

Юлія КЛИМОВИЧ

**LET'S FLIP:
РОЗВИТОК МОВНОЇ ОСОБИСТОСТІ СТУДЕНТА-ФІЛОЛОГА В УМОВАХ
ПЕРЕВЕРНУТОГО НАВЧАННЯ**

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Рецензенти:

В. О. Калінін, кандидат педагогічних наук, доцент, Комунальний заклад «Житомирський обласний інститут післядипломної педагогічної освіти» Житомирської обласної ради.

Л. Ф. Соловйова, кандидат філологічних наук, доцент, Поліський національний університет.

Т. Ю. Григор'єва, кандидат педагогічних наук, доцент, Житомирський державний університет імені Івана Франка.

Климович Ю. Ю.

LET'S FLIP: Розвиток мовної особистості студента-філолога в умовах перевернутого навчання: навчально-методичний посібник. – Житомир: ЖДУ імені Івана Франка, 2022. – 112 с.

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Навчально-методичний посібник є другим виданням з серії LET'S FLIP та охоплює коло питань, що пов'язані з проблемою розвитку мовної особистості студента-філолога з використанням засобів перевернутого навчання. Посібник містить добірку завдань для формування професійно-комунікативної компетентності здобувачів першого (бакалаврського) рівня вищої освіти мовних ЗВО та може бути використаний як методичні вказівки до самостійної та індивідуальної роботи студентів з дисципліни «Практичний курс англійської мови».

Посібник адресований викладачам іноземної мови, студентам філологічного профілю, методистам інститутів післядипломної освіти та усім, хто бажає ознайомитися з інноваційними підходами до навчання іноземної мови в ЗВО і вдосконалити знання англійської мови з окреслених тем.

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ЗМІСТ

Передмова..... 4

Частина 1

I. Розвиток мовної особистості студента-філолога як складової його професійної компетентності.....6-17

Частина 2

II. Можливості розвитку мовної особистості майбутнього філолога в умовах перевернутого навчання.....18-110

ПЕРЕДМОВА

На сучасному етапі розвитку суспільства навчання іноземної мови в цілому та формування професійної компетентності майбутнього філолога зокрема неможливі без урахування особливостей розвитку мовної особистості. Очевидним є те, що мова – це не лише засіб комунікації, але й спосіб передачі духовного, культурного та історичного досвіду народу, що накопичується впродовж тисячоліть, а отже, метою знавця мови, філолога, є забезпечення взаєморозуміння між носіями різних мов та діалектів, представниками різних соціальних груп та культур.

Питання мови ще більш гостро постало зараз, у 2022 році, коли слова стали зброєю кожного українця та українки. Безперечно, рідна мова є символом національної ідентичності та свідомості, проте чи не більшого значення набуває здатність поширювати меседж серед інших народів, що ускладнюється без ґрунтовних знань іноземної мови.

Загально відомо, що процеси глобалізації та соціальні перетворення завжди призводять до змін у науковій парадигмі методики навчання іноземної мови, що передбачає не лише оволодіння мовою на вербально-семантичному рівні, але й успішну інтеграцію знавця іноземної мови у мовну картину світу її носіїв. Саме тому процес навчання філологів-викладачів та філологів-перекладачів відбувається з огляду на лівосоціокультурні особливості тієї чи іншої країни, а отже, формується уявлення про історичні, культурні та соціальні подібності та відмінності, що і є базисом для розвитку мовної особистості.

Натомість, відсутність сталого розвитку системи освіти України (у зв'язку з пандемією та військовою ситуацією) дозволяє стверджувати про необхідність впровадження нових форм та методів роботи, що дасть змогу розвивати мовну особистість студента-філолога, використовуючи усі наявні можливості офлайн

та онлайн навчання. Разом з тенденцією до персоналізації навчання та загальним трендом цифрової трансформації освіти, **перевернуте навчання** гарантує гнучкість, вмотивованість та самостійність студентів під час планування власної траєкторії оволодіння професійно-значущими знаннями, уміннями та навичками, а також задовольняє потреби студентів у «контактній» взаємодії в аудиторії.

Запропонований посібник охоплює коло питань щодо проблеми розвитку мовної особистості студента-філолога з використанням засобів перевернутого навчання, структури професійної компетентності філолога з огляду на тренд цифрової трансформації суспільства, можливостей самостійного оволодіння мовними знаннями на вербально-семантичному рівні в умовах онлайн-освіти.

Друга частина посібника містить інструктивні матеріали для самостійної та індивідуальної роботи з дисципліни «Практичний курс англійської мови» з метою формування професійно-комунікативної компетентності здобувачів освіти. Представлені матеріали мають інтерактивний характер, що сприяє швидкому та зручному доступу студентів до інтернет-джерел, аудіо- та відео-файлів, онлайн-словників тощо.

Автор має сподівання, що навчально-методичний посібник буде корисним як для здобувачів першого (бакалаврського) рівня вищої освіти, так і для викладачів іноземної мови в ЗВО та методистів інститутів післядипломної освіти і висловлює щире подяку рецензентам та професору, кандидату педагогічних наук, професору кафедри міжкультурної комунікації та іншомовної освіти Житомирського державного університету імені Івана Франка Ларисі Вадимівні Калініній за співпрацю та низку цінних порад під час створення посібника.

Частина 1

I. Розвиток мовної особистості студента-філолога як складової його професійної компетентності

Проблема людського фактору у мовленнєвій діяльності була та залишається актуальною на сучасному етапі розвитку не лише мовознавства, але й суміжних наук (психології, педагогіки, філософії, культурології тощо). Мова як основний інструмент спілкування надає можливість людині реалізувати свій вербально-поняттєвий потенціал на рівні взаємодії культур. (Жигалкіна, 2017)

Науковці стверджують, що результатом будь-якої мовної освіти є сформована **мовна особистість**. В лінгвістиці термін «мовна особистість» вперше використав В. Виноградов, хоча уявлення про володіння мовою як індивідуальною характеристикою імпліцитно було представлено ще у працях В. Фон Гумбольдта, Й. Г. Гердера, В. Вундта, О. Потебні та ін., пізніше ідею розвивали українські вчені О. Бігич, С. Ніколаєва, Н. Бориско, В. Редько, В. Калінін, А. Шамов та інші.

На сучасному етапі вивчення мовної особистості оформилось у самостійну галузь наукового знання – **лінгвоперсонологію**, яка розглядає питання теорії мовної особистості: типи мовних особистостей, дослідження їх мовленнєвих портретів, функціонування мовної особистості в різних умовах спілкування тощо.

Автори вище перерахованих робіт стверджують, що мовна особистість представлена в психологічному, соціальному, етичному та інших аспектах, що відображаються через її дискурс, тобто вміння успішно та ефективно використовувати мову як засіб комунікації. Саме модель мовної особистості була покладена в основу більшості подальших класифікацій.

Мовна особистість, на думку науковців, має трирівневу організацію та складається з вербально-семантичного,

когнітивного (тезарусного) та прагматичного (мотиваційного) рівнів. Вчені сходяться на думці, що усі рівні знаходяться у складних, дифузних відносинах, та складаються з відповідних одиниць, що взаємопов'язані, та стереотипних комплексів.

Аналіз літератури з цього питання свідчить про те, що базові компетентності мовної особистості формуються на I-II курсах мовного ЗВО. Це фонетичні, лексичні та граматичні навички та специфічні вміння, які у свою чергу формують мовну картину світу студента, яка збагачується шляхом вивчення спеціальних дисциплін: мовознавства, стилістики, лінгвокраїнознавства тощо. Разом вони складають мовну та лінгвосоціокультурну компетентності, які формують наміри мовця та його комунікативні інтенції, забезпечують закономірний перехід від оцінок мовної діяльності до усвідомлення власної реальної діяльності у світі, тобто усвідомлення себе як суб'єкта комунікації.

Таким чином, мовна особистість як предмет лінгвістичного вивчення являє собою узагальнений образ носія культурно-мовних та комунікативно-діяльнісних цінностей, знань, установок та стереотипів поведінки. Водночас мовна особистість – це багатовимірне утворення, що в сукупності пізнавальних, емоційних та мотиваційних ресурсів є потужним провідником національної культури свого народу.

Вчені довели, що на етапі здійснення міжкультурного діалогу формується специфічний комунікативно-психологічний феномен – **вторинна мовна особистість**. У мовному ЗВО формування вторинної мовної особистості розглядається як мета та результат навчання іноземної мови. Варто зауважити, що назва «вторинна мовна особистість» виникає тому, що мовна особистість (у нашому випадку – студент-філолог) набуває риси вторинної мовної особистості, проникає безпосередньо в культуру того народу, з яким здійснює міжкультурну комунікацію. Вторинна мовна особистість є «подвоєною», адже набуває своєрідних ознак та характеристик, що притаманні носієві іноземної мови,

яка вивчається. Це дійсно так, тому що починаючи вивчати іноземну мову студент-філолог вже має власну мовну картину світу, що притаманна його рідній мові (наприклад, українській) та формується в результаті її вивчення.

Наш невеликий досвід роботи у мовному ЗВО показав, процес становлення вторинної мовної особистості пов'язаний, в першу чергу, з оволодінням вербально-семантичними структурами й комунікативними одиницями та вмінням використовувати їх у реальних комунікативних ситуаціях. Пізніше відбувається формування вторинної концептуальної картини світу (тобто такої, яка притаманна носієві мови, яка вивчається). Проте досвід свідчить і про те, що процес формування вторинної мовної особистості може бути значно утруднений у зв'язку з відсутністю такого мовно-культурного середовища, в якому формувалася мовна особистість носія мови, тож завданням викладача є моделювання освітнього середовища, яке максимально наближене до автентичного.

Отже, поява концепції вторинної мовної особистості в навчанні іноземної мови не просто долучає студента-філолога до іншої мовної спільноти, а передбачає усвідомлення ним власної універсальності в соціокультурному та історичному аспектах. Слід зауважити, що така універсальність викликає труднощі у психологічному плані, що зумовлено поєднанням двох та більше картин світу, а разом з цим різних, а іноді і протилежних, уявлень, переконань та систем цінностей. На нашу думку, саме гармонійна комбінація вище згаданих аспектів свідчить про успішну сформованість вторинної мовної особистості філолога.

Погоджуючись з думками вчених з цього приводу, можемо стверджувати, що основною метою навчання майбутніх іноземних філологів у мовному ЗВО є моделювання *вторинної мовної особистості*, яка здатна породжувати смислові концепти та успішно їх вербалізувати. Таким чином, в процесі засвоєння мовного матеріалу у студентів-філологів формуються базові

компетентності, що забезпечують роботу механізмів конструювання моделі концепту, а в подальшому свідомої вербалізації опрацьованої інформації так, як це здатен зробити носій мови.

Концепція мовної особистості нерозривно пов'язана з компетентнісним підходом, адже кожен з рівнів мовної особистості імпліцитно характеризується певним набором компетентностей. На нашу думку, доцільним є співставити складові **професійної компетентності філолога** та його **вторинної мовної особистості** з метою встановлення зв'язків між цими поняттями.

На основі ретельного вивчення наукових робіт, у яких розглядається питання професійної підготовки філологів, а саме Н. Ничкало, С. Гончаренко, С. Вітвицької, О. Дубасенюк, Л. Калініної, Т. Пушкар, у нашому дослідженні структури професійної компетентності філолога ми виділили три блоки компетентностей, кожен з яких має свої особливості:

- **ключові компетентності** – характеристики, що забезпечують успішність на ринку праці та є універсальними для будь-якого фахівця;

- **базові компетентності** – система професійних знань, що є характерними для певного виду професійної діяльності (у нашому випадку – філолога);

- **спеціальні компетентності** – *навички та вміння* використання професійних мовних знань на практиці у процесі професійної діяльності та комунікації.

На нашу думку, саме **ключові компетентності** (іншими словами - soft-skills) є ядром професійної компетентності філолога, оскільки, у сучасних соціально-економічних умовах, молоді фахівці, що отримали вищу мовну освіту, повинні бути готовими до прийняття професійних та швидких рішень у різних ситуаціях. Поняття «гнучкі (м'які) навички» (soft skills) є відносно новим у науковій літературі (К. Коваль, В. Ковальчук, В. Папіжук,

Х.Чен (H. Chen), Т.Кауц (T. Kautz) та ін.), тож науковці досі полемізують з приводу його визначення. Базуючись на роботах з цього питання та нормативних документах, можемо стверджувати, що *soft skills* – це комплекс навичок, які забезпечують ефективність та затребуваність фахівця у різних видах діяльності на сучасному ринку праці. До таких навичок можемо віднести здатність до комунікації, тайм-менеджменту, критичного та креативного мислення тощо. (Климович, 2021)

На жаль, в рамках штучного середовища ЗВО неможливо точно оцінити ступінь сформованості ключових компетентностей філолога, адже вони проявляються у його практичній професійній діяльності. Саме тому навчання у ЗВО має бути практикоорієнтованим та задовольняти потреби студентів у комунікації та взаємодії з соціумом. Розглянемо виділені нами групи ключових компетентностей:

Core Competences (ключові компетентності)

→ комунікативна:

- здатність вислухати співрозмовника;
- здатність переконувати та аргументувати свою позицію;
- здатність вести перемовини;
- здатність виступати медіатором;
- здатність до презентації та самопрезентації;
- здатність до публічних виступів;
- здатність працювати в команді;
- здатність орієнтуватися на вимоги ринку праці;

→ саморегулятивна:

- здатність управляти емоціями та стресом;
- здатність до планування власної траєкторії професійного розвитку;
- здатність до тайм-менеджменту;
- здатність до рефлексії;

- здатність до швидкого відновлення працездатності після стресу;

- здатність до проявів ініціативності та наполегливості;
- здатність ефективно використовувати зворотній зв'язок;

→ **мисленнєва:**

- здатність до системного, креативного, критичного, структурного та логічного мислення;

- здатність до пошуку та аналізу інформації;
- здатність виробляти та приймати рішення;

→ **управлінська:**

- здатність до ситуативного керівництва та лідерства;
- здатність здійснювати наставництво (коучинг, менторинг);
- здатність контролювати реалізацію колективних завдань.

Зауважимо, що поняття «уміння» та «здатність» є синонімічними, аналіз дефініцій показав, що уміння – це «здобута на основі досвіду, знання здатність належно робити що-небудь», а здатність – «уміння здійснювати, виконувати, робити що-небудь, поводити себе певним чином». (Академічний тлумачний словник української мови, 2022) В результаті аналізу типових освітніх програм зі спеціальності 035 Філологія з'ясовано, що поняття «здатність» використовується у 90 % опису програмних компетентностей студентів-філологів, водночас «уміння» не зустрічаються у вище згаданому описі. Тож вважаємо доцільним використовувати саме поняття «здатність» в межах нашого дослідження.

Отже, в контексті перевернутого навчання ключові компетентності студента-філолога формуються переважно на аудиторному етапі під час контактної взаємодії з одногрупниками та викладачем. Проте не слід виключати можливість формування вищезгаданих компетентностей у онлайн-форматі, наприклад, здатність до тайм-менеджменту, пошуку та аналізу інформації, планування власної траєкторії професійного розвитку успішно

формуються на позааудиторному етапі під час роботи з онлайн-платформою, інтерактивними інструментами, автентичними джерелами, словниками тощо. (Калініна, Климович, 2021)

Володіння **базовими компетентностями** передбачає високоякісну професійну підготовку філологів, тобто володіння теоретичними знаннями. До базових компетентностей ми відносимо так звані *hard-skills* (тверді навички), тобто *практичні загальнопрофесійні та вузькопрофесійні знання та навички*. *Hard-skills*, як правило, є стійкими і входять до складу кваліфікаційних характеристик. (Калініна, Папіжук, Прокопчук, 2022)

Слід зауважити, що розмежування на *soft* та *hard skills* в цілому орієнтовано на професійну діяльність та ринок праці. Розглядаючи студента філолога, його *hard skills* і є одним з елементів мовної особистості. Натомість *soft skills* є відображенням соціальної складової особистості, здатності співпрацювати з іншими, вирішувати конфліктні ситуації тощо.

До базових слід віднести мовну (лінгвістичну), лінгвосоціокультурну, дискурсивну та прагматичну компетентності:

Basic Competences (базові компетентності)

→ мовна (лінгвістична):

- володіння знаннями про систему мови, правила функціонування мовних одиниць;

→ лінгвосоціокультурна:

- володіння знаннями про культуру та цінності народів, мови яких вивчаються;

→ дискурсивна:

- володіння знаннями про побудову логічних, цілісних та зв'язних висловлювань в усній та писемній формі;

- володіння знаннями про логічну побудову різних типів текстів;

→ прагматична:

- володіння знаннями про використання висловлювань для виконання конкретних комунікативних функцій

Ступінь сформованості базових компетентностей можливо визначити за допомогою різного роду тестувань, контрольних робіт тощо. Фахівець-філолог, закінчивши мовний ЗВО, повинен у повному обсязі володіти базовими компетентностями, як такими, що відображають його професійну підготовку та знання у сфері професійної діяльності. Процес формування базових компетентностей становить найбільший відсоток від часу аудиторної роботи здобувачів освіти, тим самим зменшуючи кількість часу на формування ключових та спеціальних компетентностей. Досвід використання засобів перевернутого навчання показав, що розвиток базових компетентностей ефективно відбувається на позааудиторному етапі перевернутого навчання за умови достатньої мотивації студентів та системного характеру завдань.

