)\_\_\_ hands to yourself, and go (9)\_\_\_ some alternative strategies for moments of frustration: take a break, tell a teacher, interact (10)\_\_\_ another peer.

#### 5. Speaking and discussion

Name world religions.

Speak on the point of religion tolerance nowadays.

Is it important to provide Religion Studies as a university discipline?

### Змістовий модуль № 4. Середня освіта / Secondary education

#### Seminars 42-43

##### *Освіта / Education*

##### *Середня освіта у Сполученому Королівстві / Secondary education in UK*

#### 1. Vocabulary list

*conceal*

*inappropriate*

*adjust*

*grapple*

*school-issued*

#### 2. Checking reading skills:

**Clear backpacks, monitored emails (part 1): life for US students under constant surveillance**

Lois Beckett



For Ingrid, a 15-year-old in La Crosse, Wisconsin, going to high school means being monitored on surveillance cameras in her hallways and classrooms. Students are required to carry their school supplies in clear backpacks, as ordinary backpacks might be used to conceal a weapon, she said. Water bottles must also be clear, so school officials can see the color of the liquid inside. The monitoring continues on the laptops students use in school. Teenagers are warned that the school is tracking what they do, and that they can get in trouble for visiting inappropriate websites.

This level of surveillance is “not too over-the-top”, Ingrid said, and she feels her classmates are generally “accepting” of it.

When it comes to digital surveillance of what they do on school laptops, “I feel like everyone’s adjusted. I don’t think anyone really cares at this point,” Ingrid said. “The subject doesn’t really come up until someone’s gotten in trouble for something. Usually it’s just like, ‘Oh, that person is stupid, looking at what they were doing on a school device. They should have known better.’”

If the school were monitoring anything on her personal cellphone, that would be a privacy violation, Ingrid said. But on her school-issued laptop? “I have no problem with it, because it’s a school device, you know?”

For decades, American school shootings have driven a booming school security industry. Last year’s school shooting in Parkland, Texas, which left 17 people dead, has helped expand the market for products that allow schools to monitor what students are doing on their computers for signs of violence or self-harm. Tech companies are now offering a range of products that help schools track the websites kids are visiting and the searches they are making; that monitor everything students are writing in school emails, chats and shared documents; or that even attempt to track what students are posting on their public social media accounts.

One leading student privacy expert estimated that as many as a third of America’s roughly 15,000 school districts may already be using technology that monitors students’ emails and documents for phrases that might flag suicidal thoughts, plans for a school shooting, or a range of other offenses.

In interviews, students and parents across the United States said they were still grappling with how this new school surveillance works, whether it goes too far in violating student privacy, and what effect it might have on a generation of children.

Dozens of parents, students and educators responded to a Guardian callout asking for perspectives on public schools’ adoption of new digital surveillance technology. The Guardian is quoting children by their first names only, and contacted each of the children’s parents to confirm how they would be identified in print.

Some parents said they were alarmed and frightened by schools’ new monitoring technologies. Others said they were conflicted, seeing some benefits to schools watching over what kids are doing online, but uncertain if

their schools were striking the right balance with privacy concerns. Many said they were not even sure what kind of surveillance technology their schools might be using, and that the permission slips they had signed when their kids brought home school devices had told them almost nothing. (<https://www.theguardian.com/education/2019/dec/02/school-surveillance-us-schools-safety-shootings>)

### 3. Use of English

#### Insert sentence fragments:

If the school were monitoring anything on her personal cellphone, that would be a privacy violation, Ingrid said. But on her school-issued laptop? “I have no problem with it, because (1)\_\_\_

For decades, American school shootings (2)\_\_\_ . Last year’s school shooting in Parkland, Florida, which left 17 people dead, has helped (3)\_\_\_ what students are doing on their computers for signs of violence or self-harm. Tech companies are now offering a range of products (4)\_\_\_ and the searches they are making; that monitor (5)\_\_\_ , chats and shared documents; or that even attempt to track what students are posting on their public social media accounts.

One leading student privacy expert estimated that (6)\_\_\_ may already be using technology that monitors students’ emails and documents for phrases that might flag suicidal thoughts, plans for a school shooting, or a range of other offenses.

- A. expand the market for products that allow schools to monitor
- B. it’s a school device, you know?
- C. everything students are writing in school emails
- D. as many as a third of America’s roughly 15,000 school districts
- E. it goes too far in violating student privacy
- F. that help schools track the websites kids are visiting
- G. have driven a booming school security industry

### 4. Speaking and discussion

What is more important: safety or privacy? Is there any flaw with the question itself?

## Seminars 44-45

*Середня освіта у Сполучених Штатах Америки / Secondary education in USA*  
*Середня освіта в Україні / Secondary education in Ukraine*

### 1. Vocabulary list

*panopticon*  
*suicide*

*track (v)*  
*spike (v)*

## 2. Checking reading skills:

### Clear backpacks, monitored emails

#### Part 2

Lois Beckett

Some believe students are already fully adjusted to the experience of intensive school surveillance.

“They’re resigned to it,” said Jarrett Dapier, 40, a parent of a middle school student, and a young adult librarian in Skokie, Illinois. “They all know – at least the ones I’ve talked to – that this is going on. It’s sort of like: this is the cost of getting a school device.

“It’s pretty disturbing,” he said.

When Dapier talks with other teen librarians about the issue of school surveillance, “we’re very alarmed,” he said. “It sort of trains the next generation that [surveillance] is normal, that it’s not an issue. What is the next generation’s Mark Zuckerberg going to think is normal?

“It’s the school as panopticon, and the sweeping searchlight beams into homes, now, and to me, that’s just disastrous to intellectual risk-taking and creativity.”

Sara, a 16-year-old private school student from New York City, said that there should be limits to what schools can do in the name of protecting student safety.

“If we’re not in the digital age, and a student writes something in their diary about suicide or about drugs or about something that’s harmful, even though the school is obviously keeping the student safe by reading it, it’s too far into their privacy,” she said. “I don’t think the school should be surveilling any of that.”

Some privacy experts – and students – said they are concerned that surveillance at school might actually be undermining students’ wellbeing.

“It’s complicated” to define the digital equivalent of a student’s diary, Sara said. “I guess, if you have an Instagram account and it’s private, or even public, the school shouldn’t be looking at your Instagram, or your social media,” she said.

By that measure, some American schools are already crossing the line.

As of 2018, at least 60 American school districts had also spent more than \$1m on separate monitoring technology to track what their students were saying on public social media accounts, an amount that spiked sharply in the wake of the 2018 Parkland school shooting, according to the Brennan Center for Justice, a progressive advocacy group that compiled and analyzed school contracts with a subset of surveillance companies.

Farid Chaouki, an app developer from New Jersey, said his two daughters are constantly being signed up for new digital programs at their public school,

including school Google accounts. There are virtual learning platforms, platforms for coordinating with teachers, platforms that specialize in teaching kids math.

“They are all mandatory, and the accounts have been created before we’ve even been consulted,” he said. Parents are given almost no information about how their children’s data is being used, or the business models of the companies involved.

(<https://www.theguardian.com/education/2019/dec/02/school-surveillance-us-schools-safety-shootings>)

## 5. Use of English

### Open the brackets:

Some privacy experts – and students – said they (**concern**) that surveillance at school might actually (**undermine**) students’ wellbeing. “It’s complicated” (**define**) the digital equivalent of a student’s diary, Sara (**say**). “I guess, if you have an Instagram account and it’s private, or even public, the school shouldn’t (**look**) at your Instagram, or your social media,” she said.

By that measure, some American schools (**already/cross**) the line.

As of 2018, at least 60 American school districts (**also/spend**) more than \$1m on separate monitoring technology (**track**) what their students (**say**) on public social media accounts, an amount that (**spike**) sharply in the wake of the 2018 Parkland school shooting, according to the Brennan Center for Justice, a progressive advocacy group that (**compile**) and (**analyze**) school contracts with a subset of surveillance companies. Farid Chaouki, an app developer from New Jersey, said his two daughters (**constantly/sign up**) for new digital programs at their public school, including school Google accounts.

## 6. Speaking and discussion

How the invasion of their personal space can affect a student?

### Seminar 46

*Типи шкіл у Сполученому Королівстві / Types of schools in UK*

#### 1. Vocabulary list

*mandatory*  
*digital*  
*paranoid*

*haunt (v)*  
*hurdle (n)*  
*invasive*

*opinionated*

#### 2. Checking reading skills:

**Clear backpacks, monitored emails**

**Part 3**

Lois Beckett

Any time his kids complete school work through a digital platform, they are generating huge amounts of very personal, and potentially very valuable, data. The platforms know what time his kids do their homework, and whether it's done early or at the last minute. They know what kinds of mistakes his kids make on math problems.

When he talks to other parents about privacy and surveillance, they treat him like he's "paranoid", Chaouki said. But as an app developer, he said, he is well aware of how much data digital platforms collect about their users, and how freely they offer to sell it to other companies.

"I believe anything my kids are doing will be used against them later in life," he said. And it's not just situations where kids get in trouble that might haunt them later, he said.

Will the data generated by the accounts his kids use at school be factored into decisions about whether they get a job later in life, or how much they have to pay for insurance? "It's not really a far future," he said.

Some students, like Ingrid, the 15-year-old from La Crosse, Wisconsin, said that the awareness of being monitored online had not forced her to make many changes in her life.

Ingrid said she is careful to use her personal device when she wants to look up sensitive issues, since she knows "teachers will let your parents know what you're doing on your school computer."

Even on a personal device, she is wary of connecting to the school wifi, since she is not sure if that enables the school to track what she's looking at on her phone. Instead, she said, she uses her own data plan. "I don't know if that's just me being sensitive."

But this did not seem like a major hurdle for her, since most of her classmates have their own personal devices.

"With the technology becoming more and more invasive, I feel like it could get worse in the future," Ingrid said.

Other students said that school surveillance had already had a chilling effect on them.

Two years ago, when he was 10, Felix, a student at a public school in northern California, got in trouble for having files on his computer about school shootings and guns. His father, who said he raised Felix to be curious and opinionated, said he told school officials that he knew this was something his son had been researching.

Now in middle school, Felix said he recently heard that another student in his school got in trouble for writing something negative about another student on a school account. It had not even been directed to that student. Still, the student got in trouble "on the charge of thinking about cyberbullying, I guess".

Felix, now 12, said he is frustrated that the school “doesn’t really [educate] students on what is OK and what is not OK. They don’t make it clear when they are tracking you, or not, or what platforms they track you on.

“They don’t really give you a list of things not to do,” he said. “Once you’re in trouble, they act like you knew.”

(<https://www.theguardian.com/education/2019/dec/02/school-surveillance-us-schools-safety-shootings>)

### 3. Use of English

#### Fill in gaps:

Even (1)\_ a personal device, she is wary (2)\_ connecting to the school wifi, since she is not sure if that enables the school to track (3)\_ she’s looking at on her phone. (4)\_ she said, she uses her own data plan. “I don’t know (5)\_ that’s just me being sensitive.” But this did not seem like a major hurdle for her, (6)\_ most of her classmates have their (7)\_ personal devices. “(8)\_ the technology becoming more and more invasive, I feel like it (9)\_ get worse in the future,” Ingrid said. Other students said that school surveillance (10)\_ already had a chilling effect on them. Two years ago, (11)\_ he was 10, Felix, a student at a public school in northern California, (12)\_ in trouble for (13)\_ files on his computer about school shootings and guns. His father, who said he raised Felix to be curious and opinionated, said he (14)\_ school officials that he knew this (15)\_ something his son had been researching.

### 4. Speaking and discussion

Comment on the statement: “Once you’re in trouble, they act like you knew”

## Seminar 47

*Типи шкіл у Сполучених Штатах Америки / Types of schools in USA*

### 1. Vocabulary list

*cut off*

*principal*

*test boundaries*

*resolve*

*advocate*

*tout*

*anecdotal evidence*

*reduce*

## 2. Checking reading skills:

### Clear backpacks, monitored emails

#### Part 4

Lois Beckett

Felix said that he used to spend his free time at school researching issues that interested him on his school computer – topics like gun violence or pollution in the oceans. Now, “I’ve been forced into a corner, where I only do school stuff at school, even if there’s no more school stuff to do,” he said.

“They’re so unclear that I’ve just decided to cut off the research completely, to not do any of it.”

More transparency from the school would be his first request, Felix said. “Basically, I don’t want them to throw out all of their powers over us, but to tell us which platform they’re monitoring regularly.”

Many parents also said that they wanted more transparency and more parental control over surveillance. A few years ago, Ben, a tech professional from Maryland, got a call from his son’s principal to set up an urgent meeting. His son, then about nine or 10-years old, had opened up a school Google document and typed “I want to kill myself.”

It was not until he and his son were in a serious meeting with school officials that Ben found out what happened: his son had typed the words on purpose, curious about what would happen. “The smile on his face gave away that he was testing boundaries, and not considering harming himself,” Ben said. (He asked that his last name and his son’s school district not be published, to preserve his son’s privacy.)

The incident was resolved easily, he said, in part because Ben’s family already had close relationships with the school administrators.

While, as a tech and security specialist, Ben considers himself a privacy advocate, “I am willing to put up with a few false positives from my kids’ actions for whatever ‘greater good’ is decided upon, as long as there is a demonstrable difference made,” he said.

Although surveillance tech companies tout anecdotal evidence about hundreds of lives saved through flagging students’ online searches or private emails about self-harm, there is still no independent evaluation of whether this kind of surveillance technology actually works to reduce violence and suicide.

But Ben said he also saw benefits to embracing the “middle ground” of teaching his kids to conduct all of their “private business” on “self-owned computers and networks”, and leave “school-owned tech for school things” (<https://www.theguardian.com/education/2019/dec/02/school-surveillance-us-schools-safety-shootings>)

### 3. Use of English

#### Insert sentence fragments:

More transparency from the school (1)\_\_\_, Felix said. "Basically, I don't want them (2)\_\_\_, but to tell us which platform they're monitoring regularly." Many parents also said that they wanted more transparency (3)\_\_. A few years ago, Ben, a tech professional from Maryland, got a call from his son's principal to set up an urgent meeting. His son, (4)\_\_\_, had opened up a school Google document and typed "I want to kill myself." It was not until he and his son were in a serious meeting with school officials (5)\_\_\_: his son had typed the words on purpose, curious about what would happen. "The smile on his face gave away (6)\_\_\_, and not considering harming himself," Ben said.

- A. and more parental control over surveillance
- B. that Ben found out what happened
- C. that he was testing boundaries
- D. would be his first request
- E. to put up with a few false positives
- F. to throw out all of their powers over us
- G. then about nine or 10-years old

### 4. Speaking and discussion

Is it fair to limit the Internet access on computers at educational facilities? What advantages and disadvantages does such a decision have?

## Seminar 48

### *Типи шкіл в Україні / Types of schools in Ukraine*

#### 1. Vocabulary list

in the wake of	entail
transparency	misconstrue
input	intervene
unilateral	overguard
tangible	onslaught
surveillance	

#### 2. Pre-reading questions:

Does the total control over student communication help to solve the problems of school violence?



### **3. Checking reading skills:**

#### **Clear backpacks, monitored emails**

##### **Part 5**

Lois Beckett

What needed to change, he said, was the level of transparency in the process, and the level of input that parents were given over what kind of monitoring schools were doing, and how it was carried out, so school boards or school IT departments were not making these decisions unilaterally.

Vanessa Cumming, a parent in Broward county, Florida, said she wanted to see more proof that school surveillance was actually helping students in some way.

“There’s no validated evidence that there’s tangible benefits that have been demonstrated from having this type of surveillance, and I can see all types of risk,” Cumming said.

“I think it would be unrealistic to say I don’t think it should be used at all,” she said. But, “If it’s going to happen, I think there should be some evidence out there that you’re making a good, informed decision about how you’re going to do it.”

Certain groups of students could easily be targeted by the monitoring more intensely than others, she said. Would Muslim students face additional surveillance? What about black students?

Her daughter, who is 11, loves hip-hop music. “Maybe some of that language could be misconstrued, by the wrong ears or the wrong eyes, as potentially violent or threatening,” she said.

Some parents have begun to organize around the issue of school data collection. The Parent Coalition for Student Privacy was founded in 2014, in the wake of parental outrage over the attempt to create a standardized national database that would track hundreds of data points about public school students, from their names and social security numbers to their attendance, academic performance, and disciplinary and behavior records, and share the data with education tech companies. The effort, which had been funded by the Gates Foundation, collapsed in 2014 after fierce opposition from parents and privacy activists.

The coalition currently has about 4,000 people on its mailing list, and nearly 100 active core members, according to Leonie Haimson, one of the co-founders of the group.

“More and more parents are organizing against the onslaught of ed tech and the loss of privacy that it entails. But at the same time, there’s so much money and power and political influence behind these groups,” Haimson said.

Administrators who support using surveillance technology said it gives schools a powerful tool to intervene and help students who are struggling in different ways, and particularly students who are struggling with self-harm and thoughts of suicide.

But some privacy experts – and students – said they are concerned that surveillance at school might actually be undermining students' wellbeing.

"I think it does have an effect on our brains that we're constantly being surveilled, and there's cameras where we are most of the day," said Sara, the 16-year-old private school student from New York City. And not just in school: "A lot of kids have cameras in front of their house, on the subway, in stores."

When students are not on school cameras or city cameras or store cameras, they're on their own phone cameras.

"Anxiety and depression is the highest that it's been," she said. "I do think the constant screen surveillance has affected our anxiety levels and our levels of depression."

"It's over-guarding kids," she said. "You need to let them make mistakes, you know? That's kind of how we learn."

(<https://www.theguardian.com/education/2019/dec/02/school-surveillance-us-schools-safety-shootings>)

#### **4. Use of English**

##### **Fill in gaps:**

Some parents (1)\_\_\_ begun to organize around the issue (2)\_\_\_ school data collection. The Parent Coalition for Student Privacy (3)\_\_\_ founded in 2014, in the (4)\_\_\_ of parental outrage over the attempt (5)\_\_\_ create a standardized national database that would track hundreds of data points (6)\_\_\_ public school students, from their names and social security numbers to their attendance, academic performance, and disciplinary and behavior records, and share the data with education tech companies. The effort, (7)\_\_\_ had been funded (8)\_\_\_ the Gates Foundation, collapsed in 2014 after fierce opposition from parents and privacy activists. The coalition currently has about 4,000 people (9)\_\_\_ its mailing list, and nearly 100 active core members, according to Leonie Haimson, one of the co-founders of the group. "More and more parents (10)\_\_\_ organizing against the onslaught of ed tech and the (11)\_\_\_ of privacy that it entails. But at the same time, there's (12)\_\_\_ much money and power and political influence behind these groups," Haimson said.

#### **5. Speaking and discussion**

What can make the population more acceptable of the idea of total surveillance in the name of safety? How is the society going to change?

## SEMESTER VI

### Змістовий модуль № 1. Проблеми в освіті / Educational problems Seminar 1

*Спільні й окремі школи / Co-ed and single-gender schools*

#### 1. Drilling

*Certified certificates from certified certificate certifiers*

#### 2. Vocabulary list

<i>Nursery school (UK), preschool (USA)</i>	<i>Single sex school</i>
<i>Primary school (UK), elementary school (USA)</i>	<i>Girls' school</i>
<i>Secondary school (UK), high school (USA)</i>	<i>Boys' school</i>
<i>Comprehensive school</i>	<i>Boarding school</i>
<i>State funded school (UK), public school (USA)</i>	<i>Home schooling</i>
<i>Private school (UK, USA)</i>	<i>Distance learning</i>
<i>Co-educational school</i>	<i>Distinct levels of education</i>
	<i>Compulsory schooling</i>
	<i>Attend school</i>
	<i>Lessons per day / week.</i>

#### 3. Checking reading skills:

##### From Marines to Secondary School

David Butler, 47

*Science and physics teacher at Ark Walworth academy. Previous careers: Royal Marine, financial services consultant, risk management consultant*

"I graduated from University College London back in 1992 with a degree in astrophysics and went straight into the Royal Marines, where I spent eight years doing a bunch of different things. I was a military observer in Bosnia, then I became a pilot, flying helicopters. My last job was as a recruiting officer, going around schools and universities.

"By then I had a family and wanted to be more settled, so I did an MBA at Warwick and went to work first in financial services and then in risk management. At around the same time, in 2013, my father passed away, then my mum passed away a couple of years later. I found it very difficult to be enthused and motivated, and when you're an entrepreneur it is all about being really passionate and enthusiastic about the business you're running. I found that I wasn't able to give 100% to it. Quite often, I'd sit there and go: "I've got a networking event in London. Can I really be bothered?"

"I started to question what I was doing. I wanted to give back to society. I wanted to be thankful for all the positives that had happened in my life. Quite a few of my friends and family had hinted that I would make a great teacher, and when I read Lucy's article, where she talked

about her mother passing and how it had changed her view of the world, that chimed with how I was thinking.

“When I came to Walworth for an open day, it was the academy itself – the staff and the environment – that made me resolve to become a teacher; I knew I could give back almost immediately here. It’s nearly 70% boys, 60% mixed race or black. It’s only 20% white: a high proportion of low-income, white British and then a lot of white Europeans who don’t have English as a first language. So it’s a hugely diverse, multicultural place and an economically disadvantaged group, and all of those challenges suit me down to the ground.

“I wanted to make a difference straight away. Now, that doesn’t mean I felt that I’d be a great teacher, but I thought just being there, going through teacher training, being who I was, could have an impact on those kids.

“It’s a good school, but behaviour management’s tough and you’ve got to be good at that, and the kids come into class with all sorts of problems – haven’t slept the night before, so their heads are on the desk the whole time... they’re not engaged.

“Then last week I had a year seven class and everything went perfectly – they were all well behaved and all learning. The kids left going ‘Thank you, sir. That was great,’ and that gave me such a sense of euphoria. Then this week the same class were just terrible” (<https://www.theguardian.com/education/2018/mar/11/im-getting-a-big-buzz-former-professionals-teaching-lucy-kellaway-now-teach>)

#### 4. Use of English

**Open the brackets and explain your choice of the form:**

“I **(graduate)** from University College London back in 1992 with a degree in astrophysics and **(go)** straight into the Royal Marines, where I **(spend)** eight years **(do)** a bunch of different things. I **(be)** a military observer in Bosnia, then I **(become)** a pilot, **(fly)** helicopters. My last job **(be)** as a recruiting officer, **(go)** around schools and universities.