У структурі вторинної мовної особистості базові компетентності знаходяться на вербально-семантичному рівні, тобто допомагають філологу сформувати загальне уявлення про структуру мови та культурні особливості народу, мова якого вивчається, проте є недостатніми для повноцінного формування мовної картини світу.

Спеціальні компетентності у структурі професійної компетентності філологів передбачають здатність фахівців до прикладного використання здобутих знань (базових компетентностей) з урахуванням важливих soft-skills (ключових компетентностей).

Specific Competences (спеціальні компетентності)

→ **стратегічна:**

- здатність розуміти та правильно інтерпретувати комунікативний намір співрозмовника;
- здатність використовувати стратегії вербального та невербального спілкування;

- здатність компенсувати у процесі спілкування недостатність знання іноземної мови або соціального досвіду спілкування;

→ **міжкультурна:**

- здатність розуміти та приймати культуру, цінності, норми, мову певного соціокультурного середовища;

- здатність здійснювати ефективну взаємодію з представниками різних культурних спільнот;

→ **інформаційно-комунікаційна:**

- здатність ефективно використовувати новітні цифрові технології у спілкуванні та професійній діяльності.

→ **медіакомпетентність:**

- здатність ефективно взаємодіяти з медіапростором, розуміти, аналізувати, оцінювати інформацію, передавати її іншим, дотримуючись принципів медіаграмотності

У рамках моделі вторинної мовної особистості спеціальні компетентності (зокрема стратегічна та міжкультурна) знаходяться на когнітивному рівні, що забезпечує формування глобальної мовної картини світу.

Стратегічна та міжкультурна компетентності формуються за умови створення або моделювання необхідного мовно-культурного середовища, тобто цей процес може відбуватися лише на аудиторному етапі перевернутого навчання, що передбачає живе спілкування.

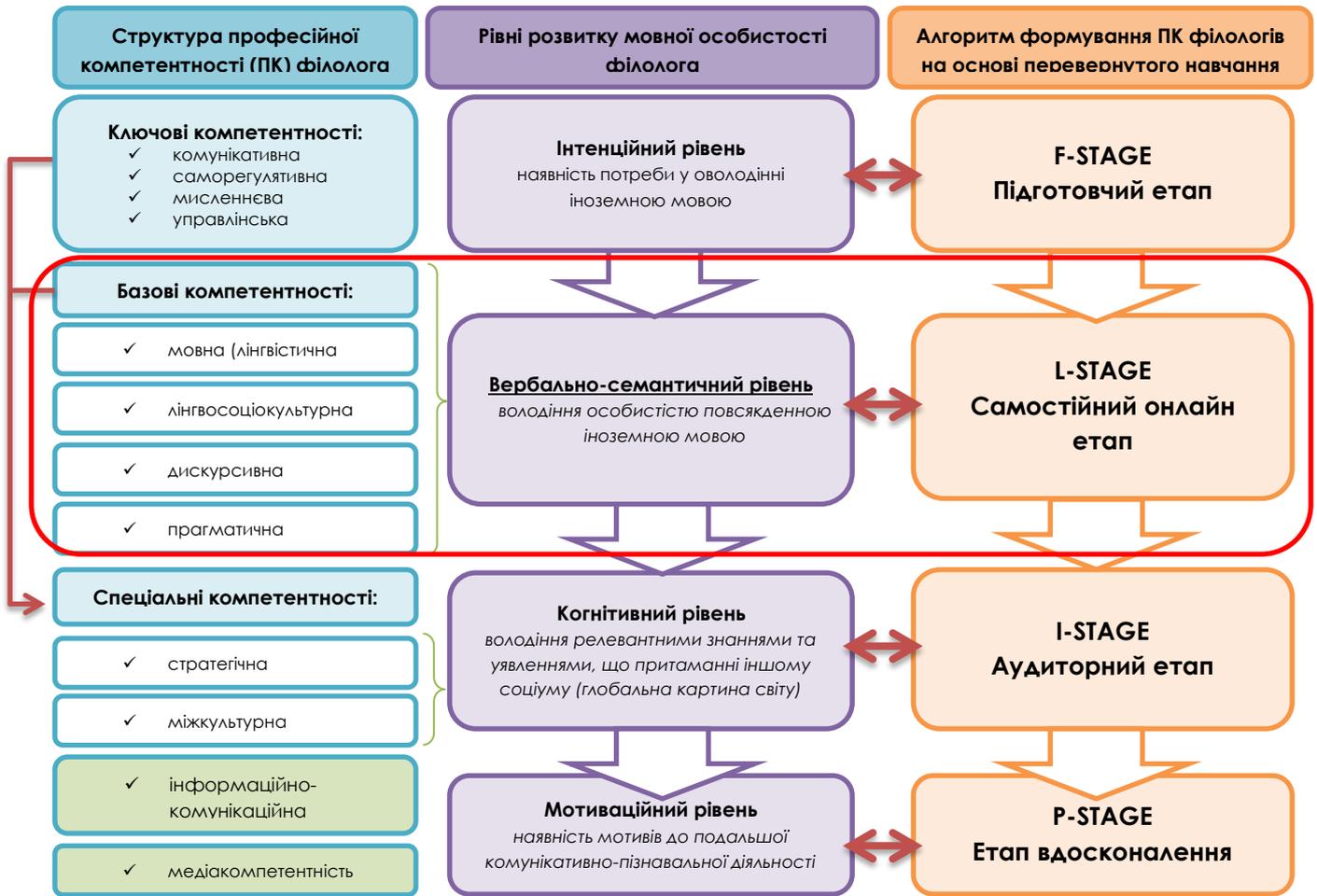
Звертаючись до розробленої нами структури професійної компетентності філолога, варто зауважити, що набір базових та спеціальних компетентностей не лише повністю корелює з концепцією вторинної мовної особистості, але й розширює її з огляду на сучасні реалії.

Наприклад, інформаційно-комунікаційну компетентність неможливо віднести до ключових компетентностей. Попри загальновідомий факт, що майже усі сфери професійної діяльності діджиталізуються у сучасному світі, специфіка

використання інформаційно-комунікаційних технологій різняться у кожній із них. Для філолога-перекладача вагомим перевагом на ринку праці є вміння користуватися програмним забезпеченням для редагування та правки текстів, форматування документів, машинного перекладу тощо. Для сучасного філолога-викладача необхідним є знання освітніх платформ, додатків для відеоконференцій, вміння комунікувати в чаті та використовувати різноманітні навчальні онлайн-інструменти у професійно-педагогічній діяльності.

Медіакомпетентність також не є універсальною для різних видів діяльності: фахівці-філологи повинні розуміти медіатексти набагато глибше, орієнтуватися у мовних трендах, критично аналізувати інформацію з онлайн-простору перед її використанням тощо.

Базуючись на власному невеликому досвіді використання засобів перевернутого навчання у професійній діяльності та аналізі наукової літератури з питань професійної підготовки філологів у мовному ЗВО, нами було розширено алгоритм формування професійної компетентності філологів на основі перевернутого навчання, співвіднівши його з розробленою нами структурою професійної компетентності філолога та моделлю вторинної мовної особистості. Співвідношення можна зобразити у вигляді схеми:



Малюнок 1. Співвідношення між структурою ПК, рівнями розвитку МО та алгоритмом формування ПК філологів на основі перевернутого навчання.

Отже, як видно зі схеми, **самостійна робота** відіграє ключову роль у професійній підготовці філологів. Як зазначалося вище, у структурі вторинної мовної особистості базові компетентності знаходяться на вербально-семантичному рівні, тобто допомагають філологу сформулювати загальне уявлення про структуру мови та культурні особливості народу, мова якого вивчається.

На нашу думку, цей процес буде максимально ефективним, якщо відбуватиметься на самостійному етапі (L-STAGE) перевернутого навчання, що надасть студенту можливість самостійно визначати і планувати траєкторію оволодіння професійно-значущими знаннями, уміннями та навичками шляхом створення динамічного та творчого середовища для наукових пошуків.

Крім того, самостійна робота займає значний обсяг у процесі оволодіння іноземною мовою, зокрема при засвоєнні та опрацюванні лексичного, граматичного матеріалу та розвитку навичок читання та писемного мовлення (самостійна та індивідуальна робота складає **60%** часу на вивчення освітньої компоненти для першого (бакалаврського) рівня вищої освіти).

Підручники, словники, довідники, комп'ютерні та мультимедійні технічні засоби, освітні платформи та інші онлайн-інструменти надають широкі можливості студентам самостійно опрацьовувати матеріал та удосконалювати знання з іноземної мови. Однак також дуже важливою є роль викладача при організації самостійної роботи студентів: він повинен навчити їх правильно організувати власну самостійну роботу, користуватись різними джерелами інформації та технічними засобами, зокрема освітньою платформою (LMS), використовувати аудіо та відеоматеріали, реальні кейси тощо.

Тож важливою складовою успішної роботи на самостійному онлайн етапі перевернутого навчання є зацікавленість студентів у виконанні завдань, їх мотивація та готовність до онлайн-взаємодії.

Частина 2

II. Можливості розвитку мовної особистості майбутнього філолога в умовах перевернутого навчання

Останні події сьогодення показали, що в українському суспільстві існує потреба у мовних особистостях, які не тільки є знавцями мови, але й носіями духовності, менталітету, культури народу. Натомість, їх сформована вторинна мовна особистість забезпечує ефективну міжкультурну взаємодію з представниками інших країн та культур. Проте наш досвід показав, що більшість випускників мовних ЗВО, попри високий рівень сформованості базових компетентностей, не готові взаємодіяти з соціумом: не здатні зацікавити співрозмовника, підтримати бесіду, переконати опонента тощо.

Така суперечність зумовлена нестачею аудиторного годин на формування спеціальних компетентностей, адже близько 80% часу присвячується засвоєнню формальних мовних знань. Наш досвід роботи з використанням засобів перевернутого навчання під час пандемії показав, що процес іншомовної професійної підготовки майбутніх філологів є ефективнішим, якщо перемістити формування базових компетентностей у онлайн-середовище. По-перше, робота у онлайн-середовищі освітньої платформи сприяє поступовій адаптації здобувачів до подальшої професійної діяльності у аналогічних умовах (враховуючи тренд цифрової трансформації в усіх сферах). По-друге, самостійна робота з інтернет-джерелами, словниками та іншими навчальними матеріалами стимулює студентів до самостійного планування власної траєкторії оволодіння професійно-значущими знаннями, уміннями та навичками.

Пропонуємо добірку завдань для самостійного онлайн етапу перевернутого навчання (Калініна, Климович, 2021), які можуть бути адаптовані до освітніх платформ та LMS та слугують засобом формування базових компетентностей майбутніх філологів.

TRAVEL (NEVER STOP EXPLORING)

LET'S HIT THE ROAD



Watch the video about different types of travellers and say what type of traveller you are. Why?



You are going to read the article about the personality of a traveller. Before you start match the words on the left with their definitions on the right:

phobia	someone who likes something so much that they seem to be dependent on it
junkie	someone who enjoys adventure
the "must see"	something that makes a place comfortable or easy to live in
myriad	the most important, interesting, or enjoyable part of something such as a holiday, performance, or sports competition
staycation	a countless or extremely great number of smth.
amenity	a planned route or journey
adventurer	someone who has gone somewhere for a holiday [= holidaymaker BrE]
highlight	staying at home for your holiday in a bid to save money
itinerary	a place, event, or entertainment that is highly recommended as worth seeing
vacationer	a strong unreasonable fear of something



Read the text and identify the types of travelers:

In the travel industry, tourists are identified by psychographic and demographic definitions. The demographics are, of course, the standard ones: age, income, occupation, location, and family status. The five psychographic types of tourists as identified by Stanley C. Plog are allocentric traveller, near allocentric, mid-centric, near psychocentric, and psychocentric.

But those terms are really not used that widely. That's why here in this article we will not be going deep into the academic tourism types, but rather we'll be describing different types of travellers that are showing up all around the internet.

Because, you know, if you want to find specific information online about the type of travel you want to do, looking up “allocentric” will not bring you answers!

Well, these are, obviously, not all of the types of travellers that are out there – that list would be pretty endless! These are some of the most popular or some that we found especially interesting.

Budget

Luxury travelers Budget travelers Mid-budget travelers Backpackers

_____ spend as little as possible when they go travelling. They don't have a lot of money to spend, so they try to find the cheapest flights (don't we all generally?), the cheapest accommodation, and activities. But be careful: anything free should be taken with a grain of salt!

_____ are a part of the budget travellers, with the difference that they have so little stuff with them that it can fit in a backpack. They, just like budget travellers, spend as little as possible.

_____ don't care how much money they spend on their vacation. They appreciate being surrounded by fine amenities, so they'll stay in the luxuriest of accommodations, go to expensive restaurants, and if they fly, probably do so in the business or first class.

_____ don't really stay in luxury accommodations, travel economy on the plane, but at the same time won't stay in hostels even if it would make the trip more reasonably priced. They don't go overboard with spending on the trips but still like their comfort.

Activities

Foodies Experience seekers Cultural travelers Relaxation-lovers
Adventure seekers Active travelers

_____ will look for active activities in the destination they are going to. An interesting hike, ziplining, canyoning and so on. Some of their activities are adventurous, but mostly they'll be nothing crazy. They are active travellers who mix in some much-needed relaxation on their vacations as well.

_____ (a.k.a. **adrenalin junkies**) will try and do any adventure activity they can find. They might go to Dubai for the single reason to do parachuting. Go to the Philippines not to lounge on the beach but go diving. Or go to the Maldives to enjoy feeding sharks.

If you mention to _____ that you're going to Naples, they'll know that that's where pizza is originally from and the restaurant where you can try the best pizza. They'll know that in Japan, it's not just sushi you need to try. Basically, food might not be the main thing in their **bucket list**, but they definitely will try the best – and most original – food a place has to offer.

Wherever _____ go, they want to experience at least something that's typical or special for the destination. It can be having sushi in Japan, it can be riding a gondola in Venice, it could be visiting Louvre in France... These types of travellers don't have specific activities that they love, they just want to see **all the highlights**.

_____ love to enjoy everything cultural the place they go to offers, such as museums, galleries, and historical sites. But not just that – they love to learn everything about the culture of the people of the place that they visit. They appreciate **a good insider tip** and love engaging with locals to learn more about the

history and everything else about the location.

_____ prefer places where they can just, well, relax and they are definitely **not big on taking risks**. Lounge by the pool or by the beach, just walk around the place slowly without making any extra effort. Go for a dinner and repeat. These types of travellers are most likely to go to all-inclusive hotels and just relax.

Destinations

Domestic travelers City explorers Nature goes Digital nomads
International travellers

_____ like to explore their own country. Instead of going to that incredible tropical island, they'll go to an ice cave that is just a few hours' drive from their home. Some of them prefer staying at home and are known as Home Bodies. Often they have fears or phobias that will prevent them from leaving home. Their perfect idea of a week off from work is a **staycation** in the back yard.

As opposed to the domestic traveller, _____ are a type of travellers that will first and foremost go abroad for their trips. They either don't care about their local **"must sees"** or leave its exploration for those times when they can't go abroad.

_____ spend most or even all of their vacation time in nature. They don't care about cities, museums, or architecture. Give them mountains, forests, or the sea!

And again, as opposed to those who prefer nature, _____ rather immerse themselves in the **myriad** of metropolitan attractions instead of going hiking in the mountains.

_____ are people who are not tied to one location. They often don't have a home, instead, they change the place they stay from time to time. These types of travellers usually work online or find short-term jobs along the way to fund their travels.

Reasons

Business travelers Volunteer travelers Au Pair

_____ are young adults who live in families and provide childcare in exchange for a weekly allowance, room, and food. Basically, they are like live-in nannies – so that's the main reason they even are on the trip. They get time off as well to explore the country that they've gone to.

Disaster relief, helping build a school in Africa or working on a farm somewhere in a jungle in South America so that they can stay there in exchange for the work and explore in their free time. _____ enjoy their own way to immerse themselves deeply in the environment and see it from the inside.

_____ travel because they need to do, well, business in another place. They can be going for a meeting, just spending time at another location the company has, or pretty much any other work-related reason.

Fellows

Family travellers Group travellers Solo travellers

_____ prefer to **travel in packs**, even using organized tours instead of planning their own trips. These are the loud friend groups you find, well, everywhere, tour groups, and a bus full of seniors. And, actually, we can count couples as group travellers, because even as a couple you still have to count with another person's choices and moods unlike when travelling alone.

_____ are people who prefer travelling alone. They don't like being tied to someone else and their wishes but prefer being in complete control of their **itinerary**. These types of travellers are completely happy enjoying the place alone and equally as happy to meet friends on the way. It's quite liberating to just be on your own in a new place, take your time exploring or just do nothing for the day.