“By then I **(have)** a family and **(want)** to be more settled, so I **(do)** an MBA at Warwick and **(go)** to work first in financial services and then in risk management. At around the same time, in 2013, my father **(pass)** away, then my mum **(pass)** away a couple of years later. I **(find)** it very difficult **(be)** enthused and motivated, and when you **(be)** an entrepreneur it **(be)** all about **(be)** really passionate and enthusiastic about the business you **(be)** running.

#### 5. Speaking and discussion

What motivates people to choose the teacher’s profession?

## Seminar 2

### *Домашня освіта / Home schooling*

#### 1. Drilling

*Lady Luck dislikes losers*

#### 2. Vocabulary list

*Repeat a year.*

*Public school [US English]*

*School uniforms.*

*Public school [UK English]*

*Subjects / courses are*

*Co-education*

*Mandatory / compulsory*

*Single-sex school*

*Optional / elective*

*Primary education*

*Prone*

*Secondary education*

*Collaborate*

*Tertiary education*

*Single-sex classes*

*Private school*

#### 3. Checking reading skills:

##### **Young people more sceptical of need to go to university, poll finds**

Only 65% of under-16s think it is important to go to university, compared with 86% in 2013

Richard Adams

Despite the poll findings, universities say they are preparing for higher than usual numbers of students seeking places through clearing. Photograph: Alamy Stock Photo

Young people in Britain are increasingly sceptical of the need to go to university and are more aware of apprenticeships, according to polling, as a record proportion of school-leavers await their A-level results.

More than 300,000 sixth formers across England, Wales and Northern Ireland will find out the results of their summer exams on Thursday and in many cases use the grades to gain places on undergraduate courses. But only two-thirds of young people rate a university education as important, according to the poll conducted by Ipsos MORI for the Sutton Trust.

Sixty-five per cent of young people up to the age of 16 said they thought it was important to go to university, continuing a downward trend seen since 2013, when 86% said a university education was important. A year ago the figure was 75%.

This year's polling also found nearly two-thirds of respondents were interested in doing an apprenticeship rather than going to university after leaving school, which the Sutton Trust said "may in part

be down to a growing awareness of apprenticeships and other high-quality training routes”.

Sir Peter Lampl, the chairman of the educational charity, said young people needed better careers guidance, including where different degrees and apprenticeships could lead.

“Young people face a dilemma. If they go on to university, they incur debts of over £50,000 and will be paying back their loans well into middle age. And in many cases they will end up with degrees that don’t get them into graduate jobs,” Lampl said.

Despite the decline in enthusiasm, the latest poll found no change in the proportion of secondary school pupils expecting to go into higher education: 77% said they were very or fairly likely to go to university when they were old enough, with only 40% saying they were worried about cost.

This year’s A-levels will include results for the last major tranche of subjects given an overhaul by Michael Gove as education secretary. Candidates sat reformed exams in 19 subjects for the first time, including design and technology, Chinese, further maths and politics.

School leaders say results may be affected by the continuing funding crisis that is especially felt at post-16 institutions such as sixth-form colleges and further education colleges, whose budgets have been cut compared with schools in England.

“Our members have delivered another year of outstanding A-level results. Students are coping extremely well with the new-style A-levels, where exams are taken at the end of the course, usually after two years,” said Bill Watkin, the chief executive of the Sixth Form Colleges Association.

“However, it will be impossible to maintain these high standards without a serious increase in sixth form funding in next month’s spending review. The government must wake up to the sixth form funding crisis and significantly increase investment levels.”

Universities say they are preparing for higher than usual numbers of students seeking places through the post-results admissions process known as clearing, with forecasts of 70,000 or more using the route this year.

“Traditionally, clearing was very much the back-up option for students to find a place if they had not done as well as they’d hoped in their exams. However, increasingly students have used clearing to effectively switch to a new university if their results exceeded expectations,” said Adrian Dutch, the University of Westminster’s director of admissions.

Earlier this week Labour pledged to delay the university application process in England until after A-level results were published, meaning that students would have a clearer idea of courses they could apply to.

A snap poll conducted by YouGov found widespread support for the move, with 56% of nearly 3,000 British adults saying they supported post-qualification admissions and only 22% saying they opposed (<https://www.theguardian.com/education/2019/aug/15/young-people-more-sceptical-of-need-to-go-to-university-poll-finds>)

#### 4. Use of English

##### Fill in gaps.

Young people face (1)\_\_\_ dilemma. If they go on (2)\_\_\_ university, they incur debts (3)\_\_\_ over J50,000 and will be paying back their loans well (4)\_\_\_ middle age. And in many cases they will end (5)\_\_\_ with degrees that don't get them (6)\_\_\_ graduate jobs. Young people (7)\_\_\_ Britain are increasingly sceptical (7)\_\_\_ the need to go (8)\_\_\_ university and are more aware (9)\_\_\_ apprenticeships, according to polling, as a record proportion (10)\_\_\_ school-leavers await their A-level results.

#### 5. Speaking and discussion

Does home schooling prevent the problem of bullying at school and social media?

### Seminar 3

#### *Інклюзивна освіта / Inclusive education*

#### 1. Drilling

*I saw a saw in Warsaw. Of all the saws I ever saw I never saw a saw that could saw, like the saw I saw in Warsaw*

#### 2. Vocabulary list

*A certificate*

*A diploma*

*A degree*

*Masters (degree)*

*A doctorate*

*Play truant*

*Bookworm*

*Academic*

*Scholar*

*Mature student*

*Freshman [US English]*

*Sophomore*

*Undergraduate a graduate*

*Distance learning*

*Online learning*

*Intensive courses*

*Rote learning*

*Special educational needs*



### **3. Checking reading skills:**

#### **Secret teacher: I am all for inclusion in principle, but it doesn't always work**

This is what a parent told me in confidence last summer. They were referring to a boy with Down's syndrome, and associated behavioural difficulties, who had been in their daughter's class for the six years of primary school. The boy was demonstrating behaviours that would see another child excluded. This included hitting, kicking, biting (students and staff), damaging property, swearing and disrupting lessons to the point that the classroom had to be evacuated several times a week – and their daughter was struggling to cope with the disorder.

We are an inclusive school, and were committed to meeting his needs, determined not to fail him. Special educational needs (SEN) experts had been involved from the start and full-time, one-to-one support was in place. Educational psychologists suggested a child-centred programme of study; speech and language therapists delivered communication therapy; occupational therapists designed programmes of activities to be done three times a day, requiring designated space and costly equipment. We accommodated all of this and more in our one-form entry primary school where both space and cash are at a premium, driven by his parents' unwavering insistence that mainstream school was the only place he could ever reach his full potential. Other children with similar needs had succeeded here – why not him?

But in striving for inclusive education, we had unwittingly turned a blind eye to the elephant in the room. If inclusion requires a child to be excluded from the same experiences and boundaries as everyone else just to remain on the premises, then it's not inclusion. I've lost count of the number of times I've been told to put the child first, but why only the child with SEN? What about the 29 other children whose education is hindered and – in some cases – personal safety jeopardised? I am responsible for those children too.

I am for inclusion, but not at all costs. In this case, the cost was not only the child's happiness and progress, but the happiness and progress of everyone else in the school. We lost two good members of staff after they had been reduced to tears on numerous occasions by feelings of utter helplessness. On bad days, senior leaders would take over, trying every trick in the book but managing little more than babysitting to give staff respite and minimise collateral damage.

We had hoped that things would improve with more time and strategies. But as the child got bigger, more independent, physically

stronger and emotionally aware, it was apparent we couldn't offer the right help. We ran out of options.

Thankfully, the boy is now in specialist provision and, with the right support, is doing much better. But it was too late for some of his classmates who transferred schools to ensure their own education could proceed more effectively.

I recall the headteacher explaining that our school "believed in inclusion" and that we wanted our students to grow up understanding and tolerant of differences, prepared for the "real world". But that's not what was happening. In the real world, nobody would force someone with SEN to stay in an environment where they were coping so badly. The rest of the children in his class may well now have a negative view of people with Down's syndrome, unfairly tainted by one experience.

Most primary teachers receive very little training in how to teach SEN students and it is often left to teaching assistants, who are even less qualified, to provide the necessary support. I remember his parents saying: "You can't just put any learning support assistant with him, he needs a specialist with expertise in his area of need." I completely agreed, but such specialists aren't common and those with the skills the child needed tend to work in special schools, not as support assistants in mainstream primaries.

In year 2 we have a little girl with autism. She is doing well, but is prone to outbursts and sometimes lies down and refuses to move – it's her way of coping. Her classmates have learned not to react to this and if she lies down they simply walk round her so lessons can continue. This is, in some ways, a positive thing: they accept her and don't bat an eyelid when her behaviour is unusual. However, I can't help but feel we've brought up a cohort of children who, when they see someone with special needs in distress, would assume they should just walk by without offering help.

Inclusion in principle is the right sentiment but, at best, it can come at a high price and, at worst, it can be a complete injustice. Children are individuals so the solution needs to be individual. There are plenty of examples of children with SEN who are successfully integrated in mainstream schools to the benefit of themselves and their peers. But if we want children with SEN to have the same opportunities to succeed as others, we should not feel guilty about admitting they may need a different environment in which to do this. Furthermore, our responsibility is to all children equally, not just those with SEN.

We need to be very careful that well-meaning ideals are not depriving children of their right to the specialist provision they need, nor indeed – if we are being truly inclusive – depriving others in the

process. Inclusion, yes, but not at any cost (<https://www.theguardian.com/teacher-network/2015/may/23/secret-teacher-support-inclusion-but-not-at-any-cost>)

#### 4. Use of English

**Open the brackets and explain your choice of the form:**

Most primary teachers **(receive)** very little training in how **(teach)** SEN students and it **(be)** often **(leave)** **(teach)** assistants, who **(be)** even less **(qualify)**, **(provide)** the necessary support. I **(remember)** his parents **(say)**: “You **(not/can)** just **(put)** any learning support assistant with him, he **(need)** a specialist with expertise in his area of need.” I completely **(agree)**, but such specialists **(not/be)** common and those with the skills the child **(need)** **(tend)** **(work)** in special schools, not as support assistants in mainstream primaries.

#### 5. Speaking and discussion

Give your view on the point children with special needs are to obtain education at the specialized institutions / classes / groups.

Have you ever experienced learning with such children?

### Seminar 4

*Уроки превенції у школі / Prevention lessons at school*

#### 1. Drilling

*I feel a feel a funny feel a funny feel feel I,*

*If I feel a funny feel a funny feel feel I*

#### 2. Vocabulary list

*Lecture*

*Tutorial*

*Tuition fees*

*Grant a student loan*

*Scholarship*

*Revise*

*Concentrate*

*Review*

*Plagiarise*

*Sit / take a test*

*Attend a class*

*Meet a deadline*

*Literacy curriculum*

#### 3. Checking reading skills:

**Social media firms failing to protect young people, survey finds**

Cyberbullying inquiry finds the mental health of young people is severely affected by online abuse

*Patrick Greenfield*

Social media companies such as Facebook, Snapchat and Twitter have been accused of failing to protect young people from harassment after a cyberbullying inquiry found that online abuse severely affects their mental health.

Almost half of young people have experienced threatening, intimidating or abusive messages on social media, pushing some to the verge of suicide in the most extreme cases, according to a survey commissioned by the Children's Society and YoungMinds.

Sixty-two percent of respondents were under 18 and three-quarters were female. The findings were based on oral and written evidence from young people – including an online survey of 1,089 children, social media companies, mental health experts and children's charities.

Respondents said they felt let down by social media platforms, and wanted companies to take tougher action against cyberbullying, including banning abusive users.

The children's charities have recommended that social media companies pilot approaches to identify children using their platforms, and to gain explicit parental consent for under-13s. They said the government should require social media firms to publish data on their responses to reports of online bullying, which the inquiry found to be "inadequate".

"You kind of expect to experience it: nasty comments on the selfie, Facebook posts and Twitter posts, people screen grabbing your Snapchat story to laugh about it ... I feel like it's something people don't take seriously. But leaving just one nasty comment could really hurt someone," a 15-year-old girl told the inquiry.

"Social media companies should take complaints more seriously. If someone reports something, they shouldn't take days to review it, they should literally just remove it straight away. The reaction from adults is just delete your account to stop the bullying, but that's taking something away from that young person's life for something that's not their fault," she added.

The inquiry's findings have been published in advance of the government's response to its internet safety strategy consultation. Forty-seven percent of respondents had experienced threatening or abusive messages on social media and 61% had their first account aged 12 or under, despite platforms stating that users must be over 13.

Alex Chalk, the Tory MP who led the inquiry, said: "Cyberbullying can devastate young lives, but to date the response from social media companies has been tokenistic and inadequate. It has failed to grip the true scale of the problem. For too long they have been marking their

own homework and it's time they become far more transparent, robust and accountable.”

Frequent social media users are most likely to have symptoms of anxiety and depression, the inquiry found, with some young people who had experienced bullying repeatedly checking their feeds to see what had been posted about them.

The chief executive for the Children's Society, Matthew Reed, said: “The inquiry has heard from young people describing cyberbullying as ‘inescapable’, and in the most extreme cases it has pushed some to the verge of suicide. But we've also heard about the positives that social media brings for young people. Social media is part and parcel of teenage life and we all need to support young people to stay safe online, including better education in schools and information for parents.”

Sarah Brennan, chief executive of YoungMinds, said: “With so much of young people's everyday lives involving the online world, it's crucial that it is a place that young people can feel safe and enjoy being part of. We need to see platforms creating age-appropriate content for younger users, as well as parents and teachers speaking to young people early about how to respond positively to the online world, and what to do if they come across upsetting content.

“But most of all, this inquiry has shown loud and clear that it's time social media companies sit up and take action to tackle cyberbullying and promote good mental health on their platforms.”

A spokeswoman for Snap said: “Snapchat is designed for a teen and adult audience and we use the best technology available to prevent someone who is under the age of 13 from creating an account or using the service. Our trust and safety team works around the clock to review abuse reports and take action when they become aware of a violation. In the vast majority of cases, they respond to reports and concerns well within 24 hours of a report.”

Simon Milner, Facebook's policy director for Europe said: “Our priority is to make Facebook a safe place for people of all ages which is why we have spent a long time working with safety experts like the UK Safer Internet Centre, developing powerful tools including a Bullying Prevention Hub to help people have positive experiences on Facebook. Our work with Childnet International and The Diana Awards means we're offering every UK secondary school a Digital Safety Ambassador this year and we're members of the Duke of Cambridge's cyber-bullying taskforce. We welcome close collaboration between industry, experts and government to continue our work in this area” (<https://www.theguardian.com/society/2018/feb/26/social-media-firms-failing-to-protect-young-people-survey-finds>)

#### 4. Use of English

##### **Insert missing fragments (one fragment is an extra):**

Almost half of young people have experienced threatening, intimidating or abusive messages on social media, pushing some (1)\_\_\_, according to a survey commissioned by the Children’s Society and YoungMinds.

Sixty-two percent of respondents were under 18 and three-quarters were female. The findings were based (2)\_\_\_ – including an online survey of 1,089 children, social media companies, mental health experts and children’s charities.

Respondents said they felt (3)\_\_\_ tougher action against cyberbullying, including banning abusive users.

The children’s charities have recommended that social media companies pilot approaches to identify children using their platforms, and to gain explicit parental consent for under-13s. They said the government should (4)\_\_\_ to reports of online bullying, which the inquiry found to be “inadequate”.

“You kind of expect to experience it: nasty comments on the selfie, Facebook posts and Twitter posts, people (5)\_\_\_ ... I feel like it’s something people don’t take seriously. But (6)\_\_\_ ,” a 15-year-old girl told the inquiry.

- A. require social media firms to publish data on their responses
- B. screen grabbing your Snapchat story to laugh about it
- C. just one nasty comment could really hurt someone
- D. to the verge of suicide in the most extreme cases
- E. on oral and written evidence from young people
- F. literally just remove it straight away
- G. let down by social media platforms, and wanted companies to take

#### 5. Speaking and discussion

Is cyberbullying really ‘unescapable’?

### **Seminar 5**

*Технології в школі / Hi-Tech at school. Online classes*

#### 1. Drilling

*Mister Twister's tongue twisters ...*

## 2. Vocabulary list

*Lecture*

*Tutorial*

*Tuition fees*

*Grant a student loan*

*Scholarship*

*Revise*

*Concentrate*

*Review*

*Plagiarise*

*Sit / take a test*

*Attend a class*

*Meet a deadline*

*Literacy curriculum*

## 3. Checking reading skills:

### **Eight smart ways to use social media in universities**

It's easy to dismiss apps such as Snapchat and Instagram as mere distractions, but they can work wonders for learning and teaching

Eleanor Ross

It's hard to imagine a world without social media, yet many academics still view Twitter, Facebook and Instagram as distractions rather than tools. But these resources can be harnessed to create more challenging and stimulating learning environments. So what apps could you be using to lighten your load and liven up your teaching?

#### **Snapchat**

The popular photo and video messaging app can engage students with learning materials in real time. Beryl Jones, a lecturer at the University of Kingston, started using Snapchat at the beginning of the academic year to encourage questions in large lecture theatres.

"It's meant the students are more actively engaged," she explains. "What I hadn't envisaged was them taking screenshots of my slides while in the lecture hall and annotating them before sending to me. They used this to address things they didn't understand, as well as answering the questions I posed."

#### **Trello**

Essentially an online sticky-note tool, Trello links pictures, videos, and documents in threads that can be shared between group members. The tool organises discussions into boards like Pinterest, so you can pin, share, and curate relevant information.

#### **Vine**

Six-second, looping videos are all over social media – and they can be a resource for higher education institutions too. They can be used to show off the university campus or promote events, but they're also a great tool for wider engagement.

If an interesting speaker comes to a university, Vines can be used to capture the highlights of the talk, and can be easily shared around the student community (perfect if an event is sold out). Vines also have the potential to go viral and can be shared between different institutions – if

there's a keynote in Melbourne, students in London can find clips almost immediately.

### **Pocket**

This bookmarking service allows users to collect and download article links to curate their own online magazines. Users can follow the curated feeds of other "pocketers", which means that students can link with professors who have publicly shared relevant links and articles. It saves the hassle of a group email and can be updated instantly.

### **Google Docs**

Using collaborative documents isn't a new thing, nor is giving peer feedback on assignments. Mixing them together, however, to enable students to give instant feedback on each other's work, is immensely useful. Google Docs allows tracked editing and comments, which means that students can work in groups in their own time, without having to take part in structured seminars, and the document can be sent to the lecturer for feedback.

Andrew Middleton, head of academic practice and learning innovation at Sheffield Hallam University, has drawn attention to the rise of collaborative working in Google Drive.

He says: "The possibilities to support learning by organising collaborative research activity, underpinned by Google Drive, are endless. And such project-focused learning activities reflect what is happening in the world of employment."

### **Italk**

Primarily used as a recording tool, this is one of the best ways to capture lectures and upload them online, or share via email. There's an option to change the quality of sound recording, and transferring between devices is quick and simple.

### **Wunderlist**

Some students are more organised than others, and the disorganised ones can be the bane of their tutors' lives. Organisational app Wunderlist allows students – and lecturers – to create folders for each module, with notes, due dates, comments, contact lists and, perhaps most crucially, reminders of upcoming deadlines.

### **Instagram**

It's not just for selfies; the image-sharing tool can be harnessed to collect real-time data for coursework. Rather than passively relying on data collected by others, students can engage in their own collection of all kinds of evidence.

Instagram also provides an opportunity for collaboration – students can upload, tag, and comment on pictures on each others' feeds, thus expanding the reach of discussion (<https://www>.



theguardian.com/higher-education-network/2016/jan/20/eight-smart-ways-to-use-social-media-in-universities)

#### 4. Use of English

##### Fill in gaps

Using collaborative documents isn't (1)\_ new thing, (2)\_ is giving peer (3)\_ on assignments. Mixing them (4)\_, however, to enable students to give instant feedback on each other's work, is immensely useful. Google Docs allows tracked editing and comments, (5)\_ means that students can work in groups in their (6)\_ time, without having to take (7)\_ in structured seminars, and the document can be sent to the lecturer (8)\_ feedback.

Andrew Middleton, head of academic practice and learning innovation (9)\_ Sheffield Hallam University, has drawn attention (10)\_ the rise of collaborative working in Google Drive.

He says: "The possibilities (11)\_ support learning by organising collaborative research activity, underpinned (12)\_ Google Drive, are endless. And such project-focused learning activities reflect what is happening in the world of employment."

#### 5. Speaking and discussion

Research a specific way to liven up the next seminar by means of social media.

### Змістовий модуль № 2. Наука / Science Seminar 6

*Принципи навчання у вищій школі / High school academic principles*

#### 1. Drilling

*How much oil boil can a gum boil boil if a gum boil can boil oil?*

#### 2. Vocabulary list

*Implementation*

*Autonomy Approach*

*Systematic planning*

*Monitor*

*Authentic student practice*

*Specialist teacher*

*Specific content*

*Explicit Instruction*

*Exposure*

*Vocabulary Development*

*Anticipate*

*Error*

*Non-linguistic representation*

*Academic language*

#### 3. Checking reading skills:

## **Former universities minister says lowering student fees would do 'grave damage'**

Simon Murphy

The prime minister's brother, Jo Johnson, has warned against a proposal to cut university tuition fees.

The younger, remain-supporting Johnson – who was universities minister until September when he resigned from government citing an “unresolvable tension” between his family loyalty and the national interest – argued that lowering student fees would do “grave damage” to higher education finances.

The former Tory MP, who stepped down at the election and is now chairman of the group that owns the Times Educational Supplement, said cutting fees would also be “very bad politics”.

The Conservative manifesto pledged to consider a review by former financier Philip Augar last year that recommended reducing fees from J9,250 to J7,500. The report, commissioned by Theresa May, suggested extended payments from 30 to 40 years, as well as reintroducing maintenance grants for poorer students.

Meanwhile, Labour said in its own manifesto that it would scrap tuition fees entirely, citing spiralling student debts. Fees were introduced under Tony Blair's New Labour administration before they were trebled during the coalition government, prompting huge student protests. Government figures highlighted last year showed interest charged on student loans is forecast to rise by J4.2bn to J8.6bn a year by 2024.

Speaking on Saturday, Johnson backed the government's pledged increase in science funding. He also said he wanted universities to remain properly funded, warning against lowering tuition fees. “I think that would do grave damage to our institutions' financial stability and, also, I think it would be very bad politics as well but that is rather beside the point,” he told BBC Radio 4's Today programme. “So we've got to continue to fund our universities successfully and build on our research excellence and I think that's the priority for the government.”

Asked if there would be a significant impact if fees were lowered by a third, he replied: “Yes, there would be a substantial impact, particularly if that funding were not made up by the Treasury which, given the current politics, I would have grave doubts that it would be. The priority, where there is discretionary income within the Department of Education, is to put it towards schools and to put it towards further and technological education. We need to level up, rather than level down, university funding to create some sort of false parity.”

He added: "I think where there clearly are grounds for concerns about universities are, as the sector has expanded, has quality been maintained? Are there issues around degree inflation? Are there issues around unconditional offers? Which are legitimate areas for criticism and for reform but I think to be vindictive and to be, sort of, punitive about universities because they were on the wrong side of a perceived culture war over Brexit, I think that's completely the wrong way to go if we want to make a success of global Britain and our future post-Brexit."

Johnson also defended universities after Sir Robbie Gibb, Theresa May's former director of communications, laid into the Today programme's election coverage in a comment piece for the Daily Mail. In a scathing piece, Gibb said the programme had "misread the politics of the election with endless outside broadcasts in universities, full of interviews with left-wing, entitled, virtue-signalling students".

Responding, Johnson said: "Our universities are clearly a great national asset and if we want to make a success of Brexit projects like global Britain, we need our universities to play a very big part in that. We need to be championing them and getting behind them and making the most of them. That means funding them properly and it means we don't run down institutions like our universities and denigrate their cultures" (<https://www.theguardian.com/education/2020/jan/04/johnson-warns-against-cutting-university-tuition-fees>)

#### 4. Use of English

##### **Insert missing sentence parts. One part is an extra:**

The younger, remain-supporting Johnson – who (1)\_\_\_ citing an "unresolvable tension" between his family loyalty and the national interest – argued that lowering student fees would do "grave damage" to higher education finances.

The former Tory MP, (2)\_\_\_, said cutting fees would also be "very bad politics".

The Conservative manifesto pledged to consider a review by former financier Philip Augar last year that recommended reducing fees (3)\_\_. The report, commissioned by Theresa May, suggested extended payments from 30 to 40 years, as well as (4)\_\_.

(5)\_\_, Labour said in its own manifesto that it would scrap tuition fees entirely, citing spiralling student debts. Fees were introduced under (6)\_\_ before they were trebled during the coalition government, prompting huge student protests. Government figures (7)\_\_ last year showed interest charged on student loans is forecast to rise by J4.2bn to J8.6bn a year (8)\_\_.

- A. Tony Blair's New Labour administration
- B. was universities minister until September when he resigned from government
- C. Meanwhile
- D. who stepped down at the election and is now chairman of the group that owns the Times Educational Supplement
- E. by 2024
- F. highlighted
- G. from J9,250 to J7,500
- H. reintroducing maintenance grants for poorer students
- I. for the Daily Mail

## 5. Speaking and discussion

How do you minimize distracting sights and objects while you are studying?

How do you study the "tough" subjects?

## Seminar 7

*Типи закладів вищої освіти у Сполученому Королівстві / Types of high schools in UK*

### 1. Drilling

*There those thousand thinkers were thinking how did the other three thieves go through*

### 2. Vocabulary list

<i>alma mater</i>	<i>faith school</i>
<i>boarding school</i>	<i>fee-paying</i>
<i>business school</i>	<i>finishing school</i>
<i>charter school</i>	<i>free school</i>
<i>co-ed</i>	<i>grade school</i>
<i>coeducational</i>	<i>graduate school</i>
<i>college</i>	<i>grammar school</i>
<i>community college</i>	<i>grant-maintained school</i>
<i>comp</i>	<i>high</i>
<i>comprehensive school</i>	<i>high school</i>
<i>conservatory</i>	<i>independent school</i>
<i>convent school</i>	<i>infant</i>
<i>crammer</i>	<i>infant school</i>
<i>cyberschool</i>	<i>intermediate school</i>
<i>day school</i>	<i>junior</i>
<i>elementary school</i>	<i>junior high school</i>

### 3. Checking reading skills:

#### Go loco: top autumn city breaks in Europe by train

Carolyn Boyd

With the crowds gone but the cultural scene buzzing, autumn is perfect for a European break. And our pick of destinations in five countries are reachable by train in less time than you might imagine

#### Nîmes, France

Fastest journey from London 6½ hours via Paris

Cheapest Nov fare with Eurostar £168 return

With its remarkably well-preserved Roman amphitheatre plus its new museum of artefacts, not to mention great shops and restaurants, Nîmes makes a superb autumn destination. The crowds have gone and although the intense heat has rescinded, the surrounding hills trap the summer temperatures, making it warm enough to sit out on a cafe terrace and watch the world go by.

Make your first port of call the amphitheatre – Les Arènes (entrance €13, including the other two Roman attractions mentioned below). Explore the interior corridors (*vomitories*), then climb to the top of the terraces to see the amphitheatre (133 metres long by 101 wide) in its full glory. The top tier also offers views of the surrounding hills (seven, just like Rome), including Mont Cavalier, the highest point of the city, on which the Roman Tour Magne, built by Augustus, stands sentinel.

Opposite the amphitheatre, explore the Musée de la Romanité, which opened in 2018 and holds a fascinating collection of artefacts, from large and exquisite mosaics to statues and glassware that survived 2,000 years buried in sarcophagi. There are interactive exhibits, too, which help bring the history to life. The museum's own architecture is also impressive – from its glass mosaic-tiled facade that represents the ripples of a toga, to the different levels within the museum that allow you to view the exhibits from above.

Next stop should be Nîmes' old town: the warren of streets that runs north of the amphitheatre is punctuated with sunny squares, cafes and restaurants, along with independent boutiques for clothes, jewellery and homewares. Stop for lunch at Le Vintage, where you can devour bistro classics on its pavement terrace. Skip dessert though, because the best ice-cream and patisserie in town is a few steps away at Maison Villaret, which was established in 1775. Try its speciality, *croquants* – delicate almond biscuits flavoured with orange water. Nîmes is also famous for another kind of biscuit, *caladons*, with almonds and honey.

The old town opens out into a grand square where La Maison Carré, the only surviving intact Roman temple in France, stands proud on a plinth with bright white pillars. Inside, there's a screening of the film *Nemausus, the Founding of Nîmes*.

Nearby, the Jardins de la Fontaine are the town's breathing space: these ornate baroque gardens feature terraces, statues and ornamental ponds, as well as the remains of the town's original water source, housed in the remains of the Temple de Diane. Up the hill behind it is the Tour Magne.

For dinner, L'Imprévu serves seafood and Italian-inspired dishes and has a terrace on one of the city's liveliest squares, Place d'Assas.

*Example journey.* Take the 09.24 from St Pancras, crossing Paris to Gare de Lyon for the 14.07 to Nîmes, arriving at 17.05. Returning, the 07.58 gets to Paris Gare de Lyon at 10.53, then across Paris to Gare du Nord for the 12.13 to London, arriving at 13.30.

*Stay* at cosy, beautifully decorated La Maison Rousseau B&B (doubles from €105pn). It's in a peaceful spot and an easy walk to the main sites (<https://www.theguardian.com/travel/2019/oct/19/top-10-autumn-city-breaks-in-europe-by-train-rail-france-belgium-netherlands-germany-switzerland>).

#### **4. Use of English**

##### **Fill in gaps:**

Make your first port (1)\_\_\_ call the amphitheatre – Les Arènes (entrance €13, including the other two Roman attractions mentioned below). Explore the interior corridors (*vomitories*), then climb (2)\_\_\_ the top (3)\_\_\_ the terraces to see the amphitheatre (133 metres long (4)\_\_\_ 101 wide) in its full glory. The top tier also offers views (5)\_\_\_ the surrounding hills (seven, just like Rome), including Mont Cavalier, the highest point (6)\_\_\_ the city, on which the Roman Tour Magne, built (7)\_\_\_ Augustus, stands sentinel.

Opposite the amphitheatre, explore the Musée de la Romanité, which opened (8)\_\_\_ 2018 and holds a fascinating collection of artefacts, from large and exquisite mosaics to statues and glassware that survived 2,000 years buried in sarcophagi.

#### **5. Speaking and discussion**

Describe your last winter (summer) journey to other country, give some advice to students-beginners of your group.

Speak about your eco-route in Ukraine (abroad) and human's impact over untouched nature.

## Seminar 8

*Оксфордський університет / Oxford University*

### 1. Drilling

*There are two minutes difference from four to two to two to two, from two to two to two, too.*

### 2. Vocabulary list

*Lyceum*

*lycée*

*Madrasa*

*Magnet school*

*Middle school*

*Military academy*

*Nursery school*

*Parochial school*

*Prep school*

*Preparatory school*

*Primary school*

*Private school*

*Public school*

*Reform school*

*Reformatory*

*School*

*Secondary school*

*Seminary*

*Senior high school*

*Single-sex*

*Special school*

*State school*

*Technical school*

*Trade school*

*Varsity*

### 3. Checking reading skills:

#### **UK universities brace for last-minute fight for A-level students**

Competition for new recruits intensifies as tens of thousands of courses remain unfilled

Sally Weale

UK universities are bracing themselves for a last-minute battle for new recruits in what is expected to be the most competitive A-level student recruitment round to date.

Hundreds of thousands of 18-year-olds will pick up their A-level results next Thursday. For those intending to go to university it will be a buyers' market, with many of the country's leading institutions vying to attract students to take up places on tens of thousands of courses that are still unfilled.

Competition for students is intense after the lifting of the cap on student numbers and because of a dip in the number of 18-year-olds in the population. There are additional concerns this year that the number of EU students will fall because of Brexit uncertainty.

According to the university admissions service, Ucas, places were still available on more than 30,000 courses in 350 providers across the UK this week. More are likely to become available through the clearing process once results are released and universities have a clearer idea of numbers.

Many of the most popular and sought-after institutions in the UK have already posted vacancies. On the Ucas clearing site on Thursday, Bristol University listed more than 130 courses with places still available, Exeter had 270 and Leeds 260.

Among the subjects still up for grabs were law, medicine and English. After years of solid growth, there has also been a significant drop in the number of applications to study maths this year, which means places are still available.

Parents in England are being urged to take time off work next week for results day, when a record number of students are expected to search for a university place through clearing.

Richard O'Kelly, the head of data and analysis at Ucas, said: "Clearing acceptances have been on the rise for several years. There's been a 50% increase in the last decade – from 43,890 in 2008, to 66,770 in 2018. We don't think it's unreasonable to see more than 70,000 students get their place through clearing this year, 80,000 even.

"University admissions is a competitive market, especially with the continual decline over the past few years of the UK's 18-year-old population, and this is undoubtedly true for clearing too. Displays at train stations, pre-trailer cinema adverts, plus constant boomerangs, gifs and stories across social media right now are testament to that."

While clearing is an effective way of matching students who may have just missed their required grades to vacancies elsewhere, it can result in students having to rethink their plans, studying at an alternative university in a different location and possibly a different subject.

Julie Kelly, the head of the student centre at Hertfordshire University, said: "If your son or daughter ends up in clearing they are going to need your support. I would recommend booking the day off work, either to be on hand for support or to celebrate their results.

"Luckily most universities have some form of virtual open day, which helps students who can't visit in person; these are a great resource to review a couple of days before the results come. Ask your child to ensure they have a list of the universities they are looking to approach, the courses they want to study and the universities' clearing hotline numbers."

Despite a 1.9% fall in the overall 18-year-old population in the UK, Ucas said a record number of young people applied for university this year, up 1% on 2018. Applications from EU students also held up, but admissions teams fear many of those applications will not result in students taking up places to study from September because of the uncertainty over Brexit and continuing access to student loans.



Mike Nicholson, the director of undergraduate admissions and outreach at the University of Bath, warned: “This year and next year are going to be very tough for higher education. Next year we will know whether we are in or out of Europe. If we are out, that will take a whole lot of students out of the system.”

Universities who have undergone massive expansion in recent years, with expensive building programmes, will be hit hardest by contracting student numbers. Students who might once have gone to a mid- or lower-tariff institution will be able to trade up with places still available at many Russell Group universities. As a result, some universities face severe financial difficulties.

After the uncertainty of previous years with the rollout of new qualifications intended to add rigour to the exams system and bring it up to date, the A-level reforms are this year largely complete and results are expected to be stable.

Philip Nye, the external affairs manager at FFT Education Datalab, said one of the most significant changes appeared to be a drop in the number of entries for A-level maths, from about 91,000 in 2018 to 86,000 this year. Further maths was also down.

“This is the first cohort who will have taken the new GCSE in 2017. The Mathematics Association was warning if students have struggled with the increased scope at GCSE that might put them off A-level.”

Entries in English language and English literature have also declined, while modern foreign languages, which have plummeted in popularity for years, appear to have just about held up this year, said Nye, though early Ofqual data showed that fewer than 3,000 students were entered for German A-level (<https://www.theguardian.com/education/2019/aug/10/uk-universities-brace-for-last-minute-fight-for-a-level-students>)

#### 4. Use of English

##### **Insert missing sentence parts. One part is an extra:**

According to the university admissions service, Ucas, places (1)\_\_\_ on more than 30,000 courses in 350 providers across the UK this week. More are likely to become available through the clearing process once results are released and universities have a clearer idea of numbers.

Many of the most popular and sought-after institutions in the UK (2)\_\_. On the Ucas clearing site (3)\_\_, Bristol University listed more than 130 courses with places still available, Exeter had 270 and Leeds 260.

Among the subjects still up for grabs were (4)\_\_\_\_. After years (5)\_\_\_\_, there has also been (6)\_\_\_\_ in the number of applications to study maths this year, which means (7)\_\_\_\_.

Parents in England (8)\_\_\_\_ to take time off work next week for results day, when a record number of students are expected to search for a university place through clearing.

- A. on Thursday
- B. were still available
- C. law, medicine and English
- D. a significant drop
- E. have already posted vacancies
- F. intended to add rigour to the exams system
- G. are being urged
- H. places are still available
- I. of solid growth

## 5. Speaking and discussion

Have you ever experienced the form of virtual open day of the University of your dream? What was it like?

What European university would you prefer to enter?

Is it essential for you to be an A-level student?

Do you consider a form of virtual open day an effective means of recruitment of the most competitive A-level students?

What is an impact of social media on the university image nowadays?

## Seminar 9

*Кембриджський університет / Cambridge University*

### 1. Drilling

*Sally sells sea shells by the sea shore. But if Sally sells sea shells by the sea shore then where are the sea shells Sally sells?*

### 2. Vocabulary list

*University admissions service*

*Provider*

*Sought-after institution*

*Vacancy*

*Competitive market*

*Rigour*

*Student recruitment*

*Social media*

*Bookworm*

*Curriculum*

*Face-to-face classes*

*Humanities*

*Intensive course*  
*Pique your interest*  
*Prestigious university*  
*Scholarship*

*Tuition fees*  
*Up-to-date knowledge*

### **3. Checking reading skills:**

#### **Cambridge's one-on-one teaching model is based on exploiting graduates**

*Sandra Cortijo*

Recently, I was having coffee with a final year PhD student about to submit his thesis. He was excited because he had just finished giving his first ever lecture. He had finally been able to prove himself and experience what his future job might entail.

Yet when we met later, he seemed downcast about the experience. It had taken him five hours to write his first 45-minute lecture – and several more to prepare the handouts and PowerPoint – but he was just paid for the single hour that he was in the room. Afterwards, students emailed him with follow-up questions, and some asked to meet with him to talk

But just being paid at all is a major step forward for graduate students like my friend. He belongs to one of the largest faculties in the humanities at Cambridge, which, up until last year, did not pay grads for any teaching done for the faculty. It was only after a massive union campaign that graduate student teaching for that faculty moved from being considered “training” to paid work. This has exposed a system of exploitation still baked into Cambridge’s model of teaching.

Graduate students are the freelancers of the university system. They are often forced into exploitative teaching arrangements because they need experience to continue as academics. The university classifies this teaching as training even though little (often no) training is provided. Graduate students crave the opportunity to teach and share knowledge with undergraduates. This creates self-exploitation. Their passions and needs are employed against them, and they are denied access to decent wages and working conditions.

As the University and College Union (UCU) anti-casualisation officer at Cambridge, I hear many stories like the one told to me by my friend. Aside from lecturing, most teaching at Cambridge is done through one-on-one supervisions organised through colleges, rather than faculties. It is a major selling point of the university and the competitive advantage it gives students is one of the main reasons why they choose to study here. This system relies on the labour of graduate students to fill the gaps that can’t be met by permanent faculty members.

Graduate students at Cambridge are considered self-employed and so are denied even the right to a contract for the work they do. They have no control over the wages offered to them – as a genuine self-employed contractor would – and many don't even know what their pay rate should be. Payment varies widely for the same work being done across the university. In recent conversations with the university, Cambridge UCU was told that graduate students should enjoy the flexibility of being self-employed. Yet they are not able to enjoy any sense of genuine negotiation over wages or working conditions.

When asked for comment, a university spokesperson said: “The University of Cambridge has been working constructively with UCU, Unison and Unite to address a number of concerns raised around the use of fixed term and casual contracts. A working group which includes union representatives has met on an almost monthly basis and we believe that we are continuing to make progress.”

Graduate students are theoretically not obligated to teach, but without their work the Cambridge supervision system would collapse. Their desperate need for experience and income means that in reality they try to teach as much as they possibly can, and the university knows and counts on this. Even then, they are not allowed to call themselves workers, but “students”. This devalues their work. They have been denied incremental pay raises, appraisals, mentorship, or even proper training.

Cambridge is today opening its doors to prospective students for open days. I encourage all interested students to come to Cambridge – it's a wonderful place to learn. But this year, staff will be using these open days to call for transparency. We want students to know about the exploitation behind Cambridge's unique teaching offer.

Undergraduates invest massive sums of money in paying for their education. They deserve their teaching staff to be valued as workers and given a proper wage (<https://www.theguardian.com/education/2019/jul/04/cambridge-one-on-one-teaching-model-is-based-on-exploiting-graduates>)

#### 4. Use of English

##### Fill in gaps:

Recently, I **(be)** having coffee with a final year PhD student about **(submit)** his thesis. He **(be)** excited because he **(have)** just finished **(give)** his first ever lecture. He **(be)** finally able **(prove)** himself and **(experience)** what his future job **(may)** entail.

Yet when we **(meet)** later, he **(seem)** downcast about the experience. It **(have)** taken him five hours **(write)** his first 45-minute

lecture – and several more **(prepare)** the handouts and PowerPoint – but he **(be)** just paid for the single hour that he **(be)** in the room. Afterwards, students **(email)** him with follow-up questions, and some **(ask) (meet)** with him to talk.

## 5. Speaking and discussion

What are advantages and drawbacks of a one-to-one teaching system?

What do you know about the University of Cambridge? What problems might this university face nowadays?

## Seminar 10

*Типи закладів вищої освіти у США / Types of high schools in USA*

### 1. Drilling

*It's a nice night for a white rice fight*

### 2. Vocabulary list

*grammar school*

*student*

*primary school*

*secondary school*

*educate*

*vocational school*

*seminary*

*schoolhouse*

*kindergarten*

*educational institution*

*conservatory*

*day school*

*public school*

*shoal*

*elementary school*

*private school*

*middle school*

*graduate school*

*curriculum*

*academic*

*gymnasium*

*schoolteacher*

*lyceum*

*deconstructivism*

*schoolroom*

*institution*

*crammer*

*religious school*

### 3. Checking reading skills:

**Thinktank alleges employers and universities are creating schemes for experienced staff**

Richard Adams

Hundreds of millions of pounds are being spent on “fake apprenticeships” that are just relabelled degrees or training courses, according to a report by a thinktank, which says employers are abusing the current system.

Since 2017 large companies have been forced to set aside the equivalent of 0.5% of their payroll to fund apprenticeships. But according to Tom Richmond, the author of a report for the EDSK thinktank, many are instead using the funds for existing professional development courses.

“Despite being set up with the best intentions, the apprenticeship levy is now descending into farce,” Richmond said. “Instead of supporting the government’s efforts to improve technical education for young people, the evidence shows that some employers and universities are abusing the levy by rebadging existing training courses and degrees as apprenticeships for their own financial gain”.

The report found the most common use of apprenticeship funding was for “team leader/supervisor” courses for experienced staff, accounting for almost one in 10 apprenticeships. Since the levy was introduced, the proportion of young people starting apprenticeships has fallen – especially in entry-level apprenticeships – while there has been a rise in the number who were already working for their company before being designated as apprentices. “In other words, the bulk of the levy is being spent on existing adult workers instead of supporting young people into the workplace,” the report said.

EDSK also accuses several universities, including Durham and Imperial College, of creating “academic professional apprenticeships” to fund training of their own highly-qualified academic staff.

“The fact that you typically need a PhD to be accepted onto this levy-funded training course confirms that it bears no relation whatsoever to any genuine apprenticeship,” the report states.

But Mark Dawe, chief executive of the Association of Employment and Learning Providers, representing the bulk of training providers in England, disputed Richmond’s assertions. “For a post-Brexit economy with migratory controls, we have to say again that apprenticeships should be available to employers of all sizes to access the full range of apprenticeship programmes,” Dawe said.

“We have to repeat ourselves because whatever guise Tom Richmond has taken since leaving government, he sounds like a scratched record on the subject.”

Dawe also took issue with the report’s claim that employers were using the levy to fund entry-level training for “various low-skill and generic jobs” such as retail and hospitality that did not meet established definitions of apprenticeships. “The caricatures used bear no resemblance to the reality of what is actually being learnt by the apprentice,” Dawe said.

“These apprenticeships are essential for sectors such as construction and social care which will help galvanise the left-behind regions.”

A Department for Education spokesperson said: “Our reforms mean apprenticeships are better quality, lasting for a minimum of 12 months with at least 20% off-the-job training. In 2017 we introduced legislation so training cannot be called an apprenticeship unless it meets those basic criteria and the minimum quality requirements set by us.

“The Institute for Apprenticeships and Technical Education approves all apprenticeship standards to ensure they meet high-quality requirements”.

A spokesperson for the institute added: “We work closely with thousands of employers as well as many other stakeholders to make high quality apprenticeship standards available across the whole economy. This has led to a broader variety of apprenticeships up to degree-level being available to employers, a far better reflection of the nation’s skills requirements”.