Similar to group travellers, _____ go everywhere just with their family. They often cater their trips to what the children will like and enjoy, but many people manage to put some *grown-up* stuff on their itineraries as well. Still, family trips will most likely include a theme park or a museum instead of a **bar crawl**.



Fill in the blanks with the words from the box:

tourists	destinations	insider tips	staycation	highlight
adrenalin	adventurer	itinerary	myriads	bucket list

1. He made a quick visit to the Taj Mahal just to cross it off his _____.

2. That weekend in Venice was definitely the _____ of our trip.

3. During summer time _____ of insects of all descriptions fly about, and follow and enter the railway carriages.

4. Total journey time to a Rockies resort can exceed 24 hours if your _____ involves connecting flights.

5. Cut off for so long from most western visitors, the wonderful and varied scenery and marvellous historic cities will surely make this country one of the most popular tourist _____ of all.

6. There's nothing like a good trip to get the _____ going.

7. Some _____ have a phobia about snakes.

8. The 48-year-old _____ was due to start a 2,200-mile trek across the Antarctic at the weekend, but high winds cancelled his flight to the peninsula.

9. I will bring you the best sites to help you make the most of your cash, with top _____ from the experts.

10. Even though I live and work in New York, I don't always get to enjoy all it has to offer, what with my work commitments, but I sure did have an awesome time here during my spring _____.

WORD BOOST

Complete the sentences with the words below.

pilgrim	Traveller	backpacker
sightseer		explorer
rambler		globetrotter

1. It gives the _____ a new set of horizons and a chance to even up the sense of proportion with which he or she views life.

2. The Pavillon de la Reine is a luxury hotel in the heart of the Marais in Paris, which carries an air of a 19th-century establishment, with its crisp and elegant decor designed to attract _____ in their quest for a quiet and discreet place.

3. Sir Ranulph, 48, is officially the world's greatest living _____ according to the Guinness Book of Records. He says he became an explorer in the same way as you became a journalist, by sheer chance.

4. We used to go on rambling weekends, with a group of _____.

5. He rode his bicycle like a _____ on the quest for a holy city.

6. Walkers with rucksacks have created a path through these Arctic forests, a highway that reflects the profile of a _____ - narrow around the legs and very wide around the rucksack.

7. John went over with them and, an indefatigable _____ as ever, found time to visit Trinity College as well as being photographed looking proud and happy beside the poster outside the theatre.

DO THE SIGHTS



Watch the video and express your opinion on the question:
What trip would you make if you had unlimited time and money?



Learn some useful travel idioms. Complete each idiom in bold with an appropriate word form A, B or C. Meaning is explained in italics after each sentence.

- Airlines are reluctant to admit that delays, poor in-flight service and cramped, uncomfortable seating are the cause of air _____ (*anger and aggression often experienced by air travellers and directed towards air crew or fellow passengers*)
A. rage B. fury C. anger
- The motorway is the quickest way of getting from Paris to Marseilles, but many drivers prefer to take the slower _____ route (*a road that goes through an area of natural beauty, such as mountains, countryside, etc*)
A. pretty B. picturesque C. scenic
- He's always going on holiday to interesting and exciting places. He's such a globe-_____ (*somebody who travels a lot*)
A. runner B. hopper C. trotter
- Many tourists staying in the area are kept in tourist _____ where they rarely get a chance to meet the local people and experience local culture, (*an enclosed resort surrounded by high fences, etc, designed to keep local people out and tourists in*)
A. ghettos B. slums C. dives
- Although the flight was fully booked, there were several seats available at the last minute because of no- _____ (*people who have booked a seat on an aircraft or in a restaurant, a room in a hotel, etc, and don't arrive*)
A. appears B. arrives C. shows
- This hotel is dirty and uncomfortable. It's a real _____ ! (*a dirty, uncomfortable and, usually, cheap hotel*)
A. doghouse B. fleapit C. chicken coop
- I've got bad _____ belly: I shouldn't have had that prawn salad last night. (*stomach ache caused by eating unhygienically-prepared food*)
A. Birmingham B. Delhi C. Bangkok
- If you miss the last bus, you should take a taxi back to the hotel: don't try to _____ a lift (*hitch-hike*)
A. thumb B. finger C. hand
- The resort was in the middle of _____ so there was nothing interesting to see or do (*isolated from any towns, villages, etc*)
A. everywhere B. somewhere C. nowhere

10. Local restaurants are very cheap, so you won't _____ the bank by eating out every night (*spend a lot of money*)

A. rob B. bankrupt C. break

11. I travel a lot on business, so I seem to spend most of my life living out of a _____ (*to be away from home a lot*)

A. bag B. suitcase C. rucksack

12. I really enjoyed the cruise, but it took me a few days to find my sea _____ (*to adapt to being on a ship without feeling seasick*)

A. stomach B. legs C. head

13. The barman tried to _____-change me: the drink cost \$ 2, I gave him \$ 5 and he only gave me \$ 2 back (*to cheat someone by not giving him the correct money in change*)

A. small B. short C. little

14. I hadn't been anywhere for years, and then suddenly I got _____ feet and decided to do some travelling (*a desire to travel and see different places*)

A. itchy B. scratchy C . tickly

15. I always try to travel _____ when I go on holiday. I usually just take a very small suitcase and nothing else (*to take very little luggage with you when you travel*)

A. light B. gentle C. easy

16. I don't like staying in busy resorts. I prefer to go somewhere that's off the _____ track (*away from popular areas*)

A. beaten B. well-walked C. tramped

17. When I arrive in a foreign city, I can't wait to ... the sights (*to go sightseeing*)

A. run B. play C. do

18. Passengers flying from Britain to Australia often _____ the journey for a day or two in somewhere like Hong Kong or Singapore (*stop somewhere for a short time during a long journey*)

A. split B. crack C. break

19. \$ 15 for a hamburger and a plate of fries? What a _____-off! (*something that costs too much*)

A. rip B. tear C pull

20. Last year we went on a _____ visit to Europe: we did seven capital cities in seven days! (*a very short visit*)

A. running B. flying C. hurrying

WORD BOOST

Learn the idioms and phrasal verbs with the verb "to travel". Use a dictionary if necessary.

travel a mile a minute	travel across	travel by	travel for	travel with
travel at a fast clip	travel through	travel on	travel in a body	travel over

Fill in the gaps using prepositions with, over, across, through, on, by, for.

1. We will travel _____ a long narrow strip of land to get to the marina.

2. Do you want to travel _____ the desert or through the mountains?

3. I hate to travel _____ three suitcases. That is more than I can handle.

4. We like to travel _____ day so we can see the scenery.

5. She travels _____ a company that makes men's clothing.

6. I do not want to travel _____ that rickety bridge on the way back.

7. Who are you going to travel _____?

8. I do not care to travel _____ the bus.

9. I have traveled _____ the entire country and never failed to find someone I could talk to.

10. I can't stand to travel _____ a full stomach.



Read the traveller's review and do the tasks below.

PRAGUE GET-AWAY WEEKEND

We stayed at the Slavka Hotel – a small hotel in a residential area. It was pretty basic but the owners were very hospitable and really put themselves out for us. Our large double room was comfortable and spotlessly clean. To our surprise, it cost just \$90.00 per night, including a delicious breakfast with fresh fruit, excellent coffee and freshly baked rolls.

We spent most of the day wandering around Old Town – the city centre. The architecture is a stunning and mind-boggling mixture of styles from every period – Gothic, Baroque, Renaissance, Art Nouveau – all absolutely immaculate, all beautifully restored. Only one problem – it was quite overrun with tourists (like us!), and especially the narrower streets were a bit of a nightmare to get through. We found a few nice little squares where there weren't so many people and we could sit and admire the buildings.

We wrapped up our day in the city with a walk across Charles Bridge, followed by a visit to the castle. The bridge is about 800 metres long, pedestrian only, and lined with impressive statues – a must-see attraction if you visit Prague. Lots of music and very lively and laid-back, but a bit crowded with stalls selling souvenirs. Great photo ops from the bridge overlooking the river and city.

On the other side of the river you can wander up tiny winding lanes to the castle. I loved this part of the city – still has such an untouched romantic atmosphere. You can imagine you're back in the Middle Ages. The castle itself isn't much to look at, as although it dates from the 9th century, it's been restored so it doesn't even look particularly old. But the views across the city and the river are absolutely breathtaking. Took hundreds of photos.

Then back to the hotel for a quick shower and something to eat. Near the hotel there was a restaurant with authentic cuisine, very reasonably priced. A much better bet than the overpriced restaurants in the tourist areas of town.



Which **highlighted** words or phrases could replace the words in italics below?

1. The food was *not too expensive*. _____
2. The centre is *full of tourists*. _____
3. Walking along the streets was *very difficult*. _____
4. There are *good opportunities to take photos*. _____
5. The restaurant had *traditional food from the country*. _____
6. It's an *attraction you definitely should see*. _____
7. The castle *looks rather ordinary*. _____
8. The owners were *very helpful*. _____



Make a list of tourist attractions in the town and area where you are now. Include:

- attractions you think are worth visiting
- attractions you think are less worthwhile

PLANNING A TRIP



Watch the video about planning a trip together with friends. Have you ever got into such a situation? In your opinion, is it possible to travel the world with an empty wallet?



You are going to read the article about planning a trip. Before you start match the words on the left with their definitions on the right:

location	a situation causing) difficulty or trouble
route	a period of time when college or university teachers are allowed to stop their usual work in order to study or travel, usually while continuing to be paid
sabbatical	a reduction in the usual price
hassle	the place where someone is going or where something is being sent or taken
trail	a book which gives information for visitors about a place, such as a city or country
discount	a place or position
trap	the amount of money you have available to spend
destination	a path through the countryside, often made or used for a particular purpose
guidebook	a particular way or direction between places
budget	a dangerous or unpleasant situation which you have got into and from which it is difficult or impossible to escape



Read the text and fill in the gaps with the highlighted words and expressions from the text.

TRIP PLANNING

Many people dream of taking a year long sabbatical from work and travelling around the world, but few actually do it. All trips are meant for adventure, relaxation and enjoyment. By planning well, you and your family can enjoy a hassle-free trip!

When you have to arrange your own plan for a trip it can feel overwhelming at first. You don't need to be a travel expert to plan your own trip. Once you decide on a destination the rest of your trip can be planned based on the type of accommodation and amenities you would like to have available, and the activities you want to do once you get there. Whether you plan a business trip or vacation the same basic guidelines apply to both.

Choosing an itinerary can be extremely fun and frustrating at the same time. With the whole world ahead of you, how do you choose where to go? Many people have dreamed about certain destinations for their entire lives: an African safari, the Pyramids of Egypt, romantic Paris, the Incan ruins of Machu Picchu, the stunning beaches of Thailand, the Australian Outback, New York City... the list goes on and on. When narrowing down your list of options, consider what you enjoy doing at home. Think about your past trips and which parts you liked the most. Enjoy hiking? Look for countries with great trails or national parks. While a trip around the world will definitely change you and your perspective on things, don't assume that you'll enjoy activities that never interested you in the past. While this may sound like obvious advice, it's easy to lose yourself when you're picking from a world of locations. Stay flexible, plan a general route through the countries and cities you want to see. Take advantage of good things when they come along, and you'll enjoy yourself even more. Don't be scared!

One often overlooked factor when choosing your destination is timeframe. An important rule of thumb is, after deciding the number of places you plan to visit, cut it down by a third. If you overschedule you'll spend the majority of your time in planes, trains, and automobiles, and we all know how that goes. If you want at least three days in a location (and this is often the minimum you'll want) add another day on each end for transportation. It's easier to add some locations while you travel rather than cutting them while you're on the road.

Travelling for a long period of time generally means that you'll have to be budget-conscious. While planning your trip, it is important to plan to stay flexible. However, when it comes to money, it is often easier to know ahead of time how much everything will cost so that we can make sure that we have enough money for the trip. Many travellers often get caught up in the "game" of saving money while travelling. Don't fall into this trap. Just focus on enjoying yourself. Where you choose to visit will have the biggest impact on your budget. How you travel will also affect your spending habits, but sometimes you'll have to sacrifice comfort. Using public transportation is cheaper than hiring taxis or renting cars, but often not as efficient or relaxing. Staying in hostels or budget hotels is probably the most effective way to save money. You'll need to figure out your priorities, though. The time of year you travel to some places can also make a difference in cost. Travelling in the low season or shoulder season can often land you significant discounts.

Guidebook will be your Bible. If you're really travelling independently, you'll need a guidebook that tells you how to survive, not just where the fun stuff is. Not all guidebooks are created equal. Some cater to independent travellers, and some cater to tour groups, and then some cater to the filthy rich. All guidebooks will have an overview of tourist sites, a few maps, some history, and some hotels. The difference is in the other stuff, which is actually the important stuff.

Thorough planning is the key to making your trip easy. Being prepared with information on where you are going, how you are getting there and what to expect once you arrive takes much of the worry and stress out of your trip. Gathering and organizing all the information as early as possible leaves you plenty of time to focus on last-minute details such as packing. Having the main details of your trip planned makes it easier to handle any surprises that occur.

1. Stay committed to your decisions, but _____ in your approach.

2. Planned weekend package tour will not only help you save time and money but also lets you _____.

3. When _____ work _____, remember that you're going to have the best vacation of your life.

4. Basically the traveller has a fairly simple _____.

5. It is easy _____ of the seductive powers of an existing technique that sounds fun and has had success elsewhere – beware!

6. I went off him a lot when he made out he was really eager to get to Blackburn and "only really wanted to play for one club", but you can't really blame him for wanting to be _____.

7. If you want to find a balance between having a life and being successful in your career, you will need to _____.

8. When you _____, you change your experience of the world.

WORD BOOST

Complete the sentences with the words below.

day trip	Trip	flying visit
weekend break		extended stay
excursion		flight
stopover		cruise

1. Maybe I'll get there one day, or I might take _____ to EuroDisney sometime in the summer months.

2. Easy to reach by road and rail, Sedgemoor is nearer than you think and whatever you needs – a family holiday by the sea – a _____ in unspoilt countryside – or just a day out, a warm West Country welcome awaits you in Sedgemoor.

3. It now looks set for an _____ on the Great Central Railway.

4. Easily accessible by road, rail or air, Novotel is a convenient _____ point for your visit to Birmingham.

5. The canal network put Birmingham at the centre of Britain's transport system in the 1780's, and these lovely waterways still provide green corridors through the city, where people can walk, row or _____ on traditional style narrowboats.

6. A half day _____ to the pretty island of Lindau on Lake Constance is most worthwhile.

7. The highlight of the week was the Duchess of York's one day _____.

8. He is so tired, you could put it down to jet lag and a 12-hour _____.



Read the paragraphs below and match the idioms in bold with their definitions.

A. You should always ___ **read between the lines** when you look in a holiday brochure. I chose a hotel that was described as being in a quiet location ___ **a stone's throw** from the beach. That was true to a certain extent, but really they were ___ **pulling a fast one**. You see, the hotel was ___ **in the back of beyond**, and it was on a cliff looking down at the beach two hundred feet below! The only place to go in the evening was the hotel bar, and that was a ___ **pick-up joint**.

B. The brochure told me that the hotel was the best in the area, but to be honest it ___ **fell short of my expectations**. First of all you had to ___ **pay through the nose** for food and service which ___ **wasn't**

- 1) get something that is worth the amount of money you paid;
- 2) not possible;
- 3) very tired;
- 4) very good, excellent;
- 5) look for the lowest prices;
- 6) a place where men go to try to meet women;
- 7) stolen;
- 8) slept very well;
- 9) did everything possible (two expressions);
- 10) safe and well cared for;

<p>really up to the mark, and secondly, the manager was a real ___ misery guts who complained all the time and kept ___ laying down the law ("Don't leave your window open. Don't smoke in your room. Don't make any noise after 10 pm", and so on). I met someone who used to stay at the hotel, but he told me it had ___ gone to the dogs since a new company had taken it over.</p>	<p>11) local people; 12) somebody who is always in a bad mood; 13) declined in quality; 14) a place where you can buy cheap travel tickets; 15) very near; 16) food;</p>
<p>C. Prices for long-haul flights are usually a bit ___ steep. However, competition between airlines has ___ brought prices down recently, and if you ___ shop around you can usually get a ___ good deal, especially if you go to ___ a bucket shop or search on the Internet. I managed to get ___ a cut-price flight to Perth – \$ 350 return! – but the flight left London at ___ an unearthly hour and went ___ round the houses (we flew via Dubai, Karachi, Colombo, Kuala Lumpur and Jakarta) before we reached our destination!</p>	<p>17) very tough tasting; 18) walked out of a room angrily; 19) not being completely honest; 20) somebody who demands the very best quality and service; 21) made things cheaper; 22) telling everyone what to do and how to behave;</p>
<p>D. We had a guest staying at our hotel last week. She was a very ___ tough customer, always complaining and ___ picking holes in everything. Anyway, when she checked out, she demanded a refund, but our manager calmly and politely explained that this was ___ out of the question. She ___ flew off the handle, told him ___ to pull his socks up, and ___ stormed out of the hotel without paying! It's bad enough when you get ___ a skipper, but when housekeeping went to clean her room, we also discovered she had ___ nicked the towels!</p>	<p>23) very early, or during the night; 24) became very angry; 25) finding faults all the time; 26) wasn't good enough; 27) wasn't as good as I expected; 28) pay a lot of money; 29) decide what somebody really means when they say or write something; 30) be quiet;</p>
<p>E. I really recommend the restaurant on the corner. You always ___ get your money's worth. The ___ grub is good and plentiful, and the house ___ plonk is ___ cheap'n'cheerful (although it might ___ take the skin off your teeth). The place is popular with ___ the natives, so that's a good sign.</p>	<p>31) (cheap) wine; 32) make an effort to improve; 33) very cheap (but not always very good quality) (two expressions); 34) something which is very cheap and good value;</p>
<p>F. The Aphrodite Hotel is ___ out of this world, and if you stay there you'll know that you're ___ in good hands. When I was there, the staff ___ went out of their way to make me feel welcome, and the manager ___ fell over himself to make sure everything was perfect. He knew I was ___ dog-tired when I arrived, so asked all his staff ___ to keep the noise down, and of course I ___ slept like a dog!</p>	<p>35) very remote, a long way from main towns; 36) a very indirect route; 37) a hotel guest who leaves without paying his/her bill; 38) expensive.</p>

ESCAPE THE ORDINARY



Listen to three conversations about space tourism. Choose the topic which is NOT mentioned.