The DfE noted that 393,400 apprenticeships were started in 2018-19, compared with 375,800 in 2017-18, an increase of nearly 5%. But the total is still well below the 564,800 apprenticeships started before the levy came into force.

A recent survey by the accountancy firm Grant Thornton found that 45% of companies with an apprenticeship levy had not used any of the funds they had set aside in the two years since the scheme was launched.

Smaller employers can arrange apprenticeships with approved providers, paid out of funds generated by the levy, although the CBI has reported that a shortfall means smaller companies are being excluded (<https://www.theguardian.com/education/2020/jan/03/millions-spent-on-fake-apprentice-ships-says-report>)

#### 4. Use of English

**Open the brackets and explain your choice of the form:**

Hundreds of millions of pounds **(be)** spent on “fake apprenticeships” that **(be)** just relabelled degrees or training courses, according to a report by a thinktank which says employers **(be)** abusing the current system. Since the levy **(be)** introduced, the proportion of young people **(start)** apprenticeships **(have)** fallen – especially in entry-level apprenticeships – while there **(have)** been a rise in the number **(be)** already working for their company before **(be)** designated as apprentices. “In other words, the bulk of the levy **(be)** being spent on existing adult workers instead of supporting young people into the

workplace,” the report **(say)**. Since 2017 large companies **(have)** been forced to set aside the equivalent of 0.5% of their payroll to fund apprenticeships.

## 5. Speaking and discussion

Speak about different Ukrainian governmental programmes, gaining to help migrants or low-skilled people to integrate them into society.

### Seminar 11

*Гарвардський університет / Harvard University*

#### 1. Drilling

*In Hertford, Hereford and Hampshire hurricanes hardly ever happen*  
(taken from “My Fair Lady”, the musical on George Bernard Shaw's Pygmalion)

#### 2. Vocabulary list

*incubate*

*reveal*

*ripple*

*staggering*

*ubiquity*

*Ivy League*

#### 3. Checking reading skills:

##### **Harvard University probes plagiarism outbreak involving 125 students**

Paul Harris

To be caught cheating at Harvard is bad enough. The august university prides itself on incubating America's elite in the world of law, business and politics.

But now it has been revealed that scores of Harvard students are suspected of cheating on a single class. And the course's title? An Introduction to Congress.

Though that will likely fail to surprise the many cynical observers of American politics, it has certainly stunned college officials. Harvard has immediately launched an investigation.

"These allegations, if proven represent totally unacceptable behaviour that betrays the trust upon which intellectual inquiry at Harvard depends," said Harvard president Drew Faust in a statement.

After the allegations first became public the college refused to reveal the exact nature of the course in question. But the student



newspaper, the Harvard Crimson, broke the story of the politics link and immediately sent a ripple of shock, mixed with humour, around the blogosphere.

"That's funny on so many levels," tweeted Andreas Goeldi, who works for an online video marketing firm in Cambridge, Massachusetts, where Harvard is located.

The Crimson said the politics course in question was taught during the spring by Professor Matthew Platt. After similarities were noticed in up to 20 student exam papers by an examiner the matter was brought to the attention of the administrative board and an investigation was launched.

That probe has now found some 125 of the course's final papers were suspicious and has begun contacting students involved.

Possible punishments range from being suspended for a year to an official warning. The class was taken by only 250 students meaning a staggering half are now suspected of cheating.

The newspaper quoted an email sent to students taking the exam that said it was "completely open book, open note, open internet, etc.." but warned them not to discuss it with each other and to treat it as an "in-class" exam.

The Associated Press reported that Harvard had now launched a committee on academic integrity to be headed by Jay Harris, the university's dean of undergraduate education. The panel may even consider bringing in an "honour code" for academic honesty.

"We believe in due process for students and fairness. Everyone wants it done yesterday, but we have to be patient. It's going to take as long as it takes," Harris told the news agency.

The rise of the internet, and the ubiquity of laptops among a student body, has led to many complaints that it is now too easy for students to take exam answers and course work from the world wide web.

However, the Boston Globe said that it appeared the Harvard students in question had not taken material from outside sources but appeared to have copied parts of the answers from each other. If the scandal is proved true it will doubtless be the largest cheating ring to have hit an elite Ivy League college in recent memory (<https://www.theguardian.com/education/2012/aug/31/harvard-university-cheating-scandal>)

#### **4. Use of English**

##### **Match the parts of the sentence:**

the Harvard Crimson, broke the	tweeted Andreas Goeldi, who works
--------------------------------	-----------------------------------

story of the politics link	for an online video marketing firm in Cambridge
After the allegations first became public	has led to many complaints that it is now too easy for students to take exam answers and course work from the world wide web.
The rise of the internet, and the ubiquity of laptops among a student body,	it has certainly stunned college officials
"That's funny on so many levels,"	the college refused to reveal the exact nature of the course in question
Though that will likely fail to surprise the many cynical observers of American politics	and immediately sent a ripple of shock, mixed with humour, around the blogosphere

### 5. Speaking and discussion

Do you find practices employed by Harvard University fair and adequate?

Do you think that similar practices should be adopted by other universities?

Where is the connection between technical progress and plagiarism?

Should the concept of plagiarism be reimagined in the context of the modern world?

## Seminar 12

*Массачусетський технологічний університет / MIT*

### 1. Drilling

*Very rare vagrant wader*

### 2. Vocabulary list

*think tank*

*rank (v)*

*outcome*

*campus*

*alumni (pl.)*

*lose ground*

*tier (n)*

*pull factor*

### 3. Checking reading skills:

**MIT is the best university for graduate jobs, says ranking**

Rachel Hall

The Massachusetts Institute of Technology has beaten Stanford University to the top spot for the first time since QS, a higher education think tank, began ranking universities according to graduate outcomes.

There are seven British universities in the top 50 – one more than last year. The University of Cambridge has slipped one place to seventh, while the University of Oxford has fallen by two to 10th, in spite of the latter being the highest scoring UK university for producing alumni in world-leading jobs.

The other UK universities are: UCL (18), Imperial College London (33), the University of Manchester (35), the University of Bristol (37) and the London School of Economics and Political Science (49).

Although they do not make the top 50, the University of Surrey (131<sup>st</sup>-140<sup>th</sup> overall) scores highest in the UK for work placements and research partnerships with employers, while Loughborough University (also 131-140) is best at connecting student with employers on campus.

This year, universities in California, Asia, and Australia have performed particularly well, with Californian and Australian institutions accounting for five of the top ten. There are four Asian institutions in the top 20.

The rankings are compiled based on employer reputation, alumni outcomes, partnerships with employers per staff member, employer-student connections and the graduate employment rate.

Ben Sowter, research director, QS, says that the UK's overall performance this year is "stable-to-good, with more drops than rises".

However, he warns that the top universities are losing ground. "Universities occupying tiers below them [are] aware that the promise of a clear focus on a good career is an attractive pull factor for prospective students," he says (<https://www.theguardian.com/higher-education-network/2018/sep/11/mit-is-the-best-university-for-graduate-jobs-says-ranking>)

#### 4. Use of English

##### Fill in gaps:

The Massachusetts Institute (1)\_\_\_ Technology has beaten Stanford University (2)\_\_\_ the top spot (3)\_\_\_ the first time since QS, (4)\_\_\_ higher education think tank, began ranking universities according (5)\_\_\_ graduate outcomes.

There (6)\_\_\_ seven British universities (7)\_\_\_ the top 50 – one more than last year. (8)\_\_\_ University (9)\_\_\_ Cambridge has slipped one place (10)\_\_\_ seventh, while the University (11)\_\_\_ Oxford has fallen

(12)\_\_\_ two to 10th, in spite of the latter being the highest scoring UK university for producing alumni in world-leading jobs.

### **5. Speaking and discussion**

What makes a university attractive to the future applicants?

Write a report on principles used to rank universities.

## **Seminar 13**

*Типи закладів вищої освіти в Україні / Types of high schools in Ukraine*

### **1. Drilling**

*How many sheets could a sheet slitter slit if a sheet slitter could slit sheets?*

### **2. Vocabulary list**

to expose to, to resign, credential, for good measure, trove, reset, malicious(ly)

### **3. Checking reading skills:**

#### **Ukrainian universities lag behind in world rankings**

##### **Part 1**

Daria Shulzhenko

What Ukraine considers to be its best universities are actually some of the world's worst, according to rankings that purport to measure world higher education quality.

Some of Ukraine's most prestigious institutions' sites of intense competition for admission every year appear to have a number of issues, which might point to bigger problems with which the whole Ukrainian education system struggles.

'The system is weak and it needs to be changed', says Serhiy Kvit, Ukraine's former minister of education and science and the current head of the National Agency for Higher Education Quality Assurance.

According to the latest ranking by U.K. magazine Times Higher Education, published on Sept. 12, six Ukrainian universities made it onto the list of the top 1,400 schools in the world.

However, all of them failed to receive the individual rankings that more elite schools get, and they broadly lagged behind the frontrunners.

The rating, which measures teaching, research, knowledge transfer and the university's international outlook, ranked Lviv

Polytechnic National University the highest among Ukrainian schools, in the 801 of 1000 grouping.

Meanwhile, such giants as Taras Shevchenko National University of Kyiv, V. N. Karazin Kharkiv National University, which are often deemed the best schools in domestic ratings, and three more are in the worst group: 1,001 and below.

Another recently-published ranking, the Quacquarelli Symonds or QS World University Rankings, rated the two giants higher, in between the 491 and 550 positions.

However, its criteria differ from those of the Times Higher Education. Quacquarelli Symonds is based on six performance indicators such as academic reputation, employer reputation, student-to-faculty ratio, research citations per faculty, international staff and student ratio.

As for the US News & World Report, only one Ukrainian university, Taras Shevchenko, made it into its latest ranking. The report focuses specifically on schools' academic research and reputation overall, and it ranked the Taras Shevchenko institution at only 1,023 out of 1,249.

Volodymyr Bugrov, vice-rector of Taras Shevchenko University, says such low rankings can be seen as indicators of all the problems Ukraine's education system is dealing with.

'Rating is a tool for making conclusions', Bugrov says (<https://www.kyivpost.com/lifestyle/ukrainian-universities-lag-behind-in-world-rankings.html>)

#### **4. Use of English**

##### **Fill in gaps:**

According (1)\_\_\_ the latest ranking (2)\_\_\_ U.K. magazine Times Higher Education, published (3)\_\_\_ Sept. 12, six Ukrainian universities made it (4)\_\_\_ the list (5)\_\_\_ the top 1,400 schools (6)\_\_\_ the world.

However, all (7)\_\_\_ them failed (8)\_\_\_ receive the individual rankings that more elite schools get, and they broadly lagged behind (9)\_\_\_ frontrunners.

(10)\_\_\_ rating, which measures teaching, research, knowledge transfer and (11)\_\_\_ university's international outlook, ranked Lviv Polytechnic National University (12)\_\_\_ highest among Ukrainian schools, (13)\_\_\_ the 801 of 1000 grouping.

#### **5. Speaking and discussion**

Speak on the point of Ukrainian universities future European rankings

## Seminar 14

*Київський національний університет імені Тараса Шевченка /  
Taras Shevchenko National University of Kyiv*

### 1. Drilling

*Did Dick Pickens prick his pinkie pickling cheap cling peaches in an inch of Pinch or framing his famed French finch photos?*

### 2. Vocabulary list

*amount of  
equipment  
scientific journal  
education institutions*

### 3. Checking reading skills:

#### **Ukrainian universities lag behind in world rankings**

#### **Part 2**

Daria Shulzhenko

#### **Little research**

Inna Sovsun, a lawmaker and an expert in education, says that the reason for such ranking results is the low quality of most Ukrainian universities. 'Unfortunately, Ukrainian universities are not developing properly to ensure that they are ranked high', Sovsun told the Kyiv Post.

Scientific work and research are some of the key criteria for most rankings. But according to Sovsun, the small amount of research and scientific work carried out by students is one of the biggest problems in Ukraine's higher education system.

The amount of scientific research is measured by the number of publications in recognized scientific journals. According to Anton Panteleimonov, the vice president for research and education at Karazin Kharkiv National University, their students published over 600 scientific works in 2018.

Even though the Karazin and Taras Shevchenko universities conduct a solid amount of scientific research, it is still not enough to compete with the world's best universities, Sovsun says.

'We still have this concept left over from the Soviet Union times, when our universities aimed to teach students, but not to urge them to conduct scientific research', Kvit says.

Additionally, many higher education institutions still can't afford the new equipment that their students need to do proper research.

'There is no way Ukraine can expect good results in science when the country's universities still use equipment that is 20-30 years old',

Sovsun says (<https://www.kyivpost.com/lifestyle/ukrainian-universities-lag-behind-in-world-rankings.html>)

#### 4. Use of English

##### Fill in gaps:

Scientific work and research (1)\_\_\_ some (2)\_\_\_ the key criteria (3)\_\_\_ most rankings. But according (4)\_\_\_ Sovsun, the small amount (5)\_\_\_ research and scientific work carried out (6)\_\_\_ students is one (7)\_\_\_ the biggest problems (8)\_\_\_ Ukraine's higher education system.

The amount (9)\_\_\_ scientific research is measured (10)\_\_\_ the number (11)\_\_\_ publications in recognized scientific journals. According (12)\_\_\_ Anton Panteleimonov, the vice president (13)\_\_\_ research and education at Karazin Kharkiv National University, their students published over 600 scientific works in 2018.

#### 5. Speaking and discussion

Reveal your view on the problem of plagiarism in Ukrainian universities.

### Seminar 15

*Національний університет «Львівська Політехніка»  
/ Lviv Polytechnic National University*

#### 1. Drilling

*Roberta ran rings around the Roman ruins*

#### 2. Vocabulary list

*fund*

*exceed*

*research*

*international activities*

#### 3. Checking reading skills:

**Ukrainian universities lag behind in world rankings**

**Part 3**

Daria Shulzhenko

##### **Funding**

One of the main reasons for so little research is that the state doesn't provide Ukrainian universities with enough funds to spend on research.

'We need to change the whole economy of Ukraine's higher education', Kvit says.

The experts believe that the current policy of state financing damages the quality of Ukrainian higher education. First of all, there is not enough funding.

In 2018, the budget for education was about Hr 210 billion (\$8.4 billion). And about 21% of it was spent on higher education. This year, the government plans to allocate Hr 245 billion (\$9.8 billion) overall for education. That is about 6% of Ukraine's gross domestic product (GDP).

According to Kvit, Germany spends about the same percentage of GDP on education. However, their GDP exceeds Ukraine's by 34 times.

Sovsun says this money might have been enough if only it were distributed wisely, which doesn't appear to be the case.

Ukraine has over 200 universities that all receive financial aid from the state. According to Sovsun, that's way too much for a country with a population of 42 million. In the United Kingdom, for instance, the 67 million citizens have half as many universities than Ukraine, or about 100. Apart from that, Ukraine gives scholarships to about half of all its students, or over 600,000 people yearly.

'We divide the state budget between a great number of institutions', says Sovsun.

This affects salaries, as well as universities' budgets for research and international activities. The experts says that the state should be more selective when it picks institutions to fund.

'There are universities that do almost no scientific research but still get the same budgetary funds as those that do', Sovsun says.

According to her, there is a need to focus on financially supporting those universities that can guarantee the quality of their work and have potential for scientific work. The authorities need to make sure that state investments bring results, she says.

Regular investment in those universities that do scientific research can also help Ukraine take higher spots in the world rankings, experts say. And the institutions will aim to do a better job with research if their funding depends on it, they add.

'Universities should be responsible for the quality of research and the quality of their graduates' knowledge', Kvit says (<https://www.kyivpost.com/lifestyle/ukrainian-universities-lag-behind-in-world-rankings.html>)

#### **4. Use of English**

##### **Open the brackets:**



‘There **(be)** universities that **(do)** almost no scientific research but still **(get)** the same budgetary funds as those that do’, Sovsun **(say)**.

According to her, there **(be)** a need **(focus)** on financially supporting those universities that **(can)** **(guarantee)** the quality of their work and **(have)** potential for scientific work. The authorities **(need)** **(make)** sure that state investments **(bring)** results, she **(say)**.

## 5. Speaking and discussion

Write an essay on the problem “Scientific potential of Ukrainian pedagogical institutions”

## Seminar 16

*Академічне письмо. Плагіат / Academic writing. Plagiarism*

### 1. Drilling

*The thirty-three thieves thought that they thrilled the throne throughout Thursday*

### 2. Vocabulary list

*allegation*

*estimate*

*entitle*

*expulsion*

*decried*

*mitigation*

*go the full mile*

*ill-equipped*

*litany*

*pressurize*

*transition*

### 3. Checking reading skills:

**Students cheat in ever more creative ways: how can academics stop them?**

We’ve been asked by the Quality Assurance Agency to block the websites, provide more support to students and implement widespread use of plagiarism software. This is difficult because contract cheating allegations are still pretty rare - but that’s because they’re difficult to evidence.

I once spent seven hours finding definitive proof that a student had purchased her assessment, which eventually resulted in her expulsion from university. Sadly, some lecturers don’t go the full mile, as catching a cheater and filling out a report can be very labour-intensive.

“Banning essay mills would be great, but it’s a free market and a free country, so you can’t do it. Even if you did, they would just start up in Russia or somewhere,” one of my colleagues told me. “It’s about making people understand that whatever stress they’re under, it’s not OK to pay people to do their work. It’s a moral education thing. Paying means they

are not getting the education process. There is no point cheating, as the rules are the game. You're not learning."

So why do students cheat, and risk having to retake a module, having their degree classification lowered, or even being kicked out of university? There are many reasons – including financial pressure, poor organisational skills and panic – sometimes among young people who should never have gone to university in the first place or, at the very least, who should have had more support structures in place when they started.

"The fact that students feel they need to get a 2:1 or above to succeed pressurises them into cheating to achieve it," a member of our university registry management team told me, estimating that the number of cheaters is rising. "I also think some universities are taking students who are not capable of achieving that outcome, due to pressures on universities to fill places."

The much-decried "university mental health crisis" is also a contributing factor. Students are facing undue pressure to succeed – not just financially - and many are ill-equipped to make the transition from home or work. The UPP Annual Student Experience Survey said that 48% of men 67% of women "find the stress of studying difficult to cope with at university".

"Now that they are paying £9,250, some students feel they are entitled to a degree without doing the work," my colleague added. "That money just entitles them to begin the learning process."

Students can provide mitigation to the board, and often it's a heart-breaking litany: ill children, mental health issues, alcoholic parents. But I tell my first-year students that while I sympathise, there is no excuse for cheating of any kind, and if they cannot meet a deadline to tell me so, we can extend it.

What else do I tell them? Don't cheat, because if you do, I will catch you. And I do (<https://www.theguardian.com/higher-education-network/2017/oct/12/students-in-ever-more-creative-ways-how-can-academics-stop-them>)

#### **4. Use of English**

##### **Fill in gaps:**

"Banning essay mills would be great, but it's a free market and a free country, (1)\_\_. Even if you did, they would (2)\_\_ or somewhere," one of my colleagues told me. "It's about (3)\_\_ whatever stress they're under, (4)\_\_. It's a moral education thing. Paying means they are not getting the education process. There is no point cheating, (5)\_\_. You're not learning." So why do students cheat, and risk having to retake a

module, having their degree classification lowered, (6)\_\_\_ ? There are many reasons – including financial pressure, poor organisational skills and panic.

- A. making people understand that
- B. as the rules are the game
- C. it's not OK to pay people to do their work
- D. or even being kicked out of university
- E. that the number of cheaters is rising
- F. so you can't do it
- G. just start up in Russia

### 5. Speaking and discussion

Why is cheating damaging to the education system?

Are there any cases in which it is acceptable to cheat?

## Seminar 17

*Уроки превенції у вищій школі / Prevention lessons at high school*

### 1. Drilling

*Six sleek swans swam swiftly southwards*

### 2. Vocabulary list

*ministry*

*education and science'*

*budget*

*budgetary fund*

### 3. Checking reading skills:

**Ukrainian universities lag behind in world rankings**

**Part 4**

Daria Shulzhenko

#### **Positive promise**

Yuriy Rashkevych, deputy minister of education and science, says that Ukrainian universities' places in world rankings are not one of the goals that the ministry is pursuing.

'It should be a side positive effect in improving the quality of higher education and science', Rashkevych says.

However, the ministry is taking action in order to distribute its expenses more effectively. They are currently conducting a scientific

certification of universities in order to distribute budgetary funds according to the scientific results the schools have.

Apart from that, Rashkevych says the ministry also wants to increase the budget for education for the upcoming year. However, experts say that global rankings are an important indicator of the quality of higher education.

'Every country wants to have some universities that would be included in these global rankings', Kvit says (<https://www.kyivpost.com/lifestyle/ukrainian-universities-lag-behind-in-world-rankings.html>)

#### 4. Use of English

##### Open the brackets::

Yuriy Rashkevych, deputy minister of education and science, **(say)** that Ukrainian universities' places in world rankings **(not/be)** one of the goals that the ministry **(be) (pursue)**.

'It **(be)** a side positive effect in improving the quality of higher education and science', Rashkevych **(say)**.

#### 5. Speaking and discussion

Speak on the point of Ukrainian scientific journals' potential in Europe.

### Seminar 18

*Технології у вищій школі / Hi-Tech in high school. Online, remote education*

#### 1. Drilling

*If Pickford's packers packed a packet of crisps would the packet of crisps that Pickford's packers packed survive for two and a half years?*

#### 2. Vocabulary list

*Baseline*

*collaborate*

*relevant*

#### 3. Checking reading skills:

##### **Social media for schools: a guide to Twitter, Facebook and Pinterest**

*Using social media in schools doesn't have to be scary. Here, Matt Britland shares his tips for managing school accounts and some examples good practice*

Matt Britland

The use of social media in education continues to be something of a hot topic with arguments both for and against.

So I carried out a small survey of 27 teaching professionals in order to create a baseline of understanding into the use (or not) of social networking in schools, and also any concerns over some of the e-safety risks. The full survey results can be found here.

There are many uses of social media in education - below are just a few of the ways they can be effectively used.