- costs of tickets to go into space
- possible collisions of objects in space
- life on the Space Station
- likelihood of future settlements on planets
- projects to clear space junk



Listen again and choose the correct answers.

1. The woman feels
 - a. critical of the type of people who will be going.
 - b. regretful that she doesn't have enough money to go.
 - c. hopeful this will become a possibility relatively soon.
2. In the man's opinion the attraction of becoming a space tourist is
 - a. to join an elite group of people.
 - b. to have new physical experiences.
 - c. to understand more about science.
3. The woman
 - a. explains why space junk is a problem.
 - b. is astounded by the amount of traffic in space.
 - c. complains about the lack of progress in dealing with space junk.
4. The woman says the ClearSpace-1 mission
 - a. is already operating.
 - b. will destroy debris in outer space.
 - c. will tow debris to earth to have it destroyed.
5. The boy is surprised about
 - a. the length of time the tourist was able to spend in space.
 - b. the fact that the man's outlook on life changed.
 - c. the cost of the trip.
6. The tourist appreciated the trip because
 - a. he was entertained by the astronauts.
 - b. he could float in the spaceship.
 - c. it influenced his attitude to life in general.



SCAN ME





Complete the highlighted phrases from the recording with the words below.

brag	effect	hurdles
mark	share	speed

- Do you think the space industry **gets its fair** _____ of government money?
- What _____ might you have to **overcome** to be successful in your chosen career?
- Do you think you would enjoy travelling **at breakneck** _____?
- Do you think there are any areas on Earth where humans have not **left their** _____?
- Have you done anything recently that you might be tempted to _____ **about**?
- What might be **the knock-on** _____ of governments making cutbacks in their spending on space research?



Complete the sentences with the phrasal nouns made from the words from the box below and the prepositions in brackets.

break	get	lay	look
come	cry	cut	set (2x)

- We're going for a quick **getaway** (away) to Scotland at the weekend.
- The _____ (out) of the investigation into the collision will not be known before March.
- They've recently made an amazing _____ (through) in developing driverless cars.
- The weather _____ (out) for August sounds really good, so let's book a holiday for then.
- Our aim was to print the report on Friday, but due to a _____ (back) it won't be finished until next week.
- From the _____ (out), scientists have warned of the potential dangers of space junk.
- The initial _____ (out) for developing a space tourist programme was immense, but it will eventually make a good profit.
- There would be a public _____ (out) if the government made too many _____ (backs) in education.

WORD BOOST

Fill in the blanks with some words and word combinations below. Use a dictionary if necessary.

study tour	Types of holiday	walking tour
R&R		safari
house swap	fly-drive	gap year
self-catering	daycation	self-drive
activity holiday	staycation	adventure holiday
break/ minibreak/ getaway	package holiday/ package deal	special interest holiday

- Every other year we spend Christmas on the beach for free by doing a _____.
- That is really a relaxing _____ from the bustle of the big city.
- _____ remains a popular choice with a wide selection of cottages and apartments where you can enjoy homemade food.
- We bought a cheap _____ to Spain and stayed in a big hotel by the sea.
- That _____ between school and college was all very well, and I know you enjoyed beachcombing in Thailand, and even your spell in the bush, teaching Hottentots.
- Others combine the house party with a _____, such as a gourmet weekend in a country house.
- What I want is a cheap _____ to Tenerife.
- Apparently, they were on _____ and one afternoon came across a very hungry-looking lion.
- Unless you've got a doctor's note saying that you've passed the medical, they won't allow you to actually go on the _____.
- Where a _____ takes place is another important aspect, such as having the chance to learn a language in the country of origin or take photographs in a stunning natural setting.

PACK LIGHT, GO FASTER



Watch the video about top 5 backpacking tips for travelers. Make a list of these tips. Which one you think is the most helpful for backpackers.



You are going to read the text about backpacking. Before you start match the words on the left with their definitions on the right:

backpacker	a large bag used to carry things on your back, used especially by walkers and climbers
campsite	a path, especially in the countryside, for walking on
hostel	a piece of land where people on holiday can camp, usually with toilets and places for washing
pack	a feeling of friendliness towards people that you work or share an experience with
hospitality	a place to live, work, stay, etc. in
camaraderie	travelling or camping with your clothes and belongings in a backpack
footpath	a large house where people can stay free or cheaply
accommodation	the food, drink, etc. that an organization provides in order to keep its guests happy
rucksack	a person who travels with a backpack
backpacking	to put something into a bag, box etc.



Read the text and fill in the gaps with the highlighted words and expressions from the text (change the form if necessary).

BACKPACKING

Backpacking as a form of travel is usually said to have originated in the 1970s with the advent of low-cost jet airplane fares. During this era it became common for young Westerners, to follow the hippie trail into India and Southeast Asia. This period also gave birth to the first budget guidebooks and began to change the way that many people looked at the possibilities and opportunities of travel.

Backpacking is a term used to denote a form of low-cost independent international travel, differentiating it from other forms of tourism notably by the following typical attributes: minimal budget use, longer duration travelling, use of public transport and multiple destinations / countries.

Low-cost options are popular: such as sharing lifts, budget / lights, rail / bus passes (or if the backpacking trip is circumglobal, a relatively cheap round-the-world air ticket which permits numerous stops), youth hostels, free hospitality services and buying

food at supermarkets and sometimes cooking for oneself in kitchen equipped hostels abroad instead of going to restaurants.

Hostels and other budget accommodations in the "developed" world tend to be communal to some degree, and thus backpacker culture is often highly social and emphasizes the camaraderie of communal life. When backpackers stay in one place for a while, they often seek a house-share with numerous other backpackers and are likely to share a room to keep the costs down.

Recently, backpacking has become something of a rite of passage in the popular culture of some countries, where after finishing high school, university or a period in the army they take several months to two years' break.

Backpackers are sometimes identified as a subculture of generally youthful travellers dedicated to budget travel. They may go hiking and camping, backpacking in the other sense, but they more often explore more urban settings, usually because of the availability of public transport.

Travel of a backpacking nature is also extremely popular with the Irish and British. There is a sense of independence involved in packing into rucksack everything you need to survive for a few days, and walking through a part of Britain. You could visit the north-west Highlands in Scotland or the Lake District in England or Snowdonia in Wales. But you would not stay in a hotel or an organized campsite. Backpackers here prefer to use footpaths and find places to camp where there are very few other people. They enjoy "getting away from it all".

There is a notable difference between backpacking travel in the developed world, typically Australia, New Zealand, North America, Europe where hostels are commonly used and in the developing world, typically South and South-East Asia, Africa and Latin America. In such developing nations travel is cheaper, but often harder. Equally where backpacking is popular, whole industries have established to tend to the needs of backpackers offering services (often in English) to make their travel easier (laundry, visa applications, "backpacker" tours, budget travel booking services), plus bars / restaurants showing sporting events from "back home".

Classically, Western Europe is a very common backpacker destination because of the availability of public transport and intercity transport and the large number of hostels and other budget accommodations, not to mention the immense sense of history and culture which permeates from this region. However, since 90s, to permeate – Eastern Europe has become a rapidly growing destination for budget travellers. Originally this meant cities such as Prague and Budapest, but more recently Poland, Slovenia, Croatia, the Balkans, and the Baltic Republics have become popular stops on the backpacking circuit.

As mentioned above, certain destinations are so popular on the backpacking circuit that some cities house whole districts where large numbers of travellers congregate to find cheap accommodation, street food, and share travel info. The most famous of these is the Khaosan Road area of downtown Bangkok.

The Global Nomad: Backpacker Travel in Theory and Practice
https://books.google.com.ua/books/about/The_Global_Nomad.html?id=iV2UDJNyGkYC&redir_esc=y

1. Standard Olive Garden fare - restaurant is a bit dated looking but very clean and is _____ locals and travellers.

2. _____ - give yourselves time to heal, detach, and move on.

3. More recently Poland, Slovenia, Croatia, the Balkans, and the Baltic Republics _____.

4. The law which prohibits the _____ by cyclists (except by delivery workers) may have been appropriate in the era in which it was passed when people used to walk to get around and when traffic was much lighter and slower-moving than it is in today's world.

5. United in having slim wallets as well as a passion for the exotic, they seek out low-cost options such as sharing lifts, standby flights (or if the backpacking trip is _____, a relatively cheap round-the-world air ticket which permits numerous stops), youth hostels, free hospitality services and buying food at supermarkets abroad instead of going to restaurants.

6. Quality _____ for days in apartments, hotels, apartments and guest houses fully equipped and in the city center.

WORD BOOST

Fill in the blanks using the words from the box.

backpacking	low-cost	rucksack
backpacking circuit	advent	round-the-world
campsite	backpacker	tourism

1. Motorcyclists have also tackled _____ journeys.

2. The 1990s saw a huge increase in the numbers of _____ airlines.

3. Paul Traynor is a freelance journalist with 25 years' experience of walking and _____ at home and abroad.

4. Kabelvåg _____ is a few kilometres beyond the village, on the flanks of a charming little beach and remarkably civilized.

5. The _____ of the car and the discovery of Keld by motorists have lessened the remoteness and loneliness of the village and recently it has become a crossroads of long-distance walkers.

6. The occasional meeting of a _____ on the trail was different, and friendly words were always exchanged.

7. Throughout my many years in the travel industry, I have always believed _____ has an important part to play in the spreading of understanding between countries, as well as being a catalyst for economic development.

8. A _____ through several Saharan oases brought us to Nefta, close to the Algerian border.

9. I packed my _____, signed the visitors' book, left my list of sightings in the common room and said my farewells.



Fill in the blanks with the prepositions and postpositions out of those which are given in the box.

by	through	to
at	for	on

1. There are two bars _____ the campsite, a crêperie and a take away.

2. A trail _____ several Saharan oases brought us to Nefta, close to the Algerian border.

3. Tunisia with its fabulous long beaches of soft, white sand, basking in eternal sunshine, its shimmering turquoise waters and cool, elegant hotels, is the ideal holiday destination _____ sun-worshippers.

4. These beautiful old towns have remained relatively untouched _____ tourism.

5. The traveller also needs an onward or return ticket _____ a destination outside North America or the Caribbean and must complete a visa waiver form.

6. I didn't travel _____ an airplane until I was nearly 30 years old.

ON THE MOVE



Look at photos A–E of unusual things seen on a journey. Describe what you see and try to explain the situations. What difficulties might the people in the photos have had using the forms of transport? Say why.



Listen to three people talking about unusual things they have seen on journeys. Match the verbs from the recording with the type of movement they describe. Use a dictionary if necessary.

hobble	stagger	stride	surge
lurch	shuffle	stumble	wobble



Which verbs describe moving

- quickly? *lurch* / _____ / _____
- slowly? _____ / _____ / _____
- unsteadily? _____ / _____ / _____ / _____
- without lifting your feet off the ground? _____
- with difficulty? _____ / _____ / _____ / _____



Complete the sentences with the correct forms of the verbs from the previous exercise.

1. Look at that guy _____ along the platform, carrying an enormous suitcase. He can hardly walk in a straight line.
2. It felt quite scary when crowds of passengers on the ferry suddenly _____ to the back of the ship.
3. I put my sister's shoes on by mistake and found myself _____ around in sandals two sizes too big!
4. I _____ getting off my motorbike and hurt my ankle so I _____ around for days.

5. Dan was so angry that he _____ quickly over to the ticket collector and demanded his money back.
6. Peter _____ up the hill on his bike on a good day, but _____ on the bad days.



Complete the sentences with the idioms from the recording. Use the words below.

boat	plain	ride	wall
downhill	force	steer	

1. There are new roadworks in the town centre, and it is **driving motorists up the _____**. So you'd better _____ **clear of** the main junction for at least a week.
2. He encountered some obstacles while training to become a pilot. It wasn't all _____ **sailing**.
3. It was because of Angela's commitment that the new rail project was successful. She was the **driving _____** behind it.
4. The airline used to have an excellent reputation, but in recent months, **it's been going _____** quickly.
5. Everyone's furious about the increase in car parking fees. We're all **in the same _____** – we have no other option. We know the city needs money, but no one likes to be **taken for a _____**.



Complete the posts on a website with one word in each gap.

Earthshaker321

I recently went on a trip to France by ferry and that was an interesting experience! The weather was really windy, and the ferry **1) I _____**

from side to side. Apart from feeling sick, I **2) s _____** over someone's bag which had slid across the floor and spent the rest of the trip **3) h _____** around with a bad ankle!

WORD BOOST

Some verbs, apart from having a literal meaning, also have a figurative one. For example, the literal meaning of to fly is to move in the air, and its figurative meaning is to move quickly and suddenly, e.g. I saw an opening in the crowd and flew down the platform.

Give both a literal and figurative meaning of the verbs from the box below. Then complete the sentences with the correct forms of these verbs and . Use a dictionary if necessary.

backpedal	sail	jump	stagger
drive	fly	park	stumble

- Ella _____ through her interview to become a tour guide.
- My cousin _____ himself too hard in his work as a holiday rep and he'll be ill if he's not careful.
- I was so stressed while reading the speech that I _____ over some of the words.
- We were _____ by the amount of homework the teacher gave us to do over the weekend.
- I was late this morning and I _____ down the road to catch the bus with a few seconds to spare.
- No one can agree about whether or not to install speed bumps so let's just _____ that idea for now.
- He was in such a hurry that he _____ the lights and nearly had a crash.
- The teacher was about to tell us off for leaving our bicycles outside the front door when he realised the head teacher was with us. He _____ very quickly!

Nomadd01

My family went to London for the day last month and the train service is definitely going **4) d** _____. To start with, we were completely **5) s** _____ by the cost of the return tickets, and then the train was delayed by forty-five minutes. If you think you can get anywhere on time by train these days, I'd suggest you **6) p** _____ that idea.

Gold_fish1999

We really got taken for a **7) r** _____ when we booked a flight to Paris last month. My dad bought the tickets online and they were really cheap. Also, it was so quick and easy to do – he **8) s** _____ through the booking forms in minutes. But when we got to the airport, they'd imposed extra charges! In addition to this, the website didn't allow for priority boarding so everyone just **9) s** _____ forward when the gate opened to allow people on the plane – my bag got dragged past me in the rush. Horrible experience.



Read the conversation and choose the blog post from the previous exercise that it refers to. Complete the conversation with a word or a phrase in each gap.

Alia I hear your ferry journey wasn't much of a success. That's a real shame, because when I went on that boat a few years back the weather was great. The time just **1) _____** by.

Bella You were lucky. It was a nightmare. So rough that everything on the tables was **2) _____** and nearly falling off! Apart from the weather and a sore ankle, the snack bar on board was terrible. If you go again, **3) _____** of the sandwiches – the bread was really stale. And I couldn't believe the queue for food. It was **4) _____**! It took us twenty minutes!

Alia I have to admit, on our crossing, we **5) _____** the queue for the snack bar! People weren't very happy with us.

Bella I should have done the same! Also, we were sitting near the TV screen and the volume was so high it nearly **6) _____** the wall. The ferry was packed and we couldn't move anywhere else. Next time we'll fly!



VACATION MOOD: ON



Listen to the song about vacation. Do you agree that the person who enjoys his/her job doesn't need any vacation? Have you ever experienced professional burnout caused by lack of rest?



You are going to read six cases about vacationers. Before you start match the words on the left with their definitions on the right:

hotel	the time of day when there are a lot of cars on the road because most people are travelling to or from work
guesthouse	a long journey, especially by ship
hostel	the service that you get at a hotel when you eat all your meals there. It includes only two meals
rush hour	a building where people living away from home can stay and get meals at low prices
excursion	a building where you pay to stay in a room and have meals
voyage	a short visit to an interesting place arranged by a tourist organization, often as part of a holiday
cruise	the place at a port, airport, or border where officials check that the goods that people are bringing into a country are legal, and whether they should pay customs duties
bed and breakfast	a small hotel or private home where people can pay to spend the night
customs	a journey on a large ship for pleasure, during which you visit several places
full board	the service of providing a room for the night and a meal the next morning



Read the text and agree or disagree with the following sentences.