### **Facebook**

- ✓ Using Facebook as a 'broadcast' account. This is a one-way communication from the school to parents, an information portal if you like. This is a great use of social media for many reasons including: quick, easy, cheap, most parents will have an account, saves on "lost" letters on the way home and also saves on printing costs.
- ✓ An increasing number of educational institutions are using Facebook pages for promotional reasons. This is another way for schools and universities to market themselves.
- ✓ Schools are beginning to use Facebook groups to communicate with students. This is a very powerful tool for sharing information and collaborating with students from a safe distance. Facebook groups do not require members to be friends with each other. Members of the groups can exchange files, links, information, polls and videos very quickly. Anytime someone contributes the group its members will receive a notification. If you have the Facebook smartphone app these can be pushed to your device.
- ✓ Facebook pages can also be used to create a central page for students and teachers to share information.

Inspiration:

University of Gloucestershire- This is a Facebook Page from my old university. It has a nice cover images and has a lots of links, articles, videos and photos shared on the wall, most of which are generating some discussion. Plenty for current students to get their teeth into. Plus, useful for future students to see what the university has on.

Cambridge University - Another good example. Like the University of Gloucestershire it's very active with plenty to read and comment on. The Page has plenty of "likes" which points students and other member of the community to relevant Facebook Pages.

### **Twitter**

- ✓ Twitter, like Facebook, is also being used as a broadcast account. This often links to an RSS feed from the website that automatically

tweets a news article when it is published on the website. This is great for parents on the move

- ✓ Teachers have been setting up subject or class Twitter accounts that students can follow. The teacher then tweets information related to their class. Some even set homework via Twitter.

We should not shy away from using social media in education but it is clear from the survey that many senior managers are worried about abuse.

However, if you have experts in your school they can provide a safe and secure framework for its use; they can create training materials and guidelines that teachers and staff can follow to ensure everyone knows what they can and cannot do.

The great thing is that many people know how to use Facebook already, and Twitter is so straightforward it would not take long for people to learn it. If there is no expert in school, seek advice, either from another school or from external expert (<https://www.theguardian.com/teacher-network/2012/jul/26/social-media-teacher-guide>)

#### **4. Use of English**

##### **Fill in gaps:**

Using Facebook (1)\_ a 'broadcast' account. This is a one-way communication (2)\_ the school to parents, an information portal (3)\_ you like. This is a great use of social media (4)\_ many reasons including: quick, easy, cheap, most parents (5)\_ have an account, saves (6)\_ "lost" letters on the way home and also saves (7)\_ printing costs. An increasing (8)\_ of educational institutions are using Facebook pages for promotional reasons. This is (9)\_ way for schools and universities to market (10)\_. Schools are beginning to (11)\_ Facebook groups to communicate with students. This is a very powerful tool for (12)\_ information and collaborating with students (13)\_ a safe distance. Facebook groups do not require members to be friends with (14)\_ other. Members of the groups can exchange files, links, information, polls and videos very quickly. Anytime someone contributes the group its members (15)\_ receive a notification.

#### **5. Speaking and discussion**

How can social networks be used to deal with problems of our modern secondary education? Give at least three specific solutions.

Have you ever used Facebook for education purposes?

## Змістовий модуль № 3. Наука / Science

### Seminar 19

*Наука й мораль / Science vs morals*

#### 1. Drilling

*Bill had a billboard, Bill also had a board bill. The billboard bored Bill so Bill sold the billboard to pay for the board bill*

#### 2. Vocabulary list

mug (n)

awry

vantage point

output

convergence

subsidized

stripped-down

#### 3. Checking reading skills:

**Technology in 2050: will it save humanity – or destroy us?**

##### Part 1

Alex Hern

Amid the calamitous effects of climate change, artificial intelligence could make the difference between a livable future or a dystopian one

Futurism is a mug's game: if you're right, it seems banal; if you're wrong, you look like the founder of IBM, Thomas Watson, when he declared in 1943 that there is room in the world "for maybe five computers".

David Adams knew these risks when he wrote about the future of technology in the Guardian in 2004 – even citing the very same prediction as an example of how they can go awry. And from our vantage point in 2020, Adams certainly did a better job than Watson. When he looked ahead to today, he avoided many of the pitfalls of technology prediction: no promises about flying cars nor sci-fi tech such as teleportation or faster-than-light travel.

But in some ways, the predictions were overly pessimistic. Technology really has made great leaps and bounds in the past 16 years, nowhere more clearly than AI. "Artificial intelligence brains simply cannot cope with change and unpredictable events," wrote Adams, explaining why robots would be unlikely to interact with humans any time soon.

"Fundamentally, it's just very difficult to get a robot to tell the difference between a picture of a tree and a real tree," Paul Newman, then and now a robotics expert at Oxford University, told Adams. Happily, Newman proved his own pessimism to be unwarranted: in 2014, he co-founded Oxbotica, which has hopefully solved the problem he mentioned, because it makes and sells driverless car technology to vehicle manufacturers around the world.

If we move on from worrying over details, there are two key points at which the 2020 predictions fall apart: one about tech, the other about society.

"Gadget lovers could use a single keypad to operate their phone, PDA [tablet] and MP3 music player," Adams wrote, "or combine the output of their

watch, pager and radio into a single speaker.” The idea of greater convergence and connectivity between personal electronics was correct. But there was a very specific hole in this prediction: the smartphone. After half a century of single-purpose consumer electronics, it was difficult to perceive how all-encompassing a single device could become, but just three years after Adams published his piece, the iPhone launched and changed everything. Forget carrying around a separate MP3 player; in the real 2020, people aren’t even carrying separate cameras, wallets or car keys.

Failing to foresee the smartphone is an oversight about the progress of technology. But the other missing point is about how society would respond to the changing forces. The 2004 predictions are, fundamentally, optimistic. Adams writes about biometric healthcare data being beamed to your doctor’s computer; about washing machines that automatically arrange their own servicing based on availability in your “electronic organiser”; and about radio-frequency identification (RFID) chips on your clothes that trigger customised adverts or programme your phone based on where you are. And through it all is a sense of trust: these changes will be good, and the companies making them well-intentioned.

“There is a loss of privacy that is going to be very difficult for people and we haven’t figured out how to deal with that,” one of Adams’s interviewees admitted, when describing technology in 2020. “But if you explain what it does, how much information it provides and where it goes – and that the trade-off is that you don’t have to wait as long in line at the supermarket – then people will take the trade-off.” In fact, over the past decade and a half, the vast majority of people were simply never given the choice to accept the trade-off, and it is increasingly clear that many of them never would have if they had understood what was at risk.

If the Guardian missed the advent of the smartphone, despite writing just three years before the launch of the iPhone, how can we possibly do better today, looking 10 times further ahead? The world of 2050 will be unimaginably different in many ways, even if we can safely assume people will still generally have two arms, two legs and an unpleasant smell if they don’t wash for long periods of time.

But there are forces working in our favour. The internet is far more entrenched now than it was in 2004, and while its chaotic effect on our lives shows no sign of abating, it is at least predictably unpredictable. Similarly, smartphone penetration in the west is now as high as it looks likely to go. However the world changes over the next 30 years, it won’t be as a result of more Britons or Americans getting phones.

Other predictions can be as simple as following trendlines to their logical conclusion. By 2050, the switchover to electric cars will have mostly finished, at least in developed nations – as well as in those developing nations, such as China, that are starting to prioritise air quality over cheap mechanisation.



The “next billion” will be online, mostly through low-cost smartphones receiving increasingly ubiquitous cellular connections. But what they do on the internet is harder to guess. In 2020, there are two countervailing trends at work: on the one hand, providers, principally Facebook, have been trying to use subsidised deals to push newly connected nations on to stripped-down versions of the internet. If they succeed at scale, then many of the benefits of the web will be stolen from whole nations, reduced instead to being passive participants in Facebook and a few local media and payment companies.

But pushback, from national regulators in places such as India and from competing carriers, could bring the new nations to the real internet instead. Unless, that is, national regulators push in a different direction, copying China, Iran and Russia to keep Facebook out by building a purely nationalistic internet. How better to ensure that the benefits of the web accrue domestically, they reason, than by requiring your citizens to use home-grown services? And if it makes it easier to impose censorship, well, that’s just another benefit (<https://www.theguardian.com/technology/2020/jan/03/technology-2050-save-humanity-or-destroy-us>)

#### **4. Use of English**

##### **Fill in gaps:**

“There is (1)\_\_\_ loss of privacy that is going to be very difficult (2)\_\_\_ people and we haven’t figured out how to deal (3)\_\_\_ that,” one of Adams’s interviewees admitted, (4)\_\_\_ describing technology in 2020. “But if you explain (5)\_\_\_ it does, how much information it provides and (6)\_\_\_ it goes – and that the trade-off is that you don’t (7)\_\_\_ to wait as long in line at the supermarket – then people will take the trade-off.” In fact, (8)\_\_\_ the past decade and a half, the vast majority of people (9)\_\_\_ simply never given the choice to accept the trade-off, and it is increasingly clear that many of them never would have if they had understood what was (10)\_\_\_ risk. If the Guardian missed the advent (11)\_\_\_ the smartphone, despite writing just three years (12)\_\_\_ the launch of the iPhone, how can we possibly do better today, looking 10 times further ahead? The world of 2050 will (13)\_\_\_ unimaginably different in many ways, even if we can safely assume people will still generally have two arms, two legs and an unpleasant smell if they don’t wash (14)\_\_\_ long periods (15)\_\_\_ time.

#### **5. Speaking and discussion**

Why is it hard to predict the technological development? Find at least two cases when the past predictions did not come true and comment on them.

## Seminar 20

### *Наука й екологія / Science vs ecology*

#### 1. Drilling

*Polish it in the corner. Polish it in the corner. Polish it in the corner*

#### 2. Vocabulary list

unsettling	insulation	surpass
harden	abandon	dizzying
acknowledge	toned down	existential
net zero	livable	
chip away at	dystopian	

#### 3. Checking reading skills:

##### **Technology in 2050: will it save humanity – or destroy us?**

##### **Part 2**

Alex Hern

James Bridle, the author of the unsettling book *New Dark Age*, points out that the discussion can't lose sight of who the next billion actually are. "I keep thinking about the way the tech industry talks about 'the next billion users' without acknowledging that those people are going to be hot, wet and frustrated," he says, "and we're only talking about hardening borders, rather than preparing – politically, socially, technologically – for this reality."

Because, if we are guessing the future from simple trend lines, there is another one that we need to acknowledge: the climate. The specifics of what will change are not for this piece, but the human response very much is.

One possibility is plan A: humanity, in time, reaches net zero when it comes to emissions. In that scenario, we will live in a world where plant proteins replace meat in everyday consumption, where electrically powered networked mass transit reaches into the suburbs and beyond, a world of video-conferencing and remote attendance steadily chipping away at business flights, and of insulation inside the walls of British homes. (Look, it can't all be high-tech.)

If plan A fails, then there is a chance we turn to plan B. That is a world in which megascale injections of sulphur dioxide into the stratosphere turn the heavens a milky-white, and a whole generation never sees a clear blue sky, in order to reflect more of the sun's rays and pause the greenhouse effect. It is one in which we turn on gigantic processing plants that do nothing but extract carbon dioxide from the air and pump it underground into disused oil wells. It is one in which whole cities are abandoned and populations relocated to avoid the worst effects we can't prevent.

Plan B – geoengineering – is neither optimistic nor pessimistic about the future of humanity, says Holly Jean Buck, the author of *After Geoengineering*. "The worst thing would be we fail plan A and plan B. Over the next decade, I

think geoengineering will definitely be tried. Right now, it's toned down, I think because of people not wanting to talk about it. We don't have the body of knowledge, and would need 20 or 30 years to develop it. Right about midcentury means it will be a crunch point: climate change will be really apparent."

But for Buck, as for Bridle, the distinctions that really matter aren't necessarily the technology. "The choices around whether we have a livable future or a dystopian one are about social attitudes and social changes.

"Right now, we're in this era of stopgaps. Society used to be able to make a long-term plan: people built long-term infrastructure and thought a bit further out. That's not something that happens now: we go to quick fixes. We need a cultural change in values, to enable more deliberate decision-making."

There is another possibility: that technology really does save the day, and then some. John Maeda, the chief experience officer at the digital consultancy Publicis Sapient, says that by 2050, "computational machines will have surpassed the processing power of all the living human brains on Earth. The cloud will also have absorbed the thinking of the many dead brains on Earth, too – and we all need to work together to survive. So I predict that we will see a lasting cooperation between the human race and the computational machines of the future."

This sort of thinking has come to be known as the singularity: the idea that there will be a point, perhaps even a singular moment in time, when the ability of thinking machines outstrips those who created them, and progress accelerates with dizzying results.

"If you interview AI researchers about when general AI – a machine that can do everything a human can do – will arrive, they think it's about 50/50 whether it will be before 2050," says Tom Chivers, the author of *The AI Does Not Hate You*.

"They also think that AGI" – artificial general intelligence – "can be hugely transformative – lots of them signed an open letter in 2015 saying 'eradication of disease and poverty' could be possible. But also," he adds, citing a 2013 survey in the field, "on average they think there is about a 15% to 20% chance of a 'very bad outcome [existential catastrophe]', which means everyone dead."

There is, perhaps, little point in dwelling on the 50% chance that AGI does develop. If it does, every other prediction we could make is moot, and this story, and perhaps humanity as we know it, will be forgotten. And if we assume that transcendentally brilliant artificial minds won't be along to save or destroy us, and live according to that outlook, then what is the worst that could happen – we build a better world for nothing? (<https://www.theguardian.com/technology/2020/jan/03/technology-2050-save-humanity-or-destroy-us>)

#### **4. Use of English**

### Insert sentence fragments:

But for Buck, as for Bridle, the distinctions (1)\_\_\_ aren't necessarily the technology. "The choices around (2)\_\_\_ are about social attitudes and social changes. "Right now, we're in this era of stopgaps. Society used (3)\_\_\_ : people built long-term infrastructure and thought a bit further out. That's not something that happens now: we go to quick fixes. We need a cultural change in values, to enable more deliberate decision-making." There is another possibility: (4)\_\_\_ , and then some. John Maeda, the chief experience officer at the digital consultancy Publicis Sapien, says that by 2050, "computational machines (5)\_\_\_ of all the living human brains on Earth. The cloud will also have absorbed the thinking of the many dead brains on Earth, too - and we all need to work together to survive. So I predict that we will see a lasting cooperation between the human race and (6)\_\_\_".

- A. that technology really does save the day
- B. those who created them
- C. the computational machines of the future
- D. to be able to make a long-term plan
- E. that really matter
- F. will have surpassed the processing power
- G. whether we have a livable future or a dystopian one

### 5. Speaking and discussion

Write a review on a popular science work which describes the future of the Earth.

## Seminar 21

*Порушення прав інтелектуальної власності  
/ Identity theft. Copyright infringement*

### 1. Drilling

*I gratefully gazed at the gracefully grazing gazelles*

### 2. Vocabulary list

*expiry date*

*fraud*

*fraudster*

*take out a loan*

*exclusively*

*data breach*

*security breach*

*relentless*

*sophisticated*

*dupe into*

*solicitor*

*get hold of*

*prompt to*

### **3. Checking reading skills:**

#### **Identity fraud reaching epidemic levels, new figures show**

Rupert Jones

Identity theft has reached epidemic levels in the UK, with incidents of this type of fraud running at almost 500 a day, according to the latest figures.

During the first six months of this year there were a record 89,000 cases of identity fraud, which typically involves criminals pretending to be an individual in order to steal their money, buy items or take out a loan or car insurance in their name.

The fraud prevention service Cifas, which issued the data, said these crimes were taking place almost exclusively online, and that the vast amount of personal data available on the internet and as a result of data breaches “is only making it easier for the fraudster”.

Simon Dukes, the Cifas chief executive, said: “We have seen identity fraud attempts increase year on year, now reaching epidemic levels, with identities being stolen at a rate of almost 500 a day ... Criminals are relentlessly targeting consumers and businesses, and we must all be alert to the threat and do more to protect personal information.”

Identity fraud is one of the fastest-growing types of cybercrime, and experts say criminals are using increasingly sophisticated tactics. Fraudsters have increasingly been hacking into email accounts and then posing as a builder, solicitor or other tradesperson that the consumer has legitimately employed. Some customers have lost considerable sums after being duped into sending money to the bank accounts of criminals.

In many cases, victims do not even realise they have been targeted until a bill arrives for something they did not buy, or they experience problems with their credit rating when applying for a mortgage or loan.

To carry out this kind of crime successfully, fraudsters need access to their victim’s personal information such as name, date of birth, address and bank. Fraudsters get hold of this in a variety of ways, from stealing letters and hacking emails to obtaining data on the “dark web”, and exploiting some people’s willingness to share every detail of their life on social media.

There have been cases of people being targeted after posting a photo of their new debit or credit card on Facebook, Twitter or Instagram – which means their 16-digit number, expiry date, cardholder name, account number and sort code are all on display, giving a fraudster much of what they need to steal that individual’s identity.

The 89,000 identity frauds recorded – which may underestimate the true situation, as some people are too embarrassed to report incidents and may decide to write off any loss – is up 5% on the same period last year.

While more than half of all identity fraud cases involve bank accounts and plastic cards, the latest figures show a sharp rise in incidents involving

motor insurance: 2,070 during the latest six months, compared with 20 during the same period in 2016.

The Insurance Fraud Bureau said it believed most of these cases were likely to involve people taking out fake motor policies – typically bought online from illegal “ghost brokers” – in order to avoid having to buy a genuine policy.

Cifas data is included in official crime statistics, and every day it sends about 800 fraud cases to the City of London police for potential investigation.

Its advice to consumers includes:

- ✓ Set privacy settings across all social media channels, and think twice before sharing details such as full date of birth.
- ✓ Password protect devices. Keep passwords complex by picking three random words, such as “roverducklemon,” and add or split them with symbols, numbers and capitals.
- ✓ Install anti-virus software on laptops and any other personal devices and keep it up to date.
- ✓ Download updates to software when prompted to – they often add enhanced security features (<https://www.theguardian.com/money/2017/aug/23/identity-fraud-figures-cifas-theft>)

#### 4. Use of English

##### Fill in gaps:

There (1)\_\_\_ been cases of people (2)\_\_\_ targeted after posting a photo of their new debit or credit card on Facebook, Twitter or Instagram – which means (3)\_\_\_ 16-digit number, expiry date, cardholder name, account number and sort code are (4)\_\_\_ on display, giving a fraudster much of (5)\_\_\_ they need to steal that individual’s identity. The 89,000 identity frauds recorded – (6)\_\_\_ may underestimate (7)\_\_\_ true situation, as some people are too embarrassed to report incidents and may decide to write (8)\_\_\_ any loss – is up 5% on the same period last year. While more (9)\_\_\_ half of all identity fraud cases involve bank accounts and plastic cards, the latest figures show a sharp (10)\_\_\_ in incidents involving motor insurance: 2,070 during the latest six months, compared with 20 during the (11)\_\_\_ period in 2016. The Insurance Fraud Bureau said it believed (12)\_\_\_ of these cases were likely to involve people taking (13)\_\_\_ fake motor policies – typically bought online from illegal “ghost brokers” – in order to avoid (14)\_\_\_ to buy a genuine policy.

#### 5. Speaking and discussion

Is copyright infringement less or more dangerous than identity theft? What makes those two crimes similar?

## Seminar 22

### *Штучний інтелект / Artificial intelligence*

#### 1. Drilling

*Really very weary, really very weary, really very weary*

#### 2. Vocabulary list

conceal  
inappropriate  
adjust

grapple  
school-issued

#### 3. Checking reading skills:

##### **Clear backpacks, monitored emails: life for US students under constant surveillance**

Lois Beckett

For Ingrid, a 15-year-old in La Crosse, Wisconsin, going to high school means being monitored on surveillance cameras in her hallways and classrooms. Students are required to carry their school supplies in clear backpacks, as ordinary backpacks might be used to conceal a weapon, she said. Water bottles must also be clear, so school officials can see the color of the liquid inside. The monitoring continues on the laptops students use in school. Teenagers are warned that the school is tracking what they do, and that they can get in trouble for visiting inappropriate websites.

This level of surveillance is “not too over-the-top”, Ingrid said, and she feels her classmates are generally “accepting” of it.

When it comes to digital surveillance of what they do on school laptops, “I feel like everyone’s adjusted. I don’t think anyone really cares at this point,” Ingrid said. “The subject doesn’t really come up until someone’s gotten in trouble for something. Usually it’s just like, ‘Oh, that person is stupid, looking at what they were doing on a school device. They should have known better.’”

If the school were monitoring anything on her personal cellphone, that would be a privacy violation, Ingrid said. But on her school-issued laptop? “I have no problem with it, because it’s a school device, you know?”

For decades, American school shootings have driven a booming school security industry. Last year’s school shooting in Parkland, Florida, which left 17 people dead, has helped expand the market for products that allow schools to monitor what students are doing on their computers for signs of violence or self-harm. Tech companies are now offering a range of products that help schools track the websites kids are visiting and the searches they are making; that monitor everything students are writing in school emails, chats and shared documents; or that even attempt to track what students are posting on their public social media accounts.

One leading student privacy expert estimated that as many as a third of America’s roughly 15,000 school districts may already be using technology that monitors students’ emails and documents for phrases that might flag suicidal thoughts, plans for a school shooting, or a range of other offenses.

In interviews, students and parents across the United States said they were still grappling with how this new school surveillance works, whether it goes too far in violating student privacy, and what effect it might have on a generation of children.

Dozens of parents, students and educators responded to a Guardian callout asking for perspectives on public schools’ adoption of new digital surveillance technology. The Guardian is quoting children by their first names only, and contacted each of the children’s parents to confirm how they would be identified in print.

Some parents said they were alarmed and frightened by schools’ new monitoring technologies. Others said they were conflicted, seeing some benefits to schools watching over what kids are doing online, but uncertain if their schools were striking the right balance with privacy concerns. Many said they were not even sure what kind of surveillance technology their schools might be using, and that the permission slips they had signed when their kids brought home school devices had told them almost nothing (<https://www.theguardian.com/education/2019/dec/02/school-surveillance-us-schools-safety-shootings>)

#### 4. Use of English

##### Insert sentence fragments:

If the school were monitoring anything on her personal cellphone, that would be a privacy violation, Ingrid said. But on her school-issued laptop? “I have no problem with it, because (1)\_\_\_

For decades, American school shootings (2)\_\_\_ . Last year’s school shooting in Parkland, Florida, which left 17 people dead, has helped (3)\_\_\_ what students are doing on their computers for signs of violence or self-harm. Tech companies are now offering a range of products (4)\_\_\_ and the searches they are making; that monitor (5)\_\_\_ , chats and shared documents; or that even attempt to track what students are posting on their public social media accounts.