TRAVEL BROADENS THE MIND

June 29th... June 30th... July 1st. And they're off. Suitcases packed. Notes left for the milkman. Arrangements made for the budgerigar to be looked after. They're all off.

Dear Liz,

...Uncle Bill and Auntie Jane are on the quayside at the cross-channel port of Dover – the first stage of their Mediterranean cruise – “the voyage of a lifetime” their travel agent called it. They've been through customs (half an hour's delay while suitcases were emptied in search of missing passports) and they'll be embarking soon. When they go abroad, Bill will finally be allowed to take those boarding cards out of his mouth...

Uncle Bill and Auntie Jane have settled into their cabin, unpacked their things and have gone up on the deck. The sea is calm, the sunset is out of this world, and Uncle Bill is beginning to feel just a little bit seasick. They are due to set sail in half an hour...Uncle Bill is on the bridge with the captain, asking him if there's any chance of being put ashore before the sea gets any rougher...

- Uncle Bill had the voyage of a lifetime – a Mediterranean cruise.
- Uncle Bill wanted to be put ashore before the sea got any rougher.

Dear Peter,

...Granny's at the coach station armed with her special old-age pensioner's **season ticket** – a kind of **awayday**, runabout, extended period, half-price ticket rolled into one. Today she's on a one-day **sightseeing excursion** to Stonehenge, Blackpool Tower and Canterbury Cathedral. Oh dear. Granny's coach has got stuck in a traffic jam, a queue of cars as far as the eye can see. Ok, so central Birmingham is on the direct route from Blackpool to Canterbury. But during the rush-hour? With thousands of commuters heading for home? Not a good plan. After all, what are bypasses and ringroads for? "Right, you can overtake this one. There's speed limit here. Oh, a diversion. You'd better turn off the main road. Pull across to the middle. Now keep in the right lane. I mean the left lane. I mean..." Traffic is still crawling along behind and in front of Granny's coach. You can see the casualties by the side of the road, in lay-bys and on the grass verges – bonnet up, overheated engines, steaming radiators. The guide is into his second hour of the history of Canterbury Cathedral. "Toilets 1 mile!" the cry is heard. There is great happiness... Granny's having her packed dinner and gazing at the silhouette of Canterbury Cathedral against the night sky. No matter. She can sleep on **the return journey** (reclining seats and air-conditioning on the coach), and tomorrow's another day. There's a trip to the local brewery; that sounds much better...

- Granny was off on a one-day sightseeing excursion to Stonehenge, Blackpool Tower and Canterbury Cathedral.
- Granny didn't like her first excursion.

Dear Ann,

...Julia's with her boyfriend at the airport, kicking their cases through the departure lounge of what they hope is Terminal 3 and the right place to be for the **package holiday charter flight** that their **tour operator** assured them would be leaving sometime this morning. To their right, the 1st class passengers are sipping champagne cocktails; to their left, those in economy and tourist class are drinking coffee from the machine and, under their feet, those on stand-by, are looking hopefully up from their sandwiches... Crashes at take-off, mid-air collisions, flight recorders never recovered, no survivors...

"This is your captain speaking" wakes Julia's boyfriend up. Another nightmare is over. The stewardess is smiling down at him. "Fasten your seat-belts, please..." Julia's plane has landed. Her boyfriend's wondering whether to try and save something from bottles of duty-free spirits he's just dropped. Julia's more interested in the connecting bus that's supposed to take them to their final destination...

- Julia and her boyfriend were the 1st class passengers.

Dear Mike,

...Mum and Dad are already on the open road. They decided to make an early start on their **touring holiday** through the Loire valley. "You turn to drive now. Come on, let's get moving. Switch on, then. Ok, it's all clear. Pull out, there is nothing coming. Well, take the handbrake off. Right, indicate. Come on, drive away. At last! Right, keep over. Keep to the right. Change gear, then. Come on, accelerate...." "Well, it's about time we found a bed for the night, don't you think? You see that motel on the left? There! There, where I'm pointing! There, the one with the...." "Right, here is a garage. "Essence" must mean petrol station. We'd better pull in. Come on, slow down. Now, what's French for "fill up the tank" and "top up the battery" and... ? Hey, pull up! Pull up! Oh dear, pull over. I wonder what the French is for "I'm sorry, we appear to have dented your bumper"...."

- Mum and Dad decided to set off early in the morning.

Dear Sue,

..."Porter!" "Sir!" "How much?" "50 p." "No, thanks; I'll manage my own luggage". Uncle Mac is about to board the 10.40 inter-city express to Glasgow for a fortnight's holiday back in the homeland. "Do I have to change?" "No, it's a through train, sir, non-stop all the way". It looks as if quite a few expatriates have had the same idea. The compartments all look full – especially the non-smokers – and the buffet car already sounds like Glasgow on the night of a Celtic-Rangers football match... Uncle Mac is sitting on his cases in the corridor outside the guard's van, surrounded by a ring of miniature bottles of scotch...

- Mac decided to pay money for carrying his luggage.
- Mac boarded the 10.40 through train to Glasgow.

Dear Tommy,

..My brother's on the slip road of the M1 motorway at Junction 14, a rucksack on his back containing a sleeping bag, biscuits and a change of underwear. He's been there for an hour and a half with his homemade sign saying "Anywhere", trying to **thumb a lift**. There are no hostels or transport cafes in sight. The rucksack is getting heavier and the sky is getting darker. It's not much of a life sometimes, hitchhiking... Brother got a lift half an hour ago – for five miles. He was dropped at the next exit off the motorway and is now trying his luck on a minor road. There's a four-star hotel on his left (full board \$35 a night for a single room), a guesthouse on his right (\$15 per person for bed and breakfast) and a long road ahead of him...



- Brother was fond of hitchhiking.
- Brother had a rucksack on his back containing a sleeping bag, sweets and a change of underwear.



Fill in the gaps with the highlighted words and expressions from the text.

1. Just the ticket. Another good _____ for Oxford.
2. There are websites, like Dighitch and Hitchwiki that allow hitchers to exchange vernacular knowledge about the best places to _____.
3. When finalising arrangements and confirming the reservation the _____ will usually include a rooming list giving full names of the entire group, their nationality and passport numbers and any special requirements such as family groupings or adjacent rooms.
4. On the train to literary London, my _____ is about to expire.
5. If you book _____ you will receive breakfast, lunch and dinner.
6. My lady and her women are lodged in the _____, you need have no fears in joining their company.
7. He wants to explore, keep on the move and typified by some form of _____.
8. You also have the choice of _____ or half-board arrangements, taking your evening meal in your hotel or at a restaurant close by.
9. Airtours, the first tour operator to offer _____ to China, has had to cancel its inaugural trips from London owing to lack of demand.
10. A _____ from Schiphol Airport to the hotel can be prebooked by us and is payable direct to the hotel.

WORD BOOST

Complete the sentences with the words below.

anytime	TICKET	off-peak
season	Rovers & Rangers	advance

1. If you are making the same journey on 3 or more days within a week a _____ is likely to offer better value than daily tickets.
2. _____ sales for the final have already broken the 50,000 barrier and are approaching a British Test record of 54,000, also set at Wembley in 1990.
3. With an _____ you can also break your journey at stations along the route of travel.
4. Offering good value for money, _____ may require you to travel at specific times of day, days of the week or on a specific route.
5. _____ give you the freedom to explore all over the North by train, there are 1001 things to see and do.



Match the beginning of each proverb below with its ending. Suggest the corresponding Ukrainian proverbs and comment on their meanings.

The wise traveler...	is an empty wallet.
He travels fastest...	broadens the mind.
So many countries...	leaves his heart at home.
Travel..	home is best.
The heaviest baggage for a traveler...	who travels alone.
East or west...	so many customs.

THE AGE OF MIGRATION



Watch the video about travelling and migration. What do you think about migration? Is it a positive or negative phenomenon? Can migrants become a threat for a country?



Read the text and do the tasks below.

CITIES AND IMMIGRATION

A. "We are rich and happy because we have so many immigrants," explained Wolfgang Schuster, Mayor of Stuttgart. This came as a surprise to the jury of Germany's first national competition on local integration policy. The competition "Successful integration is no coincidence – Strategies for community policy" showed that cities and towns were starting to think differently about immigration. Previously, integration and migration had been viewed as a nuisance, a peripheral issue, and, above all, as a problem. The untapped potential of immigrants and their economic and strategic significance had long been overlooked.

Following a phase of restrictive migration policy in many countries, the last few decades have seen more open immigration policies that focus on skilled labour. There is now global competition for information technology professionals, creative artists and highly skilled individuals upon whom to place our hopes for future prosperity. "Brain gain" rather than "brain drain" is the driving force in today's migration policies.

B. "We are living in "the Age of Migration." More humans than ever now live outside their country of birth. More countries than ever are now major senders or receivers of migration flows. And whatever part of the world migrants move to, they overwhelmingly settle in cities.

Cities have always been composed of diverse populations with the interaction between different ethnic groups forming the essence of big city life for 3,000 years. By definition, cities are places that attract outsiders, and which constitute a meeting place between different cultures. On what terms do these different cultures converge in the modern city? The answer is that the well-being of cities now depends on whether they can create an inclusive public culture. Such successful integration may well begin on the street, as accepting diversity implies sharing public space.

C. Successful cities are ones which value diversity and where local governments encourage conditions in which immigrants and all residents thrive. Thus as service providers, local governments are responsible for areas that affect our daily lives, such as schools, emergency services, swimming pools and soccer fields, parks and streets, while as democratic institutions, they draw on community input and create opportunities for all residents to participate in transparent and accountable decision-making.

Local governments also drive economic development to ensure that the city prospers. As major employers, they can institute good practices by hiring immigrants

and managing a diverse workforce. As major buyers of goods and services, they can ensure that immigrant-owned or immigrant-friendly businesses have a fair chance to compete for public contracts. In these ways, local governments contribute to labour market integration and the success of local businesses across all sectors of the population.

D. It has long been recognised that urban areas, especially large cities, are places where cultural diversity flourishes. Cities like New York, Paris, London and Amsterdam, which receive migrants from all over the world, exemplify the cultural, social, and religious diversity that many believe is a fundamental characteristic of places that will thrive –economically and socially – in an era of global interdependence.

Past experience demonstrates, however, that cultural diversity in itself is not a sufficient condition to bring about the sustained inclusion of the different groups that populate a city. The collapse into inter-ethnic conflict of some once relatively harmonious multicultural cities highlights the fragility of cultural diversity. Managing cultural exchanges among people and organisations, and dealing directly with inequities and discrimination are challenges that cities must face if they are to be socially inclusive and culturally diverse.



For questions 1–4, choose from the extracts A–D. The extracts may be chosen more than once.

Which extract:

- shares C's view on the relationship between employment and integration?
- expresses a different view from the others regarding the possible outcome of immigration?
- shares B's view concerning the role of public space in integration?
- expresses a more specific view than the others of the type of people who might immigrate?



Fill in the gaps with the highlighted words and expressions from the text.

1. This vast estuary east of the Bay Area, now mostly farmland, is where California's two largest rivers _____ and where water is pumped off to cities and agricultural suppliers to the south.
2. When children were engaged in _____ collaborative activity in pairs or groups, this had in most cases been initiated by themselves, albeit with the teacher's blessing.
3. This is despite the fact that the problems of mathematics staffing have increased as a result of the " _____ " to educational IT.
4. It is no coincidence, for example, that stars like Boy George and Morrissey enjoy so much front-cover exposure.
5. We also know that 91% of early childhood educators are women, and don't believe that it's a _____ that the workers in this industry have been underpaid and undervalued for too long.
6. It has become a _____ for the locals as we were unable to get a good night's sleep due to the noise that these illegal operators started shortly after Sunset and continued throughout the night.



Decide what each of these sentences means. Choose either a or b.

1. Successful integration is no coincidence. (Extract A)
 - a. Integration can only be successful if it is planned.
 - b. Successful integration is the result of unlikely events happening at the same time.
2. Cities and towns were starting to think differently about immigration. (Extract A)
 - a. Cities and towns were changing their immigration policies.
 - b. Cities and towns no longer wished to accept new immigrants.
3. The untapped potential of immigrants ... had long been overlooked. (Extract A)
 - a. People ignored immigrants because they were considered to be a nuisance.
 - b. The authorities did not realise that there were immigrants whose skills were not being used.
4. There is now global competition for information technology professionals, creative artists and highly skilled individuals upon whom to place our hopes for future prosperity. (Extract A)
 - a. Skilled and creative people are taking part in a worldwide competition to win jobs.
 - b. Countries depend on skilled people for their future wealth and therefore compete to attract them.
5. More humans than ever now live outside their country of birth. (Extract B)
 - a. The majority of people now emigrate.
 - b. There are more emigrants in the world than ever before.
6. The well-being of cities depends on whether they can create an inclusive public culture. (Extract B)
 - a. Cities will only prosper if they have a culture which encourages all inhabitants to participate.
 - b. Cities with museums, art galleries and theatres are healthier places to live.
7. Past experience demonstrates that cultural diversity in itself is not a sufficient condition to bring about the sustained inclusion of the different groups that populate a city. (Extract D)
 - a. We know from past experience that a policy of cultural diversity in a city will not always be successful over a long period of time.
 - b. We know from past experience that different cultural groups do not always wish to form part of a diverse culture and may wish to leave the city.
8. Managing cultural exchanges among people and organisations, and dealing directly with inequities and discrimination are challenges that cities must face if they are to be socially inclusive and culturally diverse. (Extract D)
 - a. Unless cities are socially inclusive and culturally diverse, they won't be able to manage their cultural exchanges or deal directly with inequities or discrimination.
 - b. Unless cities manage cultural exchanges among people and organisations, and deal directly with inequities and discrimination, cities will not be socially inclusive or culturally diverse.

SELF-CHECK

- The resort was in the middle of _____ so there was nothing interesting to see or do.
 - somewhere
 - anywhere
 - nowhere
 - wherever
- He made a very positive contribution _____ the success of the project.
 - in
 - to
 - at
 - about
- When I stayed at your hotel the staff _____ to please me.
 - went all their way on foot
 - went out of their way
 - went a long way
 - went away from the place
- We were short of money at the end of the trip because we had _____ for the hotel.
 - to pay through the nose
 - to pay through the mouth
 - to pay for the nose
 - to pay through the noses
- Sometimes I want to get away _____ it all, and other times I want to know what's going on.
 - out
 - from
 - with
 - off
- The incessant noise of the roadworks outside his house is driving my uncle up the _____.
 - wall
 - hill
 - path
 - way
- I don't really understand why they chose to live right in the city centre, but – whatever ____ your boat!
 - sails
 - cleans
 - rides
 - floats
- We definitely got our fair _____ of rain while we were on holiday in Barbados!
 - portion
 - share
 - part
 - number

9. Martin kept cracking ____ jokes about his Ann's appearance.
- up
 - off
 -
 - on
10. Last year we went on a ____ visit to Europe: we did seven capital cities in seven days!
- running
 - hurrying
 - flying
 - dying
11. Don't eat in that restaurant. It looks nice from the outside, but it's a real tourist _____.
- pit
 - mess
 - trap
 - trick
12. I always try to travel _____ when I go on holiday. I usually just take a very small suitcase and nothing else.
- light
 - free
 - gentle
 - easy
13. I hadn't been anywhere for years, and then suddenly I got _____ feet and decided to do some travelling.
- itchy
 - scratchy
 - tickly
 - buzzing
14. He's always going on holiday to interesting and exciting places. He's such a globe-_____.
- runner
 - traveller
 - trotter
 - hopper
15. Unfortunately, this was no ordinary shower - it was a real downpour and it went _____ for days, which was pretty depressing.
- out
 - on
 - off
 - of
16. A trail _____ several Saharan oases brought us to Nefta, close to the Algerian border.
- through
 - at
 - over
 - in

ART (CREATIVITY TAKES COURAGE)

ASPECTS OF CREATIVITY



Watch the video about creativity. What is creativity to you? Do you believe that each person has the capacity to be creative? Why?



Read the text and do the tasks below.

THE MANY ASPECTS OF CREATIVITY

A. How can a firm make the most of their employees' creative abilities? One way is to have regular meetings in which ideas are brainstormed. To get the most out of it, people need to be informed about the aim of the meeting in advance to be able to come up with outlines of ideas themselves. Much less effective is trying to force creativity, whether using a carrot or a stick approach. If ideas are demanded, it can stress you out and you probably won't think of anything useful. On the other hand, in an experiment, a group of experts looked at artwork which, unknown to them, had either been produced for pleasure or to sell. They consistently judged the works of art made just for sheer pleasure to be better, so it would seem that the promise of financial benefit didn't help the quality of creativity either.

B. Are we born creative or is creativity something we can learn? Everyone is capable of thinking outside the box, although they may not be aware of this fact. At the most basic level, we may, for example, go off the beaten path one morning and decide to add new ingredients to our breakfast cereal because we imagine that it will taste nicer – that's also being creative. On the other hand, there are creative abilities that only a few people possess and which can't be learned. Those who are blessed with these qualities are often referred to as geniuses. In between are amateur painters, musicians and inventors who combine natural and learned talents, not to earn money but to entertain themselves and, if they are lucky, a small number of others.

C. When thinking about creativity, many people assume that they need to have a completely new and original idea to be considered truly creative. Nothing could be further from the truth: creativity is about taking a current idea and developing it further or in a new direction. But what about that Eureka moment when an idea pops into someone's head out of the blue? In reality, this isn't what happens. Parts of our brains, our subconscious, are always working away in the background without us being aware of it, sorting through information and sending the final results and conclusions to our conscious mind, often when we are relaxing or thinking about something completely different.

D. Is creativity important for society? The obvious answer is 'yes,' as it gives us not only the arts but innovations and inventions. We should therefore value it and make sure that creativity isn't **neglected**, particularly in schools. The problem is judging how important it is compared to other subjects. Inevitably, parents are often obsessed with their children's job prospects and, as a result, pressure is brought upon schools to squeeze less essential subjects, like arts, out of the curriculum. How can we persuade decision makers that creativity is vital? Perhaps by focusing on its importance to employers and the financial rewards it can lead to, so that the link between creativity and career success is clear.

E. Although not everyone can be a genius, we are all, to a certain extent, creative. This is most notable in very young children who spend their time exploring, testing and experimenting. Regrettably, it seems that as soon as kids reach school age, they are **dissuaded from** showing the same inquisitiveness towards their learning and, instead, are expected to conform to numerous rules. This, in turn, proves counterproductive when developing imagination and creativity. However, as children grow up and join the world of work, they are often required to think outside the box in order to solve problems in a new way and are criticised when found to be incapable of doing so. But, all is not lost – research demonstrates that creativity is eighty percent learned so this innovative thinking can be trained, just like anything else. **Practice makes perfect.**



For questions 1–10, choose from texts A–E. Each text may be chosen more than once.

Which text contains the following statements?

1. Creativity may be stifled because of worries about your offspring's futures.	
2. Neither threats nor rewards will produce the optimal form of creativity.	
3. Sudden ideas are the result of thought processes we are oblivious to.	
4. Both nature and nurture are responsible for our creative skills.	
5. Creativity is not only neglected but also consciously discouraged.	
6. Ideas should not be expected to flow spontaneously.	
7. Being creative can lead to advantages at work.	
8. Creativity is also about adapting and expanding existing solutions.	
9. Anyone can demonstrate everyday acts of creativity.	
10. Suppressing our instinctive creativity limits our potential.	



Fill in the gaps with the highlighted words and expressions from the text.

- Well, the court received a complaint that your child is being _____ and wants a full report on your fitness as a parent.
- Sometimes _____ means going back to the things we used to do all the time as a child.
- Like anything else, _____, and with networking, practice may lead to valuable connections that can help you boost your business.
- _____ can be applied effectively in the workplace with a reward and consequence system as motivational tools for staff members.
- Travelers often want to _____ and really dig into local life for that unique and educating experience.
- Surely, no Member of Parliament woke up one night with a _____ on how the government can screw entrepreneurs and risk takers.
- Twitter exploded with reports that Chris Pratt was personally _____ taking on the role of Indiana Jones in a potential franchise reboot by Harrison Ford himself.
- Playing an instrument _____ is rewarding enough, but learning music also opens the door to community bands, orchestras, and other creative outlets.
- At the end of the header may be an unused field, sometimes _____ padding, filler, reserved space, or reserved fields.
- He often starts singing _____, usually just reciting popular songs when he has nothing else creatively to say and sometimes making up his own lyrics when he starts getting frustrated with a game.



WORD BOOST

Read the definition of a capsule wardrobe. Do you have one? Do you think it is useful?

capsule wardrobe (n) – a small collection of essential clothes that can be put together in different ways to suit any occasion.

Complete the expressions in the text with the words below.

complement	eye-catching	finishing	jazz
mixing	pair	untuck	roll

GET CREATIVE WITH YOUR CAPSULE WARDROBE

You don't need a lot of clothes to always look put together.

Often it's about the way you combine different items, and those little 1) _____ touches. For example, everyone needs a plain white shirt. You can do so much with it: 2) _____ up the sleeves, 3) _____ the shirt at the back, wear it like a loose jacket over a contrasting T-shirt. And of course, you can also 4) _____ it up with fashion accessories such as a tie or a belt!

You don't need to always 5) _____ the same items together. For example, have you tried wearing a long-sleeved T-shirt under a favourite short-sleeved one? You could also experiment with 6) _____ and matching more unusual colour combinations. Who says blue and green don't 7) _____ each other?

Get creative with your capsule wardrobe and it will look like you have dozens of 8) _____ outfits.

THE ART OF FASHION



Listen to fashion students discussing four of the photos. Put the outfits in the order that they are mentioned. Do you think fashion can be a form of art? Say why.



A.



B.



C.



D.



E.



Complete the table with the words from the box.

baggy	chiffon	clashing	corduroy	cropped	diamanté
flamboyant	flared	funky	garish	gigantic	metallic
navy	neon	oversized	pastel	plaid	pleated
polo neck	satin	scarlet	sparkly	stretchy	suede
teeny	velvet	V-neck	wide-leg	silk	incompatible

Opinion	Size	Shape	Colour	Pattern	Material



Watch the video and complete the gaps.



- Every day, huge amounts of used clothes are donated to _____ across the UK.
- The charity shops sell the clothes to _____ businesses and eventually, the clothes end up in _____, Africa.
- The donated clothes have generated a whole new _____ which is now worth _____ a year.
- Imported clothes make up more than _____ percent of all the clothes bought in Africa which may make the Ghanaian clothing industry _____ as it definitely has negative impact on _____.
- Kente is a hand-woven Ghanaian _____ in flamboyant colours worn on special occasions by _____ and _____.
- Osei Bonsu, a historian, believes that Kente and traditional clothes speak volumes about Ghanaian _____ when the people were illiterate.
- On Fridays, some Ghanaians make a fashion statement by wearing _____, but the young like to mix and match the _____ with an _____.

WORD BOOST

Read the information. Complete the dialogue with the words below.

Spoken language is often quite vague or imprecise. We use vague language when:

we are not sure or have forgotten the precise word, e.g. *whatsername / whatsisname / stuff (for uncountable items) / thingy (for countable items).*
I love those thingies on her shoes.

we are giving an example, e.g. *and so on / and everything / and stuff / stuff like that.*
I don't really like stuff like that.

we are approximating, e.g. *somewhere in the region of / give or take (amounts of numbers), -ish / sort of / kind of (qualities).*
There are somewhere in the region of a hundred shows.

greenish	shortfish	sort of	stuff	stuff like that	thingy
----------	-----------	---------	-------	-----------------	--------

Amy: What is she wearing?

Beth: Oh, it's 1) _____ like a jumpsuit, I think, but with wide trousers.

Amy: And what's that 2) _____ round her waist

Beth: I'm not really sure, to be honest. Is it a belt? It looks like it's made of 3) _____ metal.

Amy: And she's got sparkly 4) _____ in her hair!

Beth: Yes, I think it's glitter.

Amy: I like her hair. It suits her to have it cut 5) _____ like that. Does she usually wear diamanté and 6) _____?

Beth: Yes, she's quite flamboyant.

FORMS OF VISUAL ART



Listen to three conversations Jan has about the pieces of art below and choose the correct answers.



- What does Jan think about reverse graffiti?
 - She admires the work it took to make.
 - She doesn't consider it art.
 - She's surprised anyone likes it.
- The man says that reverse graffiti
 - is of a high standard.
 - won't last very long.
 - could work for advertising.
- What did the boy's teacher think about his drawing?
 - He should work on his technical skills.
 - He didn't have any real talent or vision.
 - He was wasting his talent.
- Why does the boy love drawing anime?
 - He finds drawing it straightforward.
 - He is able to depict a range of feelings through it.
 - He is fascinated by Japanese culture.
- What opinion does the man have about the sculpture?
 - It's overrated, with marble from Italy, not Brazil.
 - It's mediocre – its impact is from the reflection.
 - It's thought-provoking – it symbolises both difference and unity.
- What does the woman say about Bruno Giorgi, the sculptor?
 - He had great admiration for the labourers who built the city.
 - He was also the architect of the building in the photo.
 - He was a close friend of Oscar Niemayer.



Replace the underlined parts of the extracts from the recording with the correct synonyms below. There are more words than necessary.

creepy	dire	gimmicky	grisly	impenetrable
mediocre	overrated	tongue-in-cheek	trashy	jaw-dropping

1. It's kind of ironic, isn't it, using dirt to create a picture of nature?
2. She said anime was too low-quality and that I needed to learn to draw properly.
3. Anime is praised too much, isn't it?
4. Oh, that's sensational! I've seen photos, but ...
5. The reflection in the water garden might seem a bit clichéd ...



Complete the sentences with the remaining words from the box.

1. Apparently, he painted it using his own blood. Ugh, it's so _____!
2. That is really _____, I've rarely seen anything worse!
3. It's OK, I suppose, but really no more than _____.
4. I found it rather _____. What do you think it was trying to say?
5. It's a bit _____. It makes me feel uncomfortable.



WORD BOOST

Complete the collocation groups with words from the banks, then complete the sentences.

✓ demanding ✓ modern ✓ dramatic ✓ fine ✓ unexceptional ✓ arresting ✓ responsive ✓ abstract ✓ performing ✓ sizeable		art(s)
		audience
		performance

1. _____ art incorporates distinct shapes and patterns in thought-provoking designs.
2. Despite the fact her exhibition was not advertised, she still managed to draw a fairly _____ audience.
3. Stand-up comics rely on a _____ audience to make the routine a success.
4. This year, the _____ arts department has decided to stage a production of King Lear.
5. The _____ Art Museum on Baker Ave houses a large collection of impressionist paintings.
6. My father detests _____ art, but he will talk about the Old Masters for hours on end.
7. Many actors claim that a _____ audience brings out the best in their performing ability.
8. The veteran actor's _____ performance held his audience spellbound.
9. She plans on getting a degree in the _____ arts, but is still undecided whether to major in dance or music.
10. His _____ performance was unanimously condemned by the critics.

FILM INDUSTRY



Watch the video about the history of filmmaking. What is creativity to you? Would you like to become a film director? What predictions do you have about the future of filmmaking industry?



You are going to read the texts about filmmaking. Before you start match the words on the left with their definitions on the right:

leading role	a thing with distinct and independent existence
to acquire	provide money to pay (a cost or expense)
to launch career	when you are famous and a lot of people admire you for a special skill, achievement, or quality
renown	person who advises on the content and form of film or television scripts
shooting	the process of or management involved in making a film, play, or record
subsidiary	the action of working with someone to produce something
rehearsing	the action of filming or photographing a scene, film, etc.
synopsis	practising (a play, piece of music, or other work) for later public performance
release	publicly display
to defray	to obtain something by buying it or being given it
a story editor	the action of making a film, recording, or other product available to the public
exhibit	a short description of the main events or ideas in a book, film etc [= summary]
collaboration	the main role
production	a company controlled by a holding company
entity	to start one's career



Complete the sentences with the words and expressions from the previous exercise.

- The proceeds from the competition help _____ the expenses of the evening.
- A version of the game for Mac computers will be _____ in February.
- But [blank3] stopped in 80-s when they became unfashionable.
- Church and empire were fused in a single _____.
- Only _____ was responsible for the script of that movie.
- She was invited to _____ at several French museums.
- She is _____ for her world tour and spending a lot of time at the records' studio.

8. James liked the _____ of the film and decided to watch it.
9. We had two weeks of rehearsals before _____ began.
10. A _____ is a company that is partly or completely owned by another company that holds a controlling interest in the subsidiary company.
11. Manning hoped _____ valuable works of art as cheaply as possible.
12. The company is building the centre in _____ with the Institute of Offshore Engineering.
13. He has won world _____ for his films.
14. For her talent she got _____ role in that play.
15. Helen was at her height, so it was just high time to _____.



Read the texts and agree or disagree with the following sentences.

STUDIOS

All movies all have a similar life cycle. Each begins as a concept developed on paper, then is filmed, edited, and exhibited. But a movie will never make it from paper to film without financing. For the most part, financing means studios.

Entities that finance film production can consist of anything from millionaire investor to a bank, to a student filmmaker's family to a church. But most American commercial movies are funded by studios, for-profit companies that specialize in financing and distributing movies. The largest studios are called "majors", and there are current eight: Disney, DreamWorks, MGM, Paramount, Sony (Columbia / Tristar), 20th Century-Fox, Universal and Warner Bros.

- The largest studios are called "minors", and there are current ten.

The studios, for the most part, no longer produce or exhibit movies themselves. They did in the "studio era", from the 1920s to the 1950s, when films were made on the studios' own premises with salaried employees as cast and crew and were exhibited in theaters owned by the studios. Since antitrust legislation and changing economics ended that system, studios have adopted a different role. They consider proposals ("pitches") by independent producers, help to develop them, and, if they think a project is worthy, agree to finance the making of the movie. The producers make the movie, using locations and facilities than they decide are suitable. Studio executives stay in touch to ensure that the project is progressing. Once the movie is finished, the studios distribute or sell the film to exhibitors or theater owners, who are generally unconnected to the studios. (Some studios do own theaters, but the theaters will book anyone's films, not just those of the studio). Thus, the function of production, distribution, and exhibition are separated from one another.

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- From the 1920s to the 1950s films were made on the studios' own premises.

The majors are not the only game in town. Recent decades have seen the rise of a number of small film financing, production, and distribution entities called independent companies, or independents. Some have grown large and influential enough to qualify as "mini-majors": these include Miramax, New Line Cinema, and Polygram. To make things more confusing, some "independents" are now owned by the majors: Miramax, for example, has been an autonomous subsidiary of Disney since 1993. Other countries have their own film studios, but with two differences. First, in many nations outside the US, it is common for filmmaking to be heavily subsidized by the government. In Canada, for example, the Canadian Film Development Corporation invests public money in feature film production; in France, the Centre National de la Cinematographie (CNC) assists filmmakers at every stage; in African countries such as Senegal and Burkina Faso, government support has made emerging film industries possible. Second, many foreign film companies rely on coproduction with companies in other countries to defray the huge costs of feature filmmaking. It is rare in the US to see two studios collaborating on a film, but this is fairly common overseas.

- Independents are companies that have huge film financing.

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- Film studios are the same in different countries.

STAGES IN FILMMAKING:

The life cycle of a Hollywood feature film can be divided in to the following general stages:

Development. The phase that begins when a studio acquires or options a literary property (such as a screenplay; a treatment, which is a synopsis of a film story; a novel or a play). It involves packing the key talent (director, producer, screenwriter, and

principal cast), continues through one or more **screenplay drafts** until a satisfactory screenplay and budget are attained, and ends with a green light from the studio – a go-ahead to begin preproduction.

Pre-prediction. This phase begins with the green light and ends before the shooting begins. It includes signing cast and crew, finalizing the script and shooting schedule, designing the sets, and finding locations.

Production. This includes all aspects of filming, from the physical preparations for the shoot, such as building sets and **rehearsing**, to shooting the principle cast (called principle photography) and setting and background (called second-unit photography).

Postproduction. This phase begins after **shooting** is complete when the film is edited, visual effects are added, and sound tracks are mixed. The result is the **release** print, the final film ready for distribution.

Release. This is when prints of the film are distributed to theatre owners or exhibitors and shown to paying audience. Frequently, the film's investors also benefit from sales to television, cable, and video / DVD markets, and ancillary sales such as toys, T-shirts, and sound track albums.

- The life cycle of a Hollywood feature film begins with signing cast and crew.

CREATIVE PEOPLE

Movie stars get the fame, but they are only part of the artistic team that brings a movie to life. Among the other creative people: producers, screenwriters, directors, directors of photography, production designers, composers, and editors.

The creative people are routinely divided into those above the line and those below the line. The "line" is the one printed in a film budget that divides the costs. Above the line are the costs of acquiring the literary material (the screen and rights to any source material, such as a novel or play), and signing the key creative talent: the producer, director, writer, and principle actors. (Principle actors are those who dialogue, as opposed to extras, who have no dialogue.) Below the line are all other production costs, including the technical crew, such as the director of photography and the editor, the people who assist them, and the extras.

- People who make films are usually divided into those above the line and those below the line.

The reason for this distinction is that above the line costs vary wildly, while below the line costs are fairly predictable. One can know in advance how much a professional camera crew and editing department will cost per week. But the same actress who accepted \$ 50,000 for the leading role that **launched her career** may not accept less \$ 20 million 12 years later – a price differential of 40,000 percent.

Above the line people generally have higher status and make more money than below the line people. They are regarded as the genuine authors of a film, those responsible for its success, while below line people may be regarded as merely technical, even blue collar. However, movies are an inherently collaborative process, and some cinematographers, production designers, and editors gain such **renown** in the industry and among movie fans that they can rival the reputations of the above the line talent. Furthermore, many a film career has started below the line – as an editor,

production assistant, or extra – before proceeding above the line, to director or producer.