One leading student privacy expert estimated that (6)\_\_\_ may already be using technology that monitors students’ emails and documents for phrases that might flag suicidal thoughts, plans for a school shooting, or a range of other offenses.

- A. expand the market for products that allow schools to monitor
- B. it’s a school device, you know?
- C. everything students are writing in school emails
- D. as many as a third of America’s roughly 15,000 school districts



- E. it goes too far in violating student privacy
- F. that help schools track the websites kids are visiting
- G. have driven a booming school security industry

## 5. Speaking and discussion

What is more important: safety or privacy? Is there any flaw with the question itself?

## Змістовий модуль № 4. Естетика / Aesthetics Seminar 23

*Види мистецтва. Словник із мистецтвознавства / Art types. Art glossary*

### 1. Drilling

*Six sticky skeletons, six sticky skeletons, six sticky skeletons*

### 2. Vocabulary list

*pioneering*

*canvas*

*trail*

*crossbreed (n)*

*elements (n, pl.)*

*curator*

*looming*

*attuned*

*fabric*

*menacing*

*hideaway*

### 3. Checking reading skills:

#### Vivian Suter: A Rainforest Artist Part 1

Claire Armitstead

She was ignored for decades, but now Suter has been rediscovered as a pioneering eco-artist. We meet her, and her 97-year-old collagist mum, in the wilds of Guatemala

A large dog romps across a blue and white canvas, leaving a trail of brown paw prints. "Oh well," shrugs Vivian Suter. "They're part of the work now. I don't think anyone will mind." I realise Bonzo – one of three Alsatian crossbreeds that shadow the artist wherever she goes in her Guatemalan home – has just put the finishing touches to an artwork that will shortly be on public display thousands of miles away.

The painting lies on the floor of her "laager" – a storage barn open to the elements, apart from a metre-high stone wall, which you have to clamber over with the help of a rickety chair. The wall is to guard against mudslides, she explains, gesturing at a ghostly tideline that rings the interior. Most of her works hang from a rack; the piles on the floor are for three upcoming exhibitions in Berlin, London and Madrid. Having just opened a 53-piece

installation at Tate Liverpool, Suter is halfway through choosing the 200 works that will feature in her Camden Arts Centre exhibition, which opens next week.

It is the latest stage in an extraordinary renaissance for a 70-year-old Swiss-Argentinian artist who all but disappeared in her 30s. Suter was close to having to sell off part of her home when a curator tracked her down for an update of a group show in which she had featured in 1981. What he found was an artist perfectly attuned to an era of looming ecological crisis, with three decades of work in her backyard. Strapped for cash and far from specialist suppliers, she had learned to work with house paint and fish glue on cheap local fabric, which she would then leave outside for the weather to finish off. She stoops to stir a twig that has fallen into a tin brimming with scummy green water and says: "This is a good colour. I'll definitely find a use for it."

The title of her Camden show, *Tintin's Sofa*, pays tribute to another of the dogs with which she and her 97-year-old artist mother Elisabeth Wild share their hideaway on the slopes of a volcano, a bone-rattling three-hour drive from Guatemala City. Though Suter seldom ventures out, leaving shopping to her two assistants, she is well-known in the small lakeside town of Panajachel. "Just get a tuk-tuk and ask for the black door," I am told.

Walking through that black door, set into a high wall on the town's outskirts, is like stepping through CS Lewis's wardrobe into a timeless world that is both beautiful and menacing. Her hideaway, covering several acres of an old coffee plantation, is a tumble of rock and vegetation. Close to the small bungalow in which Suter has lived for more than three decades, lies a boulder that was washed down the mountain in the last rainstorm, and has yet to be colonised by the strangler figs whose roots lattice the ground.

It was one such tree that drew her to this site back in the early 1980s when – recovering from a divorce and wearied by life in her home city of Basel – she took a road trip across Central America. On reaching Lake Atitlán in Guatemala, she decided to stay, entranced by its fierce beauty and remoteness. "Nobody told me there was a war going on," she says. (<https://www.theguardian.com/artanddesign/2020/jan/07/vivian-suter-artist-interview-elisabeth-wild-guatemala-rainforest>)

#### **4. Speaking and discussion**

Write a report about a modern American/British painter.

### **Seminar 23**

*Образотворче мистецтво / Fine art.*

#### **1. Drilling**

*She sat upon a balcony, inimicably mimicking him hiccuping and amicably welcoming him in*

## **2. Vocabulary list**

*slope*

*cast-off*

*badass*

*flea market*

*heritage*

*abstract (n)*

*in sync*

## **3. Checking reading skills:**

### **Vivian Suter: A Rainforest Artist**

#### **Part 2**

Claire Armitstead

Vivian fell in love, remarried (again briefly) and gave birth to a son, Pancho, now 34, who lives on the other side of the lake but has recently turned one of the sheds on the slopes of his mother's garden into a recording studio. Suter is not sure if he will join us for lunch because a Nicaraguan rapper is about to turn up. Pancho has adopted his grandmother's surname, and she in turn snaps up his cast-off clothes, greeting us for lunch in a badass graffiti T-shirt.

Wild, too, has been enjoying a renaissance. A solo show in Dubai in 2019 will next year be followed by a retrospective at Vienna's Museum of Modern Art. The reason for coming all this way to meet them is that, while Wild is confined to a wheelchair and no longer well enough to travel, the life and work of the two artists is so intertwined it would be hard to understand one without the other. It's a pilgrimage that has already been made by the artist Rosalind Nashashibi, whose film *Vivian's Garden* was part of her shortlisted 2017 Turner prize entry.

Wild was born in Vienna in 1922 to a Jewish father and a Catholic mother, who fled Nazism, ending up in Argentina. While working there as textile designer, she met and married Suter's factory owner father, before fleeing back to Europe to escape the dictatorship of Juan Perón. Settling in Basel with their 12-year-old daughter, they set up a furniture shop where Wild turned her skills to cabinet painting. "I would go to flea markets and find old furniture and restore it," she says, leafing through an album of exquisitely painted work.

Suter recovered from all this uprooting to secure a place at art school in Basel at just 17. Within three years, she had landed her first group show. She made her solo debut a year later. When did Wild first know her daughter was an artist? "Always," she says. The closeness between the two women is evident as they chat, gently challenging each other's versions of history in a mixture of German, English and Spanish. They live yards apart in separate bungalows, with their shared artistic heritage covering the walls of both, from a couple of intricate botanical watercolours by Wild's grandmother to a scattering of large abstracts painted by Pancho as a child.

Mother and daughter have exhibited several times together, most recently in Los Angeles, where a critic's remark that their work was "compositionally diametric yet chromatically in sync" captured the creative tension between them. While Suter works in a bold freestyle, often very quickly, in collaboration with whatever the weather throws at her, Wild sits at a desk snipping and glueing, composing a small geometric collage every day from architecture and lifestyle magazines. While Suter leaves all her work undated and unsigned, Wild painstakingly signs and logs every piece for storage in a painted chest which is the only piece of her furniture that made the journey to Guatemala.

(<https://www.theguardian.com/artanddesign/2020/jan/07/vivian-suter-artist-interview-elisabeth-wild-guatemala-rainforest>)

#### 4. Speaking and discussion

Write a report about a modern American/British sculptor.

### Seminar 25

#### *Прикладне мистецтво / Applied Art*

#### 1. Drilling

*If your Bob doesnt give our Bob that bob that your Bob owes our Bob, our Bob will give your Bob a bob in the eye*

#### 2. Vocabulary list

*perilous  
squeeze  
squished*

*towering  
ajar  
mudslide*

*hurtle (v)  
burgundy (n)*

#### 3. Checking reading skills:

#### **Vivian Suter: A Rainforest Artist**

#### **Part 3**

Claire Armitstead

When I ask Wild how she would describe her daughter's work, there is a long silence. "Sometimes," cuts in Suter, "I showed my mother my things and I couldn't stand her comments so I stopped showing her." She admits that she too can be judgmental: "I look at my mother's collages and sometimes, when she's not there, I quickly move something. But she always notices. We have a relationship, and sometimes individually, without speaking about it, we make similar things. The spirit is the same."

Suter's response to a question about the impact of her mother's criticism is to lead me up a perilous flight of stone steps laid into the hillside to a studio that is most definitely not wheelchair-friendly. She does most of her work

outside it, squeezed into a narrow gap between its side wall and the encroaching forest, “because I really like painting while squished”. Bare white canvases lean against the bright red wall waiting for her to start work on her next big project, a commission from Art on the Underground for London’s Stratford station. For such big works this seems less than ideal, and the peril of her perch is greatly increased by the mess of old paint cans that litter the ground.

For all the nimbleness with which she flits around – a slight, otherworldly figure with a drift of auburn hair – there is an anxiety in her relationship with her surroundings. She has fortified her garden with towering spears of bamboo. One wall of her studio has a built-in cupboard, the door of which stands ajar. “There’s probably some good paint in there but I haven’t looked for years.” Why? “Because it’s probably got scary things in it.” Like what? “Like snakes maybe.”

She knows from bitter experience how dangerous this environment can be, and her respect for it has become the keystone of her work. In 2005, a hurricane sent a mudslide hurtling over everything she had created. “At the time I saw it as just a catastrophe,” she says, “but as they started drying, the colours began to come out, and I realised that I had to start working with nature and not against it.

“Then I started leaving them outside in the rain so that they could get splashed. It was a turning-point which transformed everything. It made all I do into one work – and that’s how I see it now, not as single pieces but as a whole.” One of the ruined paintings hangs above her bed. It’s a rich burgundy that looks simultaneously cosy and sacramental. In a gesture, perhaps, to her truce with nature, she has hung it upside down so that its top 18 inches, rather than its bottom, is caked with mud.

Does she ever tire of the isolation? “Why would I?” she says. “My best friend is here. The question is what will happen when she goes.” Towards the end of lunch, when Suter is out of earshot, I ask Wild again what she makes of her daughter’s work. This time there’s no hesitation. She leans back in her chair with a smile and says: “It’s free – in a good way” (<https://www.theguardian.com/artanddesign/2020/jan/07/vivian-suter-artist-interview-elisabeth-wild-guatemala-rainforest>)

#### **4. Speaking and discussion**

Research what works of art are considered to be iconic for the USA\the UK.

### **Seminar 26**

*Візуальне мистецтво / Visual art*

## 1. Drilling

*Black Rock Brain Lock*

## 2. Vocabulary list

*jostle*  
*shove*

*crane*  
*fare*

*engage*  
*alleviate*

## 3. Checking reading skills:

### Caught in the crush: are our galleries now hopelessly overcrowded? Part

#### 1

Sirin Kale

Damp from the rain, umbrellas shoved into our bags, we jostle each other politely – at first. But as I progress through Tate Britain’s blockbuster William Blake exhibition on this Saturday afternoon, the sense of hostility from fellow London gallery-goers intensifies. At Blake’s 1793 masterpiece *Albion Rose*, which measures a scant 25cm by 21cm, a scrum of visitors peer and crane over each other’s heads. In front of Blake’s 1805 *The Temptation and Fall of Eve*, I sense the unmistakable feeling of elbows on ribs.

By the time I reach the room containing his *Illuminated Books*, I am on the verge of giving up – and I am not alone. Next to me, two middle-aged women discuss coming back on a weekday, when the exhibition will be less crowded. Perhaps it was to be expected: the exhibition has had rave reviews. But my experience was not anomalous. Venture to many blockbuster exhibitions, particularly on a weekend, and you’ll often be met with overwhelming crowds. Is there a surfeit of public interest in art? Are galleries packing in the crowds to maximise profit? And how best to meet the growing demand for public art without turning museums into amusement parks, complete with heavily managed queues?

“It wasn’t pleasant,” remembers Alex Goudie, a 33-year-old civil servant from Liverpool, who went to the Saatchi Gallery’s *Tutankhamun* exhibition last month. On seeing the crowds, Goudie’s immediate thought was to turn around and leave – despite having spent £80 on the train fare and a ticket for the show. “There were a few hundred people in a very small area, trying to get glimpses of these artefacts.”

You have to watch out for: galleries can be held hostage by their most famous pieces. After Beyoncé and Jay-Z posed in front of the *Mona Lisa* in a 2018 music video, visitors numbers to the Louvre in Paris surged to 10.2 million. In May, staff walked out in protest at persistent overcrowding, explaining that attendance had increased by 20% since 2009, but security staff had decreased by 17%. Things have gotten so bad that the *New York Times* recently called for the *Mona Lisa* to be moved to a specially built facility outside the main space in order to alleviate overcrowding.

“We’ve been having a Mona Lisa fiasco all summer,” museum expert Stephanie Nadalo of the New School University says with a sigh. She is critical of the Louvre’s decision to temporarily relocate Da Vinci’s most famous artwork to the Galerie Médicis while its Salle des États room underwent renovation. “It felt like a rugby match. The guards were losing control. People were shouting.”

Institutions outside capital cities can experience pressures, too. “There were quite a lot of elbows,” says Edward Packard of his visit to Oxford’s Weston Library for its Tolkien exhibition last year. The 38-year-old lecturer, from Ipswich, found it impossible to engage with any of the artefacts meaningfully. “If you stood in front of something for more than 20 seconds,” he says, “you’d find someone pushing you. Especially as I’m tall. People wanted me out of the way!” (<https://www.theguardian.com/artanddesign/2019/dec/02/caught-in-the-crush-are-our-galleries-now-hopelessly-overcrowded>)

#### 4. Speaking and discussion

Write a letter to your friend about your last visit to a museum.

### Seminars 27–28

*Музеї мистецтва світу / World art museums*

#### 1. Drilling

*Cracker rapper, cracker rapper, cracker rapper*

#### 2. Vocabulary list

*horrific*

*allocated*

*scuffle*

*compromise (v)*

*time slot*

*sarcophagus*

#### 3. Checking reading skills:

##### **Caught in the crush: are our galleries now hopelessly overcrowded? Part 2**

Sirin Kale

This trend has been going on for some time. “It was horrific,” says 46-year-old Lizzie Hughes, an artist from London, of her visit to Beyond Caravaggio at London’s National Gallery two years ago. “Like being in a nightclub. You couldn’t even see the pictures – you were being pushed around by the crowd. It was scary.” Despite paying £16, Hughes left without viewing all the paintings, because she felt unsafe. “It was horrible.”

Are these crowds actually dangerous? Probably not, says Paul Townsend of Crowd Dynamics, experts at crowd control. “They will have

to follow building safety regulations,” he says. “It’s unlikely to be an unsafe crowd.” But there can be a huge difference between optimum conditions for viewing art and the number of people that can legally be contained in a space. “When you let too many people in,” says Townsend, “you compromise the quality of the experience.”

In theory, timed-entry tickets should prevent overcrowding. In practice, they don’t. Natalie Drenth, a 27-year-old marketing officer from Birmingham, recently visited Gauguin Portraits, also at the National Gallery. “The exhibition was very overcrowded, despite being given an allocated time slot,” she says. Waking up early doesn’t seem to help: Hughes booked an 8.30am slot for Christian Dior: Designer of Dreams at the V&A in London earlier this year. By 9.45am, the exhibition was chockablock. “The vibe was so bad,” she says. “I couldn’t engage with the work in a way that meant anything to me. It’s the exact opposite of what looking at art should be like.”

When so many people are crammed into a small space, the mood can rapidly turn sour. One Tate employee, who did not want to be named, says visitors often complain about there being too many children: “They say it’s turning into a children’s zoo.” Goudie left the Saatchi after witnessing a scuffle between two people who’d been pushing each other in front of a sarcophagus. “I was relieved to get out,” he says. “It’s put me off going to a really big exhibition again.”

Art requires space to be properly appreciated, as Ravi Ghosh, a 22-year-old writer from London, discovered when he attended the Royal Academy’s Antony Gormley retrospective in September. “So much of his work relies on you having a clear eye-line,” Ghosh says. “It was disappointing. You feel like you’re not given the opportunity to appreciate the art how the artist would have wanted.”

(<https://www.theguardian.com/artanddesign/2019/dec/02/caught-in-the-crush-are-our-galleries-now-hopelessly-overcrowded>)

#### **4. Speaking and discussion**

Write a review of a recent new exposition in a local museum.

### **Seminar 29**

*Teamp / Theatre*

#### **1. Drilling**

*Ken can ken that Ken's kin can ken Ken's kin's ken.*



## 2. Vocabulary list

*recipient*  
*eloquent*

*recital*  
*backwater*

*revive*  
*reanimate*

## 3. Checking reading skills:

### **Bach to the future: how period performers revolutionised classical music Part 1**

Nicholas Kenyon

Gramophone magazine generally selects the megastars of the classical music world as recipients of its annual Lifetime Achievement award. Conductors Claudio Abbado and Bernard Haitink, players Isaac Stern and James Galway, singers Kiri te Kanawa and Montserrat Caballé have all been honoured. But this year the award went to a specialist in early music who has quietly been the voice of a revolution: the soprano Emma Kirkby. Her pure, direct, intensely eloquent singing on recordings over recent decades can truly be said to have changed the sound of music in our time. She has been the voice of the abbess Hildegard of Bingen on the bestselling Gothic Voices, she has cut through the refiner's fire in Christopher Hogwood's famous recording of Handel's Messiah, and on countless recital discs she has explored the intimate expressiveness of the lute song.

Gramophone's honouring of Kirkby reveals the extent to which early music, once a connoisseur's backwater, has become mainstream. It's half a century since medieval and Renaissance music burst from its cocoon and, through the energy of David Munrow and other pioneers, became a sophisticated, professionalised idiom. Ensembles revived the music of the Renaissance with the folk-inspired voices of Jantina Noorman and Montserrat Figueras. Soon the music of the baroque followed. In Britain, Trevor Pinnock, Christopher Hogwood, Roger Norrington and Andrew Parrott worked with the advancing skills of period-style instrumentalists and singers to reanimate a repertory of forgotten and familiar music with their ensembles in the 1970s and 80s. In Austria, the pioneering Nikolaus Harnoncourt brought back to life the wonderfully elaborate early baroque music of Biber and Schmelzer alongside recording all Bach's cantatas with the Dutch musician Gustav Leonhardt. It was a thrilling period of exploration and discovery (<https://www.theguardian.com/music/2019/nov/01/nicholas-kenyon-early-music-revival-period-instruments-classical-music-baroque-authentic>)

## 4. Speaking and discussion

Write a letter to your friend about your last visit to the theater.

What is changing in the modern music and theatre comparing with 50-100 years ago?

How do older works become an inspiration for newer artistic creations?

## Seminar 30

### *Onepa / Opera*

#### 1. Drilling

*Six slick, slim, slender saplings*

#### 2. Vocabulary list

quip	galling	implication
legato	pungent	let alone
tussle	gut string	virtue
controversial	relish	

#### 3. Checking reading skills:

##### **Bach to the future: how period performers revolutionised classical music Part 2**

Nicholas Kenyon

In place of the sustained, rich, legato sounds of modern chamber orchestras performing Bach and Vivaldi, period instrument bands brought transparency, short-breathed phrasing and sharp articulation. Not everyone liked this change: tussling with the challenges of “original instruments” was a controversial activity, and to many established musicians, deeply unwelcome. “We need a revival of period instruments as much as we need a revival of period dentistry,” quipped a Gramophone reviewer. For conductors such as Raymond Leppard and Neville Marriner, who had revived baroque music with modern instruments, it was particularly galling that their insights were now overlooked and replaced by the pungent (and as they saw it in the early days, ill-tuned) sounds of period instruments, with gut strings and more primitive wind and brass instruments without later technical improvements. Wouldn’t Mozart have loved a modern Steinway? Wouldn’t Machaut have relished the sound of a synthesiser? Well, maybe, but they would then have written very different music.

The public loved the fresh sounds of old instruments: it reflected the temper of the times. The early music movement’s vigour fitted perfectly with revolutionary ethos of the late 60s and 70s, the questioning of the establishment and reinvention of tradition. Controversy over what “right” and “wrong” performance helped. Records advertising “first recording in the original version” were a marketing department’s dream. You could argue it was oversold – there was the implication that there could be one “right” way to perform, and that getting back to the imagined “original” was something only the early music performers could achieve. It became rather ridiculous when the Academy of Ancient Music recorded the famous Pachelbel Canon, released with a sticker saying “Authentic Edition. The famous Canon *as Pachelbel heard it*”. We have no idea what Pachelbel looked like, let alone how he heard his own music.

Period-instrument recording boomed as the players became more skilful. When Hogwood began to record the early Mozart symphonies, the LPs were astonishingly popular, riding high in the charts with Pavarotti. They were praised by critics for being neutral in tone and “uninterpreted”, as if that were a virtue (<https://www.theguardian.com/music/2019/nov/01/nicholas-kenyon-early-music-revival-period-instruments-classical-music-baroque-authentic>)

#### 4. Use of English

##### Open brackets:

The public (**love**) the fresh sounds of old instruments: it (**reflect**) the temper of the times. The early music movement’s vigour fitted perfectly with revolutionary ethos of the late 60s and 70s, the questioning of the establishment and reinvention of tradition. Controversy over what “right” and “wrong” performance (**help**). Records (**advertise**) “first recording in the original version” were a marketing department’s dream. You could argue it (**oversell**) – there was the implication that there could be one “right” way to perform, and that (**get**) back to the imagined “original” was something only the early music performers could achieve. It (**become**) rather ridiculous when the Academy of Ancient Music recorded the famous Pachelbel Canon, released with a sticker saying “Authentic Edition. The famous Canon *as Pachelbel heard it*”. We have no idea what Pachelbel (**look**) like, let alone how he (**hear**) his own music.

#### 5. Speaking and discussion

Find a short review for a modern opera and present it.

Do you like the attempts to modernize older works?

Can there be an opposite tendency?

### Змістовий модуль № 5. Література / Literature Seminar 31

*Історія англійської літератури (жанри, словник)*  
*/ History of English literature (genres, glossary)*

#### 1. Vocabulary list

*delinquent*

*outsider*

*virtuous*

*bemoan*

*strive*

*stipulate*

*turpitude*

*adhere*

*omit*

*bribe*

*subsidiary*

*civet*

*(dis)obliging*

*misogyny*

#### 2. Pre-reading discussion:

How often do we take the author's life into consideration while reading their works? (How important is the author's own personality for you as a reader?)

### 3. Checking reading skills:

#### Why goody-goody authors are bad for literature

David Sanderson

In the past the question would be whether a writer had to be an outsider or even a delinquent to succeed. Now, according to the president of the Royal Society of Literature, the question is whether an author has to be virtuous.