If you work hard you are likely to be promoted.

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It is not very difficult to gain renown in the industry of filmmaking.

A STUDIO STAFF LIST:

These are some of the key people employed by Hollywood studios to acquire and develop properties and oversee production.

Studio chief: the chief executive officer (CEO) or chairman.

President of worldwide production: oversees the selection, development, production, and distribution of movies.

Vice president of creative affairs: looks for and develops projects and oversees productions; may be called vice president of production.

Vice president of development: works with writers to develop scripts.

Creative executive: works on developing scripts, but at a lower level than the VP of development; sometimes called a development executive or production executive.

Production executive: visits sets and monitors progress on projects currently being produced; may also be called a creative producer.

WORD BOOST

Complete the sentences with phrasal verbs below (change the form if necessary). Use a dictionary if necessary.

walk out (to leave a performance before it has finished);

cut out (to delete/remove scenes from a film);

packed out (when a venue is full);

come out (release/appear in cinemas);

rise above (to avoid becoming upset by criticism or negative comments);

drop off (fall asleep easily, especially without intending to);

let down (make someone feel disappointed / fall short of smb's expectations);

turn down (to reject something offered or proposed);

sleep through (to remain sleeping although there is a lot of noise around you)

make of (to understand someone or something in particular way).

1. His latest film has just _____ and I really want to see it.
2. I _____ the film as it was just so boring.
3. Ten members of the audience _____ in protest at the extreme violence in the film.
4. The actress _____ their offer to star in the film.
5. I went to see a movie last night and I was really _____. I was expecting something great, and it just wasn't.
6. They _____ several violent scenes from the film, so it could get a PG rating.
7. He _____ half way through the film because he hadn't slept well the night before.
8. So what do you _____ the last film by Tarantino?
9. Mel Gibson had to _____ all the negative comments he had regarding his last movie.

Business affairs executive: negotiates contracts with talent, often the person holding this job is a lawyer.

Story editor: head of the story department, which reviews the scripts, books, plays, treatment, etc. that agents and producers have submitted to the studio for consideration as possible projects; supervises story analysts.

Story analyst: an entry-level person who supplies coverage, who reads submissions and writes synopsis, with comments about whether the property is recommended. He can be also called a reader.

Development assistant: entry-level assistant to a development executive or story department; reads scripts and does clerical work.

Creative executive is sometimes called a development executive or production executive.



Paraphrase the following sentences using the active vocabulary of the unit.

1. **Published** twice yearly in the Netherlands, this magazine is aimed at both the expert and the amateur.
2. Thanks for all your work in compiling this fascinating **compendium** which has shaken the cobwebs out of my media memory.
3. He **commenced** his career in 2000 and has got a great fortune.
4. It will build **partnerships** with the book trade to put libraries at the heart of reading promotion.
5. They want to let it out to holiday makers in the winter and create a more interactive **display** during the summer.
6. With great efforts finally he got a **central** role.
7. **Suddenly** she decided **to leave** her husband and children.
8. Let's have a bite at this wonderful restaurant. Oh, look, **there are no places at all**.
9. Her boyfriend **failed to meet her hopes** when he did not propose marriage.
10. I know that the situation you got in is rather hopeless, but you have to take all your strengths and **overcome it**.



Match the movie adjectives to their definitions.

complex	very exciting
cheesy	sad and emotional
witty	full of lots of different ideas
moving	it makes us laugh
funny	cheap and unpleasant
creepy	lots of fighting
gripping	considered suitable only for adults
X-rated	terrible
dreadful	frightening
violent	full of clever humor

CINEMASCAPE



Listen to a radio podcast reviewing a film called Spirited Away and tick the information mentioned in it.

- biopic
- 3D animation
- traditional animation
- modern-day Japanese family
- twelve-year-old girl
- abandoned theme park



Match the words on the left with their definitions on the right:

euphoria	a book, film, play etc that continues the story of an earlier one, usually written or made by the same person
sequel	a book or film that is very good or successful
swing	an extremely strong feeling of happiness and excitement which usually only lasts for a short time
consumption	a word or phrase that expresses an attitude or belief
annual	someone who likes something so much that they seem to be dependent on it
blockbuster	the act of buying and using products
watchword	determined to be successful, rich, powerful etc.
ambitious	an article in a newspaper about the life of someone who has just died
obituary	change emotions quickly to the opposite of what they were
junkie	happening once a year



Complete the sentences with the words and expressions from the previous exercise.

1. Dietary changes that may be helpful excessive caffeine _____ has been associated with arrhythmia in human studies.
2. South Birmingham health authority (1991) getting it together _____ report of the director of public health.
3. Whether it's big screen _____ or your favorite TV show, they now fit in your pocket and are perfect for sharing.
4. Environmental quality will be the _____ for the 21st century.
5. However, our efforts to stabilize the climate will need, over time, to become far more _____ than the Kyoto protocol.
6. The independent newspaper carried an almost full page _____ of pip on Thursday 31st August which you can still read on-line.
7. Believe me, as a former magazine _____, I've tried to find something to read.
8. As with most horror _____, the blood and violence level is upped to compensate for familiarity with what is about to happen.
9. There was a general atmosphere of pessimism after the _____ of last year.
10. His mood could _____ from joy to despair.



Put these words into the sentences below.

screen	credits	row
trailers	subtitles	

- Let's sit at the back. I don't like being too near the _____.
- I like to sit in the front _____.
- I find trying to read _____ very annoying. I prefer dubbed films.
- I like seeing all the _____ for the new films that are coming out.
- I usually stay at the end to read the _____ because I like to know who some of the less important actors were.



Choose the correct word or word expression in the following sentences.

- The Beach was mainly filmed on **location / on site** in Thailand.
- Jodie Foster won an Oscar for her **performance / play** in the Silence of the Lambs.
- Cat Woman was one of the **characters / actresses** in Batman.
- Anthony Hopkins heads **the cast / the players** in this moving costume drama.
- I got a bit confused. The **plot / tale** was too complicated for me.
- I'll never forget **the action / the scene** where they drive over the cliff at the end of Thelma and Louise.
- The Age of Innocence won an award for the best **costumes / uniforms**.
- Most American films are **translated / dubbed** when they're shown in Europe but some countries prefer to show them in English with subtitles.
- Have you heard **the soundtrack / the screenplay** for Trainspotting? It's brilliant.
- The **special tricks / special effects** in Total Recall are amazing!

WORD BOOST

Paraphrase the sentences using expressions below. Use a dictionary if necessary.

Cinema Hangover – the feeling(s) which occur upon getting out of your seat, leaving the cinema, and rehabilitation into society. Worsened deeply if the movie you're leaving was just plain bad.

Cinematicity – when a person wants to express a feeling of either praise or disapproval to a movie, they must first rate its "cinematicity," basically how cinematic it is.

Cinema Crab – not to be confused with Aisle Salmon. Cinema Crab is the act of shuffling sideways through a seated row of movie goers, usually 10 minutes after the movie has started. Easily spotted by their flushed faces and hands full of popcorn.

Cinema Depression – a loss of moral, happiness, contentment, or excitement caused by entering a movie theatre during daylight hours and exiting after the sun has set (most extreme cases occurred after the showings of Disney's WALL-E).

Cinema Laughter – the stupid bastard that plagues the cinema with laughing at the least funny things. Have been known to be found in such comedies as Austin Powers and Scary Movie amongst many others.

CineMark – The guy in a movie theater who always attempts to crack a joke during an intense part of the film.

Cinemascope – in the world of cinema.

Cinematard – 1) one who is completely lacking movie knowledge; 2) an actor who achieves acclaim despite not being able to act.

10. Hurry up, please! The movie starts in half an hour and I don't want **to shuffle sideways through a seated row**.

11. I don't want to go to the movies with Nick, the film is rather serious and he is **always cracking jokes while watching**. It will spoil the whole impression of the film.

12. The last film with Nicolas Cage "Troy" was very exciting. – You really are **not so good at remembering actors** – it was Brad Pitt.

13. The problems about the future of the Earth are very popular in the modern **world of cinema**.

14. Stepping outside the theatre, Stephan was **so excited and speechless at the same time**.



Match the adjectives with their meanings. Use a dictionary if necessary.

impenetrable	making you feel strong emotion, especially pity or sadness
overrated	done so often it is boring
hackneyed	impossible to believe
disjointed	not as good as people say
far-fetched	done or expressed in a simple but attractive style
risque	complex and impossible to understand
gripping	slightly immoral and likely to shock some people
harrowing	you remember it long after
moving	unconnected and not in a clear order
memorable	exciting and keeping your attention the whole time
understated	extremely upsetting



Paraphrase the following sentences using the words from the previous exercise.

- The musical shocked some people because they thought it was immoral and was attacked by several politicians and religious figures.
- Her performance was one of those you will never forget, simply marvellous.
- I can't remember the last time I saw such a film that keeps you in suspense and totally absorbed all the time.
- It was a play that aroused very deep emotions in me.
- It's a film that is difficult to watch without getting very upset.
- Some of his films are absolutely impossible to understand because they are so dense and obscure.



Read the text and underline the words or phrases that match the eight definitions. Use a dictionary if necessary.

Cliffhanger not to be missed

In this latest blockbuster cops-and-robbers movie from the Holdart Studios, budding Hollywood star Florida Packline plays country-boy Ricky Smart, who gets involved with a gang of criminals intent upon stealing ten million dollars from a Chicago bank. However, their plans are spoilt by the discovery of a dead body in the tunnel they are digging through to the bank. Who is the mystery dead woman? Is she a stranger, or someone from Ricky's own past? Packline's portrayal of the confused boy from a small town caught up in big city crime is convincing, but Julia Fischer as his long-lost sister is somewhat miscast. Not a masterpiece, but it will certainly keep you on the edge of your seat.

- the way an actor creates a picture of a person
- he/she is the wrong actor for that part
- a film/book/play that keeps you in suspense
- keep you in suspense / constantly excited
- up-and-coming
- a film which huge numbers of people will go and see
- a police or crime theme
- a very great work of art

ACTORS



Watch the video about the art of acting. Do you agree that an actor is a person with different personalities inside? What do you believe is the most challenging aspect of being an actor?



You are going to read the texts about acting. Before you start match the words on the left with their definitions on the right:

close-up	American media company involved primarily in the production and distribution of film and television programs
box office	person who sets up a business or businesses, taking on financial risks in the hope of profit
reproduction	slow-moving or inactive
cinematic	someone or something that has the same job or purpose as someone or something else in a different place
script	someone who performs in a play or film
shooting	to combine separate things into a complete whole
actor	a photograph or part of a film in which the camera seems to have been very close to the picture it took
conception	the written form of a speech, play, film etc
counterpart	an idea about what something is like, or a general understanding of something
entrepreneur	the act of producing a copy of a book, picture, piece of music etc
MGM	promote the development of; stimulate
synthesize	used to describe how successful a film, play, or actor is, by the number of people who pay to see them;
spur	(of two things) so different in nature as to be incapable of coexisting
sluggish	relating to films
incompatible	the process of taking photographs or making a film



Read the text and fill in the blanks using the highlighted words.

THE ACTOR

Puppet? Pawn? Or centre of the cinematic universe? Lazy, undisciplined personality? version of his "legitimate" theatrical counterpart? Or dedicated professional who must have an almost superhuman ability to concentrate, synthesize and carry through? Machine-tooled projection of the studio moguls' and public's fantasies? Mere personality? The film actor — particularly in America — is probably all of

these things. In the course of a career of any length a single actor may be any or all of them.

What the actor is and when, depends on the director and the nature of the material actor and director are addressing themselves to. But also, the actor's function both during filmmaking process and at the end of it on the screen – is determined by the actor himself. The uniqueness of the **actor's contribution** – he is the only component of the moviemaking mix who is personally visible, and the substance and appeal of his work is emotional rather than intellectual – makes him at once extremely powerful and extremely vulnerable.

The notion of the centrality of the actor in the **filmmaking process** is the rock upon which the star system is founded. Under the star system which reached its fullest development at MGM in the thirties, writers would conceive scenarios to serve as vehicle for one or more contract players, since the star actor was thought to be a guarantor of box office in those days. It is often assumed that the shooting of motion picture would be preceded by a rehearsal period similar to that preceding the first public performance of a stage production. Advance **rehearsals** have not only relieved the actors of some uncertainties of self-preparation in isolation and the pressures of on-the-spot creation on the sound-stage, but have also aided them in arriving at their conception of characters.

The standard excuse for not having advance rehearsals is that they take time and cost money, an excuse invalidated by the numerous instances in which time and money were saved because various difficulties were resolved in the course of preproduction rehearsals. A classic example involves the first day's filming on Orson Welles's *Touch of Evil*. According to Charlton Heston, advance rehearsal away from the studio resulted in the shooting of a **sequence** covering thirteen script pages and scheduled for two and a half working days, in exactly one day. Yet, Heston, who is a theatre-trained actor, is doubtful about a rehearsal as a rule. He says that Orson Welles (co-star as well as director of *Touch of Evil*) and Laurence Olivier (co-star of *Khartoum*) "both of whom are primarily theatre people", are alone among his professional associates in their ability to use rehearsal time "constructively. Both Wyler and Peckinpah, enormously **Talented** directors, didn't really get much out of the rehearsal time away from the **sound stage**".

Liv Ullmann explains the approach of Ingmar Bergman: "He allows technical rehearsals. But then he likes to take on the first emotional reading because sometimes that is the best take".

Leslie Caron (with reference to *Head of Family* by Nanny Loy): "The Italians always shoot with several cameras. We had incredibly long takes. I remember one scene where we went through fifteen rooms and we must have had fifteen people, including babies. It was all in one take. There must have been eight cameras. One was taking the main **shot**, and two were taking **close-up** with zoom lenses. It was very interesting and wonderful for actors. You don't have to worry about your face being in camera because there were so many cameras there".

Decades earlier, Jean Renoir had already taken the methods used by Loy by postponing his decision about the placement of the camera until the **actors** had finished



rehearsing. "The angle depends on the acting of the actor and not on the imagination of the director. It's why I so often use tracking shots, pans et cetera. It is for no other reason that I hate to cut the acting of an actor during his inspiration."

Liv Ullman: Bergman hates to discuss and analyze. He feels that you can discuss away your fantasy. I feel that he is right. I would hate to work with actors where you have to sit down and talk about the background of the character. Maybe I do it subconsciously, but I try to act out what is in the script. I try to capture what sort of a person it is... For *The Emigrants* I had to learn that dialect. We had to learn to wash clothes the way they do it. We went for days in the fields. It's fun for a day, but after three days it gets a little tiring. But it was an experience, and for me, I think it was the best experience ever.

Leslie Caron: I usually put aside one month and work minimum of four hours a day. I read the script until I feel as though I have lived through it. Then I start acting moments that I feel. The main thing is to study the script as if you were the director.

1. At other times, the men came together only for sounds checks, _____ and a performance.
2. Then the actors come on-board and you start writing for their performance and their voice really. I think it's the _____ that makes it more distinct, because then they become those people.
3. Filming lasted about twelve days and was all done on a _____ at our production studio.
4. It also meant that every _____ in the film could be shot on location, without the need to make the scenes inside the cab look as though they are fake.
5. To some, he is a _____ god, to others, an egotistical showman.
6. _____ involves a number of discrete stages including an initial story, idea, or commission, through scriptwriting, casting, shooting, editing, and screening the finished product before an audience that may result in a film release and exhibition and takes place in many places around the world.
7. She has starred with many leading _____.

WORD BOOST

Paraphrase the sentences using expressions below. Use a dictionary if necessary.

Bomb – a movie that is not popular and makes little money.

CG character – a computer-generated character.

Coming attraction – the advertisement for a new movie that tries to make people interested in seeing it.

Film adaptation – a movie based on a book.

Get the show on the road – to begin a movie or show.

Give something two thumbs up – to show that you thought a movie was excellent.

Hype – a lot of positive publicity.

Mind-blowing – overwhelmingly amazing or impressive.

Preview – the showing of a movie to only a few people before the movie comes out in theatres.

Sell out – to have no more tickets.

Upcoming – soon to happen.

Write-up – a review of a product, movie, restaurant or other kind of entertainment.

1. Even though the studio spent \$50 million on that movie, it **wasn't successful**.
2. I believe **it is time to start our show**.
3. Your song produced a great effect. It was really **superb**.
4. "Gone with the Wind" is **a movie based on the novel** written by Margaret Mitchell in 1936.
5. I liked his acting in that movie. It was **fascinating**.
6. The Matrix had some great characters **created with the help of computer!**

8. Major characters are often given a _____ when they are introduced as a way of indicating their importance.
9. Much of the film is intentionally _____ on video tape, so some scenes look grainy and soft.