Dame Marina Warner has bemoaned the increasing pressure on writers to be moral rather than being judged on their work. "Striving to be good is not the same as good writing," she said this week. "Engaging in fictive truth-telling is not the same as winning gold stars for conduct."

Authors have been complaining about the number of publishers inserting "morality clauses" in their contracts. Nicola Solomon, chief executive of the Society of Authors, said that the clauses stipulating that writers had to behave themselves had been on the increase since the rise of the #MeToo movement.

"It is a huge concern to us," she said. "Does an author have to be moral at all? Some of our fantastic literature has been written by people whose morals one way or another we might not like." She highlighted one clause inserted by a publisher warning the author not to "engage in any act that indicates . . . moral turpitude", which is defined as an act or behaviour that "gravely violates accepted standards".

"That is what authors are there for," Ms Solomon said. "This is exactly the point of literature. People are standing on the outside. I don't like to say that good people are less interesting but there is a point here about how writers are meant to experiment and tell us about life on the edges."

Other clauses include "the author will at all times adhere to the highest ethical standards" and "the author shall not do or omit to do anything or become directly or indirectly involved in any matter whatsoever which may in the publishers' sole opinion be damaging to the reputation of the publishers".

The clauses originated in the educational publishing sector after Oxford University Press was fined almost £2 million in 2012 following confirmation that subsidiary companies bribed government officials in east Africa for contracts for school textbooks. Ms Solomon said there was then a "mission creep" and fiction publishers began inserting "open-ended clauses that will allow a publisher to decide whether you have behaved in a way they like". These would let them drop authors whose books they did not want to finance any more if they had had, for example, a driving conviction or affair. In her presidential address at the Royal Society of Literature's summer party, Dame Marina said that a writer's political views and moral conduct were being

“projected back into the text and then invoked to demonstrate the work’s value, often morally”.

Virginia Woolf, for one, was capable of nastiness and antisemitism, dismissing her rival Katherine Mansfield as “a civet cat that had taken to street-walking”, objecting to her mother-in-law’s “Jewish voice” and being disobliging about her husband Leonard’s siblings.

Dame Marina, a professor of English and creative writing at Birkbeck, University of London, said that unlike with writers such as Homer, whose lives were “a blank”, the “circumstances of the personality are known”.

She added: “We let the crimes and defects — the racism, the misogyny, the violence, the simple disagreeableness of the man or woman — colour the work. And then readers, and others who may not have read the writer at all, hold the writers’ work to account for their lives and opinions.

“A student asked me the other day, ‘Do writers have to be virtuous?’ When I was that student’s age, the question would more likely have been, ‘Does a writer have to be an outsider, an outcast, a delinquent?’”

(<https://www.thetimes.co.uk/article/why-goody-goody-authors-are-bad-for-literature-3g6xknwqs>)

#### 4. Use of English

a) insert sentence fragments (one is extra):

The clauses originated in the educational publishing sector after Oxford University Press (1)\_ following confirmation that (2)\_ in east Africa for contracts for school textbooks. Ms Solomon said there was then a “mission creep” and fiction publishers began inserting “open-ended clauses that will allow a publisher to decide (3)\_ they like”. These would let them (4)\_ to finance any more if they had had, for example, a driving conviction or affair. In her presidential address (5)\_ , Dame Marina said that a writer’s political views and moral conduct were being “projected back into the text (6)\_ , often morally”.

- A. drop authors whose books they did not want
- B. whether you have behaved in a way
- C. writers had to behave themselves
- D. and then invoked to demonstrate the work’s value
- E. was fined almost £2 million in 2012
- F. at the Royal Society of Literature’s summer party
- G. subsidiary companies bribed government officials

#### 5. Speaking and discussion

What is your opinion of Dame Marina Warner’s statement?

## Seminar 32

### Англійська поезія / English poetry

#### 1. Vocabulary list

*pile*  
*abound*  
*trucker*  
*akin*

*nail (v)*  
*fledgeling*  
*skate over*  
*flaring*

*scan*  
*eliminate*

#### 2. Pre-reading questions:

What do you think a poet should and should not do while writing poetry?

#### 3. Checking reading skills:

##### The do's and don'ts of poetry

##### Part 1

Frieda Hughes

This is my goodbye and thank you after almost two years of writing my *Times* poetry column. I have loved reading the piles of poetry books - thank you to all the publishers who sent them; I have also loved reading your e-mails and letters. You demonstrated how a poem in the column could go off and have another life; comments, discussions and readers' poems abounded. And I have loved writing about the poems, trying to relate them to our hopes and anxieties as human beings in my belief that there is a poem for everyone - even a trucker on the M1 who reads nothing more challenging than his sat-nav. Because to say "I don't like poetry" is like saying "I don't like music". It's a case of finding something that we like, and there's a lot of choice out there. Having mentioned this in my very first column, I then found a poem called *Homesick Truckie on the Algarve Dreams of Bacon* by Gaia Holmes.

Several of you wrote in asking for advice about your own poetry. I did manage to answer some of your letters, but by no means all because there were simply not enough hours in the day. So I wanted to collect my thoughts and put them into this article, where they may be of some use to those of you who don't know it all already. If you wondered why I wouldn't criticise your poetry when you sent it in, it's because, as well as time being an issue, I regard negative criticism of living poets (whether they are beginners or not) as akin to shooting someone whose feet are nailed to the floor. No one intends to write a bad poem if they want to be a poet. Nor would I wish to crush a fledgeling creative spark that may produce something much better later, when such a spark is often so difficult to keep alight.

There are steps that we can take to improve, the most important being that we should read our poetry aloud to hear it in a more objective fashion than silently inside our heads. Otherwise, our glaring errors are skated over by our self-conscious psyches. We should also read more of other people's poetry (aloud, of course) - and it should be good poetry, which doesn't necessarily

mean fashionable poetry. Although not all published poetry is good poetry, the more we read the more we will get our eye (and ear) in. Trust me, if we read until we're saturated, our opinions will polish up almost unbidden. Whether a particular poem or poet is good or not is only ever someone's opinion and therefore always arbitrary. (I, for one, don't care much for William Blake's poetry. Sorry. But I very much like Dylan Thomas.)

There are some very basic do's and don'ts when writing poetry. Rhyme is nice, but it is entirely up to the poet - in which case lines must scan. Rhyme does, however, help to fix a poem in the memory. Rhythm, on the other hand, is vital and, in reading aloud, a skilled reader can give even free verse a rhythm and lyrical quality that reading silently often fails to do. Metre is important and uncomfortable bumps should not be ironed out by changing the natural order of words, but eliminated to make way for an arrangement that works. (<https://www.thetimes.co.uk/article/the-dos-and-donts-of-poetry-psgpqsmnr73>)

#### 4. Use of English

a) fill in gaps:

Several of you wrote in asking (1)\_ advice about your own poetry. I did manage (2)\_ answer some of your letters, but by (3)\_ means all because there were simply not (4)\_ hours in the day. So I wanted to collect my thoughts and put them into this article, where they may be (5)\_ some use to those of you who don't know it all already. If you wondered (6)\_ I wouldn't criticise your poetry when you sent it in, it's because, as well as time being an issue, I regard negative criticism (7)\_ living poets (whether they are beginners or not) as akin to shooting someone whose feet are nailed (8)\_ the floor. No one intends to write a bad poem if they want to be a poet. (9)\_ would I wish to crush a fledgeling creative spark that (10)\_ produce something much better later, when (11)\_ a spark is often so difficult to (12)\_ alight.

#### 5. Speaking and discussion

Do you find it necessary and fair to criticize living poets or writers? Analyze positive and negative aspects of criticism of a literary work.

### Seminar 33

*Англійська проза / English prose*

#### 1. Vocabulary list

*diatribe*

*rant*

*verse*

*amorphous*

*flab*

*pare*

*alter*

*cohesive*

*nod*

*chord*

*over-zealous*

*sim*

tuck  
iambic

pentameter  
superficial

hive  
hose

## 2. Pre-reading questions:

What makes poetry (un)appealing to the reader?

## 3. Checking reading skills:

### The do's and don'ts of poetry

#### Part 2

Frieda Hughes

Poets usually write poems when something - however small - is meaningful or important to them, be it an object, an experience or a situation. Even bad poets are thus inspired, despite sometimes failing to convey this; a poem should have a purpose, because meaningless diatribe will always be meaningless diatribe no matter how pretty the words. Poems that rant, however, will lose the audience; no one wants to listen to someone shouting. And we shouldn't describe emotion, but the event that led to the emotion, so that we allow the reader to experience his or her own reaction.

Being dead will not improve one's verse; a bad poet is simply a dead bad poet - look at William McGonagall. Avoid cliches and large amorphous concepts; a good poem should be pared down to its muscle and carry no flab. If a word is taken away or altered then a good poem, a poem that looks effortlessly perfect, should be less than it was, or made other than was intended. That way we know we've done all we can - we can do no more than that.

We must always remember that the reader can't see what was in our mind unless we give them something to go on.

A good poem uses the best words for the job. But we shouldn't just throw them in the air and hope that they will fall in a cohesive heap; they require structure and a sense of responsibility. And we should always be looking for new ways to describe something.

Poems can be friends, or mantras. They can lift our spirits or cause us to nod our heads because we understand: Wendy Cope's *Bloody Men* (*Serious Concerns*, Faber & Faber), for instance, may strike a chord for some of us:

Bloody men are like bloody buses  
You wait for about a year  
And as soon as one approaches  
your stop  
Two or three others appear.

Poems can be intellectual to the point that many of us would be alienated (and I could cite *The Emperor's New Clothes*), or so simple and easily understood that some may consider them rather basic (but they are often the



best). Poetry is as varied as we are; our differences simply mean that we haven't been cloned.

To end, I offer two ways of considering poetry: my own and one by Billy Collins, in which he describes the over-zealous analysis of a poem, which might finish it off altogether.

**About a poem** by Frieda Hughes

There's a poet in there somewhere.  
Did you skim over the words  
Expecting the message to leap out and grab you?  
You'll miss him. He'll be  
Tucked under the iambic pentameter,  
Its five feet cornering  
The poet's meaning.  
Don't expect him all laid out  
Like a diagram with arrows pointing,  
He might have hidden himself in allegory.  
Read him twice, aloud,  
Hear the way he speaks, be judicial  
Instead of searching for the easy way out  
And skimming, interested  
Only in the superficial  
One-note shout.

**Introduction to Poetry** by Billy Collins

(*Being Alive*, *Bloodaxe*, and *The Apple that Astonished Paris*, University of Arkansas Press)

I ask them to take a poem  
and hold it up to the light  
like a color slide  
or press an ear against its hive.  
I say drop a mouse into a poem  
and watch him probe his way out,  
or walk inside the poem's room  
and feel the walls for a light switch.  
I want them to waterski  
across the surface of a poem  
waving at the author's name on the shore.  
But all they want to do  
is tie the poem to a chair with rope  
and torture a confession out of it.  
They begin beating it with a hose

to find out what it really means.

(<https://www.thetimes.co.uk/article/the-dos-and-donts-of-poetry-psgpqsmnr73>)

#### 4. Use of English

a) fill in gaps:

Poets usually write poems (1)\_ something - however small - is meaningful (2)\_ important to them, (3)\_ it an object, an experience or a situation. Even bad poets are (4)\_ inspired, despite sometimes failing (5)\_ convey this; a poem should have a purpose, because meaningless diatribe will always be meaningless diatribe no (6)\_ how pretty the words. Poems (7)\_ rant, however, will lose the audience; no one wants to listen to someone shouting. And we shouldn't describe emotion, but the event that led (8)\_ the emotion, so that we allow the reader (9)\_ experience his or her (10)\_ reaction.

#### 5. Speaking and discussion

Do you think that the same rules apply to a prose work?

Why can overanalyzing a work of fiction become counterproductive?

### Seminar 34

*Англійська драма / English drama*

#### 1. Vocabulary list

hubristic

powerhouse

blend

sibling rivalry

pincer

recession

shiftless

sucker punch

pawn

meat ticket

resin

sojourn

procure

#### 2. Pre-reading discussion:

Describe your last visit to the theatre.

What makes a theatre play interesting?

#### 3. Checking reading skills:

**Knockouts, nobles and nukes: the best British plays since Jerusalem**

**Part 1**

Michael Billington

#### **Enron (2009)**

Finance shot to the top of the theatrical agenda in the wake of free-market crises and capitalist corruption. What hit one about Lucy Prebble's play, charting the rise and fall of a Texan energy company that ended with

debts of \$38bn, was the element of fantasy in the corporate world. “We’re not an energy company – we’re a powerhouse of ideas,” claimed Enron’s hubristic chief exec. Rupert Goold’s astonishing production heightened the Citizen Kane aspect of a play that beautifully blended political satire and multimedia spectacle.

### **Off the Endz (2010)**

Bola Agbaje first attracted attention with the Olivier award-winning *Gone Too Far!*, which looked at sibling rivalry. This follow-up was an even richer play that showed a young, high-flying black couple caught in a pincer movement between economic recession and loyalty to a council estate mate just out of jail. As played by Ashley Walters, this last character became a charismatic fantasist tempting the couple with mad money-making schemes. Although Agbaje has been accused by some of stereotyping shiftless black males, it would be fairer to praise her for telling uncomfortable truths.

### **Sucker Punch**

Few writers are better than Roy Williams at using sport as a political metaphor. He did it with football in *Sing Yer Heart Out for the Lads*. This time it was boxing, as we saw two black kids training in a south London gym in the 1980s under the tutelage of its Thatcherite owner. Seemingly liberated by success, they end up as pawns in the hands of white promoters for whom they are meal tickets. Daniel Kaluuya and Anthony Welsh were magnificent as the two fighters and Miriam Buether’s design turned the Royal Court into a boxing ring full of sweat and resin.

### **Anne Boleyn**

Howard Brenton, after a long sojourn writing for TV’s *Spooks*, has turned out a lot of plays in recent years: none better than this one, which offered a radically revised view of its heroine who was seen as Protestant champion rather than sexual predator. Secret meetings with Biblical scholar William Tyndale led her to procure a copy of a book that persuaded the Tudor monarch that a king’s prime allegiance was to God rather than the pope. Staged with Henry VIII at Shakespeare’s Globe, Brenton’s emerged as much the more interesting play. (<https://www.theguardian.com/stage/2018/jun/27/the-25-best-british-plays-since-jerusalem>)

## **4. Use of English**

a) insert sentence fragments:

Finance shot to the top of the theatrical agenda (1)\_ and capitalist corruption. What hit one about Lucy Prebble’s play, (2)\_ a Texan energy company that ended with debts of \$38bn, was the element of fantasy in the corporate world. “We’re not an energy company – we’re a powerhouse of

ideas,” (3)\_. Rupert Goold’s astonishing production heightened the Citizen Kane aspect of a play that beautifully blended (4)\_.

Bola Agbaje first attracted attention with the Olivier award-winning *Gone Too Far!*, (5)\_. This follow-up was an even richer play that showed a young, high-flying black couple (6)\_. between economic recession and loyalty to a council estate mate just out of jail.

- A. claimed Enron’s hubristic chief exec
- B. offered a radically revised view of its hero
- C. which looked at sibling rivalry
- D. in the wake of free-market crises
- E. caught in a pincer movement
- F. charting the rise and fall of
- G. political satire and multimedia spectacle

## 5. Speaking and discussion

Write a review on a modern British\American drama work.

## Seminar 35

*Історія американської літератури / History of American literature*

### 1. Vocabulary list

verbatim	toff	vernacular
comprise	octogenarian	tenacity
quiz night	highlight	dissent
skiffle	scripture	
snooty	render	

### 2. Checking reading skills:

**Knockouts, nobles and nukes: the best British plays since Jerusalem  
Part 2**

Michael Billington

#### **London Road (2011)**

I’ve kept musical theatre out of my list but this verbatim piece, with book by Alecky Blythe and score by Adam Cork, was too outstandingly original to be overlooked. Comprising interviews with the residents of an Ipswich street that had witnessed the murder of five sex workers, it focused less on the horror of the situation than on the healing process. We saw a community reconstituting itself through floral competitions and quiz nights and, under Rufus Norris’s direction, Blythe and Cork brilliantly found a musical pattern in the fragmented rhythms of everyday speech.

### **One Man, Two Guvnors**

Freely adapted by Richard Bean from a classic Goldoni play of 1746, this provided the funniest theatrical evening since Frayn's *Noises Off* or Ayckbourn's *The Norman Conquests*. It was also the making of James Corden who, as a failed skiffle player working simultaneously for a snooty toff and his disguised lover, showed a porpoise-like delicacy and profound geniality that has since served him well on American TV. Much of the evening's joy was provided by Cal McCrystal's physical comedy, which required an octogenarian waiter to serve a bowl of soup, fall backwards down a flight of stairs and bounce back like a rubber ball.

### **Written on the Heart**

The 400th anniversary of the King James Bible in 2011 was marked by epic readings, modern updates and this fascinating play by David Edgar reminding us that the Bible is a product of its time and a composite of previous translations. Dramatically, the highlight was an imagined debate between Bishop Lancelot Andrewes and William Tyndale, a radical who wanted the scriptures rendered in a comprehensible vernacular. The moment I remember from this RSC production is when an aged cleric announced that "he who is without love and mercy shall never come to Christ".

### **This House (2012)**

James Graham has firmly established himself, in a tradition created by Hare and Edgar, as the liveliest recorder of our recent history. Following plays about the Suez crisis and Thatcher's childhood, he turned to the perilous survival of the Labour government from 1974-79. This was a brilliant play about the daily process of politics with the government facing either a hung parliament or a wafer-thin majority. Although the play showed the sick and dying wheeled in to vote, it offered a surprising testament to the tenacity of parliamentary democracy.

### **Red Velvet**

Half the battle in drama is finding the right subject. Lolita Chakrabarti hit on an excellent one in recalling the prejudice faced by the African American actor Ira Aldridge when he played Othello at Covent Garden in 1833. His presence caused dissent in the company, hostility in the press and shock in the audience when he passionately kissed Desdemona. The play also reminded us that Aldridge was a theatrical pioneer, and it was fascinating to see Adrian Lester (who was about to play Othello at the National) magically combining innovative realism with 19th-century gestural acting.

<https://www.theguardian.com/stage/2018/jun/27/the-25-best-british-plays-since-jerusalem>

## **3. Use of English**

### **Fill in gaps:**

Half (1)\_ battle in drama is finding (2)\_ right subject. Lolita Chakrabarti hit (3)\_ an excellent one in recalling the prejudice faced (4)\_ the African American actor Ira Aldridge (5)\_ he played Othello at Covent Garden in 1833. His presence caused dissent (6)\_ the company, hostility in the press and shock in the audience (7)\_ he passionately kissed Desdemona. The play also reminded (8)\_ that Aldridge was a theatrical pioneer, and it was fascinating to see Adrian Lester (who was (9)\_ to play Othello at the National) magically combining innovative realism (10)\_ 19th-century gestural acting.

#### 4. Speaking and discussion

Write a review on a modern Ukrainian drama work.

### Seminar 36

*Жіноча проза / Women prose*

#### 1. Vocabulary list

complimentary

obligatory

short sight

notable

soubriquet

debut

gender-blind

bloke

gripping

#### 2. Pre-reading questions:

What are your favorite female writers? Which genres do their books belong to?

#### 3. Checking reading skills:

**'Nobody in Tesco buys spy books by women': how female authors took on the genre**

##### Part 1

Alison Flood

When Stella Rimington, the former director general of MI5 and spy author, wrote a new foreword last year to *The Spy's Bedside Book*, Graham Greene and his brother Hugh's 1957 anthology, she was glowingly complimentary. She had just one complaint. "After everything we have done for spying, there is, apart from the obligatory reference to Mata Hari, hardly anything in this book about women!" she wrote.

The Greene brothers aren't alone in their short sight. Wikipedia lists 127 notable writers of spy fiction, dead and living, and only seven of them are women. (Rimington is one of them.) Pick any list of the best spy novels, and it will usually be peopled only by male writers such as John le Carré, John Buchan, Rudyard Kipling, Erskine Childers, Joseph Conrad, Len Deighton, Ian Fleming, Tom Clancy and Robert Ludlum.

Helen MacInnes, the Scottish-born American author of 21 spy novels that have sold more than 25m copies in the US alone, will make it on to some lists, if she's lucky. So will US writer Gayle Lynds; both receive the soubriquet of the "queen of spy fiction".

Back in 1995, though, Lynds sent her debut spy thriller *Masquerade* to a New York publishing house. Its president, she told the *Wall Street Journal*, at first agreed to buy it, but changed her mind the following day. "Her reason? 'No woman could have written this novel'," Lynds told the *WSJ*. She went to another publisher, and it became a bestseller.

Publishing has become much more gender-blind – before it was: 'Only blokes can write this'

Manda Scott, author

"I hope no one would say that now," says Manda Scott of Lynd's experience. Scott is qualified to speak on the topic: the spy thriller author won the McIlvanney prize for best Scottish crime book of the year for *A Treachery of Spies*. Disclaimer: I judged the McIlvanney, and *A Treachery of Spies* blew me away: it's ridiculously gripping and complex. Scott is also the author of a series of spy novels set in ancient Rome, which were published under the name MC Scott – a deliberate decision by her publisher before the first, *Rome: The Emperor's Spy*, was published in 2010. "They made my name gender neutral because somebody had said 'nobody in Tesco will buy a spy book by a woman'," says Scott. "I don't think that would happen now. Publishing has become much more gender-blind. If it's a good book they'll publish it, whereas before it was: 'Only blokes can write this'." (<https://www.theguardian.com/books/2020/jan/07/spy-books-by-women-stella-rimington-manda-scott-charlotte-philby>)

#### 4. Use of English

##### Insert sentence fragments:

"I hope (1)\_\_\_," says Manda Scott of Lynd's experience. Scott is qualified (2)\_\_\_ : the spy thriller author won the McIlvanney prize (3)\_\_\_ for *A Treachery of Spies*. Disclaimer: I judged the McIlvanney, and *A Treachery of Spies* blew me away: it's ridiculously gripping and complex. Scott is also the author of a series of spy novels (4)\_\_\_ , which were published under the name MC Scott – a deliberate decision by her publisher before the first, *Rome: The Emperor's Spy*, was published in 2010. "They made my name gender neutral because somebody had said 'nobody in Tesco (5)\_\_\_'," says Scott. "I don't think that would happen now. Publishing has become (6)\_\_\_ .

- A. set in ancient Rome
- B. much more gender-blind
- C. to change her mind next day
- D. will buy a spy book by a woman

- E. no one would say that now
- F. to speak on the topic
- G. for best Scottish crime book of the year

## 5. Speaking and discussion

Why do female writers sometimes face difficulties in publishing their works?

### Seminar 37

#### *Детективна література / Detective fiction*

#### 1. Vocabulary list

*reconcile*  
*undermine*

*plea*  
*alienate*

*rigidly*  
*escapade*

#### 2. Checking reading skills:

#### **'Nobody in Tesco buys spy books by women': how female authors took on the genre** **Part 2**

Alison Flood

Last year, Scott appeared at the Bloody Scotland crime festival discussing this topic alongside Charlotte Philby, granddaughter of the double agent Kim Philby and debut author of spy thriller *The Most Difficult Thing*. Philby, whose book portrays a woman drawn into the world of espionage who must leave her husband and children, says she was drawn to spy fiction because after research into her grandfather.

“I was reconciled to the choices Kim made in his ideology, what he put first in terms of his country and his moral beliefs. But when I had children of my own and thought about him also having children and a wife, for me that was the most interesting thing, the thing that was absent in the spy novels I’d read,” she says.

“[Women] tend to be written out of the story,” she says of the spy genre, though she points to exceptions such as William Boyd’s *Restless* and Le Carré’s *The Little Drummer Girl*. “I wanted to write the women back in, in a more human way I suppose.”

Bestselling authors Helen Dunmore (*Exposure*), Kate Atkinson (*Transcription*) and Louise Doughty (*Black Water*) have all gone into spy territory. But newer names in the field include Lara Prescott, whose *The Secrets We Kept* deals with the CIA’s plans to use Doctor Zhivago to spark dissent in the Soviet Union; Sarah Armstrong, author of *The Wolves of Leninsky Prospekt*; Asia Mackay’s *Killing It*; and Lauren Wilkinson, whose



American Spy follows Marie Mitchell as she is recruited by the CIA to undermine the revolutionary president of Burkina Faso during the cold war.

There's also Natasha Walter, who made a plea in the Guardian for more female spies in fiction as she published her debut, *A Quiet Life*, in 2016. "Despite its richness, I have often felt alienated by spy fiction because it has often seemed so rigidly masculine, and nowhere more so than in the escapades of the evergreen Bond. Reading or watching spy narratives can feel claustrophobic when it means entering a world in which it is so often men who see and women who are seen – and seen as sexualised bodies above all," she wrote then.

Four years on, Walter feels something has changed. "There seems to be a shift going on so that women's voices and women's lives are becoming more audible and visible," she says. "That's exciting, and I'm desperate to see it grow. Maybe one day it will no longer be worth commenting on."

Philby believes adaptations such as Phoebe Waller-Bridge's *Killing Eve*, which began life as a novel by Luke Jennings, have made women spies feel more acceptable to a wider audience ("It feels like a proper shift, and it's brilliant"), while Scott thinks women writers are also feeling more confident. "We think we can, or we know we can, which is good," she says. "God help us I hope it stays this way, but women know they can do stuff and so therefore we're trying. I think before there was a feeling that only people like Le Carré can write this stuff, so why bother?" (<https://www.theguardian.com/books/2020/jan/07/spy-books-by-women-stella-rimington-manda-scott-charlotte-philby>)

### 3. Use of English

#### Fill in gaps:

There's also Natasha Walter, (1)\_ made a plea in the Guardian (2)\_ more female spies in fiction (3)\_ she published her debut, *A Quiet Life*, in 2016. "(4)\_ its richness, I have often felt alienated (5)\_ spy fiction because it has often seemed so rigidly masculine, and nowhere more so than in the escapades (6)\_ the evergreen Bond. Reading or watching spy narratives can feel claustrophobic (7)\_ it means entering a world in (8)\_ it is so often men who see and women who are seen – and seen as sexualised bodies (9)\_ all," she wrote then. Four years (10)\_, Walter feels something has changed. "There seems to be a shift going on so that women's voices and women's lives are becoming (11)\_ audible and visible," she says. "That's exciting, and I'm desperate (12)\_ see it grow".

### 4. Speaking and discussion

Comment on the saying: "I wanted to write the women back in, in a more human way I suppose".

## Seminar 38

### *Література фентезі / Fantasy literature*

#### 1. Vocabulary list

*demise*

*pathos*

*reel*

*ameliorate*

*seminal*

*inclusion*

*exponent*

*granted*

*wring*

*peril*

*revered*

#### 2. Pre-reading questions:

Have you ever felt that your chosen author should have written more books?

#### 3. Checking reading skills:

##### **Book clinic: which fantasy novelists can I turn to now that Terry Pratchett is gone?**

Author Eoin Colfer, who wrote the final book in the Hitchhiker's Guide to the Galaxy series, advises a bereft reader

Eoin Colfer

Q: I am reeling from the still painful demise of Sir Terry Pratchett. Which fantasy novels can I lose myself in now while also giggling at the satire and musing at the pathos?

*Ben Sturgeon, 49, Humble, Scotland, veterinary director for a working animal charity*

Eoin Colfer, author of children's fantasy novels including the acclaimed Artemis Fowl series, writes:

I am sorry to hear that you are reeling from Sir Terry's passing, but be assured of one thing: you are far from alone. Anyone who associates the Grim Reaper with the immortal line "I COULD MURDER A CURRY" shares your pain. But there are ways to ameliorate your sorrow somewhat, if not completely.

My first port of call would be Douglas Adams's seminal series *The Hitchhiker's Guide to the Galaxy*, which needs no expanding upon for the faithful. Technically Arthur and co are more sci-fi than fantasy, but I would argue that there are certainly fantasy elements in the series (for which I wrote the sixth and final instalment, *And Another Thing...* in 2009), what with the inclusion of the Norse gods, and what it lacks in pixie dust it makes up for in stardust.

And speaking of *Stardust*, ahem... people sometimes forget that Neil Gaiman is not only one of the galaxy's prime exponents of fantasy but also a rather hilarious gent – it's dark humour, granted, but of the extremely funny kind. Check out *Stardust*, *Coraline* or *Anansi Boys* if you don't believe me. Also, Mr Gaiman is second to none when it comes to sketching characters, and then

wringing every drop of blood from our soft hearts as he puts them in deepest dark peril.

If you are one of the five people who has not read the Harry Potter series, perhaps I could suggest flinging aside any preconceived notions and finding out for yourself why JK Rowling is a treasure in this and any alternative universes. You will laugh, you will cry, you will declare for a Hogwarts house.

If you have any room left in your brain or on your shelves can I point you towards the incomparable *Gormenghast* series so that you may find out for yourself why it is a revered classic, but do be prepared never to trust anyone again, ever. If all of this fails, then your only option is to return to the Discworld section of your bookcase and start again.

(<https://www.theguardian.com/books/2019/nov/02/book-clinic-which-fantasy-novels-after-death-terry-pratchett-eoin-colfer>)

#### 4. Use of English

##### Insert sentence fragments (one is extra):

My first port of call would be Douglas Adams's seminal series *The Hitchhiker's Guide to the Galaxy*, which needs (1)\_\_. Technically Arthur and co are more sci-fi than fantasy, but I would argue that (2)\_\_ (for which I wrote the sixth and final instalment, *And Another Thing...* in 2009), what with the inclusion of the Norse gods, and what it lacks in pixie dust (3)\_\_.

And speaking of *Stardust*, ahem... people sometimes forget that Neil Gaiman is not only one of the galaxy's prime exponents of fantasy but also a rather hilarious gent - it's dark humour, granted, (4)\_\_. Check out *Stardust*, *Coraline* or *Anansi Boys* if you don't believe me. Also, Mr Gaiman is second to none when it comes to sketching characters, and then (5)\_\_ as he puts them in deepest dark peril.

If you are one of the five people who has not read the Harry Potter series, perhaps I could suggest flinging aside any preconceived notions and finding out for yourself why JK Rowling is a treasure in this and any alternative universes. You will laugh, you will cry, you (6)\_\_.

- A. there are certainly fantasy elements in the series
- B. but of the extremely funny kind
- C. no expanding upon for the faithful
- D. wringing every drop of blood from our soft hearts
- E. to return to the Discworld section of your bookcase
- F. it makes up for in stardust
- G. will declare for a Hogwarts house

#### 5. Speaking and discussion

What makes the fantasy genre so appealing to the modern reader?

## Seminar 39

### *Література епохи постмодернізму / Postmodern literature*

#### 1. Vocabulary list

retail	scarce	tread
bulk	flesh out	altered
acquire	posthumous(ly)	

#### 2. Pre-reading questions:

What do you know about screen adaptations of J.R.R. Tolkien's books?

#### 3. Checking reading skills:

Amazon's new Lord of the Rings 'cannot use much of Tolkien's plot'

**Scholar working on the show says the author's estate has refused permission to depict any of the events shown in Peter Jackson's films**

*Sian Cain*

A JRR Tolkien expert working on Amazon's forthcoming multi-series adaptation of The Lord of the Rings has claimed that the retail and streaming giant has been refused permission by the estate to use the bulk of the book's plot.

In November 2017, Amazon beat Netflix to a \$250m (£207m) deal with the Tolkien estate, HarperCollins and Warner Bros to acquire the rights to the fantasy story, and is reportedly spending around \$1bn on the adaptation. Details were scarce in the announcement, but Sharon Tal Yguado, Amazon's head of scripted programming, then promised "a new epic journey in Middle-earth".

Tolkien scholar Tom Shippey, who is supervising the show's development, told German fansite Deutsche Tolkien that the estate has refused to allow the series to be set during any period other than the Second Age of Middle-earth. This means Amazon's adaptation will not cross over at all with events from the Third Age, which were dramatised in Peter Jackson's Oscar-winning trilogy in which the hobbit Frodo Baggins journeys to destroy the One Ring.

Spanning 3,441 years, the Second Age begins after the banishment of the dark lord Morgoth and ends with the first demise of Sauron, Morgoth's servant and the primary villain in The Lord of the Rings, at the hands of an alliance of elves and men.

Shippey said that Amazon "has a relatively free hand" to add details since Tolkien did not flesh out every detail of the Second Age in his appendices or Unfinished Tales, a collection of stories published posthumously in 1980. But Shippey called it "a bit of a minefield – you have to tread very carefully", saying that "the Tolkien estate will insist that the main shape of the Second Age is not altered. Sauron invades Eriador, is forced back by a Númenórean

expedition, is returns to Númenor. There he corrupts the Númenóreans and seduces them to break the ban of the Valar. All this, the course of history, must remain the same.

“But you can add new characters and ask a lot of questions, like: What has Sauron done in the meantime? Where was he after Morgoth was defeated? Theoretically, Amazon can answer these questions by inventing the answers, since Tolkien did not describe it. But it must not contradict anything which Tolkien did say. That’s what Amazon has to watch out for. It must be canonical, it is impossible to change the boundaries which Tolkien has created. It is necessary to remain ‘Tolkienian’.”

Contacted by the Guardian, the Tolkien estate declined to confirm or deny Shippey’s claim.

Amazon’s Lord of the Rings series is predicted to start production in 2020. An official release date has yet to be announced, but Shippey revealed that it would span 22 episodes. (<https://www.theguardian.com/books/2019/aug/09/amazons-new-lord-of-the-rings-cannot-use-much-of-tolkiens-plot>)

#### **4. Use of English**

##### **Fill in gaps:**

Spanning 3,441 years, the Second Age begins (1)\_ the banishment of the dark lord Morgoth and ends with the first demise (2)\_ Sauron, Morgoth’s servant and the primary villain in The Lord of the Rings, (3)\_ the hands of an alliance of elves and men. Shippey said (4)\_ Amazon “has a relatively free hand” (5)\_ add details since Tolkien did not flesh (6)\_ every detail of the Second Age in (7)\_ appendices or Unfinished Tales, a collection of stories published posthumously (8)\_ 1980. But Shippey called it “a bit of a minefield – you have to tread very carefully”, saying that “the Tolkien estate will insist (9)\_ the main shape of the Second Age is not altered. Sauron invades Eriador, is forced (10)\_ by a Númenórean expedition, is returns to Númenor. There he corrupts the Númenóreans and seduces them (11)\_ break the ban of the Valar. All this, the course of history, must remain (12)\_ same.

#### **5. Speaking and discussion**

Should a screen adaptation follow the original book closely or just use the latter as an inspiration source?

### **Seminars 40–41**

*Сучасна англійська література / Comprehensive English literature*

#### **1. Vocabulary list**

*abduction*  
*black ops*  
*utilize*  
*naval*  
*enigma*  
*vulnerable*  
*extraterrestrial*  
*quiescent*

*sentient*  
*eldritch*  
*swaggering*  
*maudlin*  
*stratified*  
*deprive of*  
*imbroglio*

## 2. Pre-reading questions:

What would you rather read – a science fiction or a fantasy story?

## 3. Checking reading skills:

### **The best recent science fiction and fantasy novels – reviews roundup**

In **The Gone World** by Tom Sweterlitsch (Headline, £14.99), NCIS agent Shannon Moss looks into the murder of a family and the abduction of their teenage daughter: the prime suspect is a Navy Seal who was lost on a deep space mission years earlier. Agent Moss works on a black ops programme that utilises time travel as an aid to its investigations, and she journeys into the future in order to track down the kidnapped girl and the killer. As if this were not a thrilling enough premise, Sweterlitsch stirs an intriguing end-of-the-world scenario into the mix. In every possible future investigated by naval agents, the world has come to an end – and the “Terminus” event is destined to destroy Moss’s timeline, too. How the murder inquiry and the enigma of the terminal event are linked is just one of the many enjoyable aspects of this dark, page-turning SF thriller; another is the character of Moss. Driven by the loss of a childhood friend and her own traumas in adulthood, she is a resilient, vulnerable and likable protagonist.

**Embers of War** (Titan, £7.99), Gareth L Powell’s sixth novel and the opening volume of a trilogy, tells a familiar tale: a war criminal assumes a new identity and runs for cover, with various parties in hot pursuit. When a starship liner is shot down in a far-flung star system, Captain Sal Konstanz is tasked with rescuing survivors, and an opposing agent is sent to find the war criminal who was aboard the liner. So far so simple, but Powell skilfully complicates the situation in a compulsively readable, expansive space opera with huge alien artefacts in the form of the Gallery (a solar system whose planets have been individually carved into colossal monuments), an ancient extraterrestrial race whose quiescent power is about to be reawakened and a sentient starship with a conscience. It’s the way he forms a series of first-person narratives

into a compelling and satisfying whole that lifts the book far above most run-around space capers.

Another novel that sounds simplistic in precis but reveals its depths in the telling is **The Bitter Twins** by Jen Williams (Headline, £14.99), the second volume of the *Winnowing Flame* trilogy. This fantasy saga should win converts to a genre in which dragons, eldritch monsters, battles between good and evil and perilous quests have become cliches. Williams deploys all these, but brings her dark and immersive narrative to life with vivid descriptive passages, a great line in sarcastic humour and human insight. The monstrous Jure'lia are once again threatening to destroy the empire of Eboria, and the only hope of defeating them is to train and deploy the griffin-like war beasts. It falls to fell-witch Noon and swaggering sword-for-hire Tormalin to meld them into an effective fighting force. While *The Bitter Twins* could be read as a stand-alone, readers are advised to begin with the first book, *The Ninth Rain*.

**Spare and Found Parts** by Sarah Maria Griffin (Titan, £8.99) is set 100 years after "The Turn" brought a terrible epidemic to an unnamed but thinly disguised Ireland. The country is divided into "the Pale" and "the Pasture": the Pale is inhabited by citizens missing body parts, while the Pasture is a paradisaal realm populated by those given biomechanical prostheses by Dr Julian Crane. His neglected daughter, Nell – who was born without a heart, but given a clockwork one by her father – is maudlin but spirited, and grows up in a draconian society where technology is proscribed. After finding a mechanical hand washed up on the beach, Nell dreams of creating an android companion who might understand her, but she lives in a society where computer code is considered evil. *Spare and Found Parts* is a truly original creation: part magical realism, part steampunk, it's a coming-of-age allegory that examines technological progress and an individual's place in a stratified society.

Thanks to the invention of the Goettreider Engine in 1965, which creates limitless power from the Earth's rotation, the world of 2016 is a post-scarcity utopia. Tom Barren, the narrator of Elan Mastai's first novel, **All Our Wrong Todays** (Penguin, £7.99), is a thirtysomething without ambition or much of a future. He is employed on a time travel project – and that's when the problems begin. After a tragic incident, Barren whisks himself back in time in an attempt to change the future, only to deprive the world of the Goettreider Engine. On returning to the year 2016, he finds himself inhabiting not the utopia of his own timeline but, as it seems to him, the dystopia of our own reality. What follows is an imbroglio of temporal shenanigans as Barren attempts to locate

Lionel Goettreider and make amends. *All Our Wrong Todays* is an entertaining romp that should appeal to fans of *The Time Traveler's Wife*. (<https://www.theguardian.com/books/2018/mar/09/science-fiction-and-fantasy-novels-roundup>)

#### 4. Use of English

##### Insert sentence fragments:

Spare and Found Parts by Sarah Maria Griffin is set 100 years after "The Turn" brought a terrible epidemic (1)\_\_. The country is divided into "the Pale" and "the Pasture": the Pale is inhabited by citizens (2)\_\_, while the Pasture is a paradisaical realm (3)\_\_ by Dr Julian Crane. His neglected daughter, Nell – who was born without a heart, but (4)\_\_ – is maudlin but spirited, and grows up in a draconian society (5)\_\_. After finding a mechanical hand washed up on the beach, Nell dreams of creating an android companion who might understand her.

- A. populated by those given biomechanical prostheses
- B. given a clockwork one by her father
- C. in an attempt to change the future
- D. to an unnamed but thinly disguised Ireland
- E. where technology is proscribed
- F. missing body parts

#### 5. Speaking and discussion

Create a short review of a modern Ukrainian science-fiction/fantasy novel.



## НАУКОВО-ДОСЛІДНИЦЬКА РОБОТА

1. Why is health education (in)effective in solving the issue of excessive junk food consumption?
2. What consequences can the increase in the number of overweight children have for the society?
3. Using any social media, create a small educational resource for your subject (a topic-related lesson plan with links for video/audio resources).
4. Find five practical ways of using your own smartphone at the English lesson.
5. Write a CV and a cover letter for a teaching position.
6. Create a scenario for a job interview (your own answers for typical HR questions).
7. Prepare notes for a short excursion around sites of Kyiv/your own city/town.
8. Create a presentation of a notable site in New-York/Edinburgh.
9. Presentation of a modern American/British art piece.
10. Review of a modern American/British theatre play.
11. Critical review (pros and cons) of a British/American film (no older than 2 years).
12. Essay: 'Why is plagiarism damaging for our higher education?'

**TECTH  
1  
LANGUAGES**

**Find out words, identifying most widely-spread world languages, try to correlate them with the correspondent locations on the map:**

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

ALBANIAN  
BENGLI  
CHINESE  
CZECH  
ENGLISH

AMHARIC  
BULGARIAN  
CREOLE  
DANISH  
ESTONIAN

ARABIC  
CAMBODIAN  
CROATIAN  
DUTCH  
FINNISH

FRENCH  
HEBREW  
ICELANDIC  
ITALIAN  
LANGUAGES  
MALAYSIAN  
MONGOLIAN  
PERSIAN  
SWAHILI

GERMAN  
HINDI  
INDONESIAN  
JAPANESE  
LATVIAN  
MALTESE  
NEPALI  
PORTUGUESE

GREEK  
HUNGARIAN  
IRISH  
KURDISH  
LITHUANIAN  
MAORI  
NORWEGIAN  
SPANISH

## 2

### GEOGRAPHY

**Make adjectives from the given nouns describing nationality, using suffixes *-ean, -ian, -an, -ese, -ish, -ic*.**

**Pay attention to the few exceptions. Think about the languages they speak:**

Argentina, Australia, Austria, Belgium, Brazil, Canada, China, Denmark, Egypt, Finland, France, Germany, Greece, Iceland, India, Ireland, Italy, Japan, Lithuania, Malaysia, Mexico, Netherlands, Poland, Scotland, Spain, Sweden, Switzerland, Thailand, Turkey, Ukraine, (The) United Kingdom, Wales.

## 3

### INTERNAL ORGANS

**Find out words, identifying most significant parts of human body as well as internal organs; try to correlate them with the correspondent locations:**

ABDOMEN  
ARTERY  
BOWEL  
CAROTID  
GALLBLADDER  
HEART  
KIDNEY  
LUNG  
PANCREAS  
PROSTATE  
STOMACH  
UROCYST  
VENTRICLE

AORTA  
AURICLE  
BOWELS  
DUODENUM  
GULLET  
INTESTINE  
LARYNX  
NASOPHARYNX  
PELVIS  
RECTUM  
TONSIL  
UTERUS  
WINDPIPE

APPENDIX  
BLADDER  
BRONCHUS  
ESOPHAGUS  
GUT  
JEJUNUM  
LIVER  
OVARY  
PHARYNX  
SPLEEN  
TRACHEA  
VEIN  
WOMB

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

4

**ANIMALS**

**Part 1**

ANT	ANTELOPE	BADGER	BAT	BEAR
BEAVER	BEETLE	BLACKBIRD	BUDGIE BUG	BEE
BULL	BUTTERFLY	BUZZARD	CALF	CANARY
CAT	CRANE	COCKROACH	CROCODILE	COW
CROW	CUCKOO	DEER	DONKEY	DOG
DUCK	DUCKLING	EAGLE	ELEPHANT	ELK
FALCON	FERRET	FROG	FLAMINGO	FLY
GIRAFFE	FOX	GOOSE	GNAT	GOAT

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

## ANIMALS

### Part 2

DOVE

GRASSHOPPER

HAWK

HERON

KID

LAMB

LION

MAGPIE

MOTH

OSTRICH

PARTRIDGE

GOOSE

GUINEA

HEDGEHOG

HORSE

KITTEN

LARK

LIZARD

MONKEY

MOUSE

OWL

PEACKOCK

GORILLA

HARE

HEN

KANGAROO

LADYBIRD

LEECH

LYNX

MOSQUITO

NIGHTINGALE

PARROT

PENGUIN

PHEASANT  
 PONY  
 RAM

PIG  
 PUPPY  
 RAT

PIGEON  
 RABBIT

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

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