Match the words on the left with their definitions on the right:

quick-change artist	an actor who performs a role in a play or film below that of a lead role, and above that of a bit parts
supporting actor	a comedian who performs in front of a live audience, usually speaking directly to them and recites a grouping of humorous stories, jokes and one-liners typically called a monologue, routine, or act
upstager	a person who wears a mask or fantastic costume while merrymaking or taking part in a pantomime, especially at Christmas and other festive seasons; an actor, especially a pantomimist
stand-up comedian	an actor who draws attention from or overshadows other actors in the same production, as by charm or quality of performance
mummer	a theatrical performer
ham actor	a performer skilled at quickly changing costume and makeup
scene-stealer	a person who enacts a role in an event that occurred earlier
thespian	a selfish actor who upstages the other actors
reenactor	an unskilled actor who overacts
ingenué	an actor who plays villainous roles
heavy	an actress who specializes in playing the role of an artless innocent young girl



Choose a proper explanation for each word.

Theme:	<input type="checkbox"/> storyline; <input type="checkbox"/> main song in a movie; <input type="checkbox"/> strong idea;
Masterpiece	<input type="checkbox"/> a great work of art; <input type="checkbox"/> an unfinished movie; <input type="checkbox"/> a movie with a strong message;
Box office	<input type="checkbox"/> DVD shop; <input type="checkbox"/> the cinema; <input type="checkbox"/> the movie charts;
Movie buff	<input type="checkbox"/> a person who hates films; <input type="checkbox"/> a music lover; <input type="checkbox"/> a film lover;
Star studded	<input type="checkbox"/> cheap; <input type="checkbox"/> expensive; <input type="checkbox"/> full of famous actors;
Sequel	<input type="checkbox"/> movie that follows a previous movie; <input type="checkbox"/> gambling movie; <input type="checkbox"/> police movie;
Blockbuster	<input type="checkbox"/> artistic movie; <input type="checkbox"/> successful movie; <input type="checkbox"/> big failure;
Gags	<input type="checkbox"/> exciting movie; <input type="checkbox"/> funny moments; <input type="checkbox"/> serious moments;
Cast	<input type="checkbox"/> director; <input type="checkbox"/> group of actors in film; <input type="checkbox"/> writers;
Heart Throb	<input type="checkbox"/> famous actor; <input type="checkbox"/> handsome actor; <input type="checkbox"/> passionate actor;
Thriller	<input type="checkbox"/> a romantic movie; <input type="checkbox"/> an exciting movie; <input type="checkbox"/> a classical movie;
A- list	<input type="checkbox"/> the best; <input type="checkbox"/> the worst; <input type="checkbox"/> the richest;
Script	<input type="checkbox"/> idea; <input type="checkbox"/> written story; <input type="checkbox"/> cast;
Top-grossing	<input type="checkbox"/> most disgusting; <input type="checkbox"/> most exciting; <input type="checkbox"/> best-selling;
Animated	<input type="checkbox"/> black-and-white; <input type="checkbox"/> exciting; <input type="checkbox"/> cartoon style.

GRAFFITI



Have you ever been involved in creating graffiti or street art? How did you feel? How would you feel if somebody painted graffiti on your property? Try to paint your name or initials in the style of graffiti.



Complete the sentences below with the correct forms of the words given in brackets.

1. For safety reasons, the businessman who bought a painting wants to remain _____ (ANONYMITY)
2. Happy is a talented teenage _____ with a passion for spray paint and hip hop. (MURAL)
3. When you talk to Graffiti Grandma, you might _____ your opinion about street art. (SOFT)
4. There is an _____ of paintings by Pablo Picasso in New York. (EXHIBIT)
5. The _____ of the museum will give the reporter an interview about graffiti as an art form. (CURATE)
6. The many cave paintings in France and Spain show the artistic _____ of the modern human in Europe. (CREATE)
7. An art _____ is a piece of modern art which can include objects, light, sound, etc. (INSTALL)
8. Graffiti and street art have become an art _____ which is hard to stop. (MOVE)



Match underlined words and phrases from sentences a-d with their meanings 1-4.

<p>a) Graffiti artists are <u>getting their due</u> now because people have started to think about them as real artists.</p>	<p>1) to grow or develop successfully</p>
<p>b) He <u>despised</u> himself for being such a coward and not helping that woman.</p>	<p>2) to hate someone or something and have no respect for them</p>
<p>c) During the late 1950s and 1960s artists with a wide range of interests began <u>to push the boundaries</u> of contemporary art.</p>	<p>3) to be praised even though you are usually criticized or disliked</p>
<p>d) The economy is booming and many small businesses are <u>flourishing</u>.</p>	<p>4) to discover something new, make limits go further out</p>



Watch a video about street art and answer the questions below.

1. Did graffiti start in New York? _____
2. What is Beyond the Streets? _____
3. Is the show's curator still a graffiti artist? _____
4. How many artists are featured at the exhibition? _____
5. When did photographer Martha Cooper publish her book? _____
6. Where does the graffiti and street art festival take place? _____



Watch the video again and complete sentences with one word each.

1. Graffiti and street art was out of _____.
2. I was _____ with graffiti as a kid and I still am.
3. I want people to come here and understand the true _____ of graffiti.
4. For weeks, a team of designers, carpenters and artists worked feverishly to put together the show in a _____ new building.
5. Of course, it's _____ and it is a crime, and that is what's so interesting about it.
6. It's funny how we have _____ our opinion.



Fill in the blanks using the words from the box in the correct form.

to send in	to mount	to hone	to articulate	to suspend judgment	unfulfilled
to queue	to articulate	to vary	to affect	to overwhelm	a docent

1. The paintings of Terry Setch, which can be seen at the Talbot Rice Gallery in Edinburgh, _____ the viewer with their large scale, drawing one into a visual world of pigment, wax, beach detritus and plastic.
2. She _____ her debating skills at college.
3. Jo's pioneering work has changed the way people view their own worlds, and _____ their own experiences.
4. As soon as one of the adults goes for the paper, we'll _____ a Trojan Horse.
5. Hers would be an untried talent, an _____ potential.
6. The parents were the only variable and even they didn't _____ much; their reactions followed a predictable pattern as well understood by the police as it was by the kidnappers.
7. Mr Justice Hoffman said in the High Court that he had decided to _____ until he knew how soon the House of Lords was likely to hear an appeal against an order forcing Mr William Goodwin, aged 23, who works on the Engineer magazine, to reveal confidential information.
8. Now 2,400 troops will have to _____ with locals in freezing conditions for whatever public phones they can find.
9. Nevertheless, they consider that it was entirely proper and in the public interest for the Daily Mirror to _____ its own investigation into drug-related crime.
10. If you take a museum tour, it might be led by a _____, a volunteer who acts as a guide to the museum's collection.
11. Do you want to know how easy it is to _____ the environment of the world by planting trees or buying eco-friendly products?

ARTIST'S INTENTIONS



Watch the video about how the artist's intention affects your interpretation of the artwork. To what extent do you think an artist's intentions should affect our interpretation of their work?



Underline the most suitable word to complete each sentence.

- The **portrait/frame/portrayal** hanging over the mantelpiece dates back to the 18th century.
- The local radio station confirmed that the band was coming but did not reveal the **venue/setting/site** they would be playing at.
- As you can see, many tapestries of the age use a war **theme/plot/narrative**.
- Would those in the **front lines/home front/front row** please be seated, as you're blocking the view of those behind you.
- He was overcome by **stage fright/cold feet/writer's block** when he learned that his overbearing father was in the theater.



Fill the gaps with the correct form of the words/phrases listed below. Then match the idioms with their meanings.

jump on face	play second strike	bring read	walk follow	wit in put you in
-------------------------	-------------------------------	-----------------------	------------------------	------------------------------

- It's much better to admit that you made a mistake and _____ **the music**.
- It's like _____ **a tightrope** at the moment; one mistake and the festival could be cancelled.
- Our town was the first to build a multi-cultural center, but now other towns are _____ **the bandwagon**.
- Her loud orange dress and angry expression _____ **the wrong note** at the gallery opening.
- The actress is trying to appear calm, but _____ **between the lines**, I'd say she's quite worried.
- The theater manager cannot afford to look weak right now; he knows there are other people _____ **the wings** to take his place.
- Brian wants the leading role; he's not interested in _____ **fiddle** to anyone.
- After being published every week for the last century, the owners are finally _____ **the curtain down** on the local arts magazine.
- Before the rehearsal starts, let me _____ **the picture** about what has been done up to now.
- Matthew was a very good director; his successor will find him **a hard act** _____.

3	to join in with what others are doing, to one's own advantage
	to deal with an unpleasant situation/to meet criticism
	someone or sth that sets such a high standard that others will find it difficult or impossible to meet or beat
	to be involved in a difficult situation where any mistake could put a successful outcome in jeopardy
	to provide all the necessary information about sth
	to end sth, e.g. a project/business
	to be a supporter or follower in an activity, rather than a leader
	to infer sth from a situation or statement rather than from what is said
	to say or do sth unsuitable or displeasing
	to be ready to take an opportunity, especially to take over someone else's job



Read the text and find the idioms that correspond to the phrases below.

Note how some idioms in the text below set the scene, some make the events more intense or exciting, and some comment on the events and draw conclusions.

- **doing nothing special**
- **without asking permission or warning anyone**
- **before I had time to be aware of what was happening**
- **very quickly**
- **as the worst event in a series of bad ones**
- **purely by luck**
- **feeling bored, with nothing to do**
- **finished well**
- **I survived the events**
- **it was an event that one just has to accept**
- **said as a comment on a good ending to a series of bad events**
- **I could sense**
- **said when one is about to tell a coincidence**
- **to tell something briefly**
- **completely unexpectedly**
- **used to state the moral or logical conclusion of the events**

One day, I was sitting at my desk in the office, minding my own business and just twiddling my thumbs, when my colleague Tom Jessop came walking towards me. I could feel it in my bones that something was going to happen. Suddenly, out of the blue, and without so much as a by-your-leave, he pulled the power cable out of the back of my computer, switching it off instantly. Before I knew where I was, he was switching it on again, and in next to no time, it was working normally. He explained that he had noticed out of the corner of his eye that I was just about to open an e-mail which he knew contained a dangerous virus, and he reacted quickly to stop me doing it. He explained that he had just opened the infected e-mail himself and that now his computer had completely crashed. To cap/crown it all, he had lost a long, important report he had almost finished. But, would you believe it, I had not saved my work for about an hour, and, to cut a long story short, by pulling out my power cable he caused me to lose a report I was writing too, even though he saved me from the virus! However, as luck would have it, I remembered later that I had a copy on my laptop, so everything turned out all right in the end, and all's well that ends well, at least for me. I lived to tell the tale, but poor old Tom lost everything on his computer. I know it was just one of those things, but still, it just goes to show how you can never trust technology.

WORD BOOST

Other expressions that occur in narratives.

A: It turned out she went to the same school as my sister.

B: Well! **It's a small world, isn't it?** [*said when a coincidence happens between people*]

"So I said, I'm not afraid of animals, let me carry it. **Famous last words!** It was a six-foot snake!" [*said when one later regrets something one has said*]

A: I don't think I'll ever trust her again.

B: Well, **you live and learn**, don't you? [*comment on events from which someone has learnt a lesson*]

Match the beginnings and endings of the idioms below.

- | | |
|------------|----------------|
| as luck | that ends well |
| famous | believe it |
| in next | would have it |
| all's well | it all |
| to crown | last words |
| would you | to no time |

Which idiom means ...

- ✓ to get quickly to the end of the story? _____
- ✓ you usually learn something from a bad experience? _____
- ✓ coincidences happen in this world of ours? _____
- ✓ I survived all the bad things? _____
- ✓ the events prove/demonstrate that...? _____
- ✓ the events were something you just have to accept? _____

Complete the idioms in these sentences.

- I was standing there, and then, out of _____, a man on a horse rode up to me.
- I was in the office, minding _____, when I heard a bell ringing in the street.
- I could feel _____ that it wasn't going to be an ordinary day.
- We were just twiddling _____, waiting for something to happen.
- Then, without so much _____, he took my bike and rode off.

SAVING UKRAINIAN ART



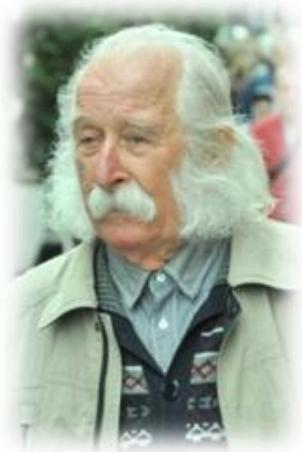
You are going to read the texts about Ivan Marchuk. Before you start match the words on the left with their definitions on the right.

prolific	the process of asking sb a lot of questions, especially in an aggressive way, in order to get information; an occasion on which this is done
awe	(old-fashioned, slang) a humorous and sometimes offensive way of referring to a hospital for people who are mentally ill
personable	(of a person) having very fixed beliefs and being unlikely or unwilling to change them
a self-portrait	an area of a country or city where the people have a different religion, culture or nationality from those who live in the country or city that surrounds it
an attic	a painting, etc. that you do of yourself
a loony bin	feelings of respect and slight fear; feelings of being very impressed by sth / sb
one iota	a wooden frame to hold a picture while it is being painted or (in the past) a blackboard
hard-line	not receiving the thanks or praise that is deserved
unacknowledged	(of a person) attractive to other people because of having a pleasant appearance and character
enclave	(of an artist, a writer, etc.) producing many works, etc.
interrogation	a room or space just below the roof of a house, often used for storing things
an easel	(usually used in negative sentences) an extremely small amount

UKRAINIAN ART LEGEND PAINTER IVAN MARCHUK

Ivan Marchuk is a legendary artist in Ukraine, a living classic of Ukrainian painting and the innovator of several new techniques, among them the microscopic strokes with which he fills his canvases. A favourite artist of President Yushchenko, he inspires in his fellow painters and critics a kind of how-does-he-do-that awe. In person, as What's On's Kateryna Kyselyova discovered, he's a cheerful, hospitable and personable man, one happy to be interviewed. She met up with him in his central Kyiv workshop to chat.

I first met Ivan Marchuk a long time ago, at a time when I knew next to nothing about him. Strolling around one of his exhibitions, I noticed an interesting man with snow-white shoulderlength hair, subtle lines in an elderly face, and fantastically young and blue eyes that looked right through me like a drill. Only



when I came across one of his self-portraits did I realise I was looking at Marchuk himself. But by then I already knew: Ivan Marchuk's eyes see more than any of ours.

Getting an interview with Marchuk was a bit of an event. I couldn't get his phone number anywhere, but, remembering his habit of visiting his own exhibitions, I went straight to the Art Museum and simply waited. It took nearly an hour, but he showed up: the same snow-white hair, the same smile hiding in his long moustache and the same drilling gaze. I hadn't even thought of visiting his workshop, but he invited me.

The studio is right in the city centre, almost in the attic of a building: "I'm almost up to the sky," said the artist as he climbed his spiral stairs. His shop is a converted multi-room apartment covered with paintings, some piled up, some hanging on the walls like windows. "I'm crowded here," said Marchuk. "I can't make huge pictures in such a small space. I don't want to give them to that loony bin – I mean that whole business about the Marchuk Museum. I'm not even interested in that anymore." He was referring to a decree President Yushchenko signed in 2005 to build a museum dedicated to Marchuk. Around that time, the media began calling the artist Yushchenko's favourite, though Marchuk says nothing concrete has materialised so far. "Ukraine never gave anything to me, only obstructed me." With that, we started to talk for real.



Early Life

Ivan Marchuk was born in 1936 in the village of Moskalivka in Ternopil region to a family of craftsmen. In the 1950s he studied at the Lviv Art Institute, then moved to Kyiv in the 1960s. "At the institute I was a perfectly realistic artist: Shyshkin and Repin were everything to me. But my teacher Karlo Zvirynsky [an outstanding painter in his own right] began to 'break' me – he was constantly killing the realistic painter in me. I was getting really mad about it – I did not know who I was to become as an artist. Later I left Lviv for Kyiv, saying, 'If I don't find myself, I'll quit painting'. I always loved to be close to the soil and could do everything in the garden, so I could easily find a job in the village. In Kyiv I was already working in a government centre for design. One day, sitting at work with my colleagues, I suddenly stood up and said: 'I am!' With these words I crossed out 11 years of art education and became Marchuk. My hand started dancing on the paper. I did not know what I was doing and I did not want to know. I felt something was flowing out of me and that lasted from 1965 to 1972. I called that series of works the Voice of my Soul," Marchuk told me.

He also told me of another crucial day in his creative life. "One night in the countryside, I saw a fairytale-like woodland scene – snow laced on the trees – it was then that I invented my technique: to recreate the same lace on canvas. Since then I've intrigued everybody." Marchuk keeps his technique secret, saying only that it demands at once great patience and great speed. From a distance, one sees the landscapes in his paintings. Coming closer one realises the scene is woven of tiny threads of paint.

"I became financially independent in the 1980s. The tradition of buying art works in the Soviet Union actually began with me. All other artists were working for the state, not to sell works to collectors. My first buyer was Yuriy Shcherbak [the writer and diplomat]. I contacted scientists and doctors and they supported me. People like Amosov [a famous Soviet surgeon] could be free in their artistic tastes. Svittlana Titova, the head of

the House of Fashion in Kyiv in those times, she had all her walls covered with my works. I even heard that the wife of Volodymyr Shcherbytsky [the notoriously hard-line head of the Communist Party in Ukraine in the 60s and 70s] took one of my works from Titova and then sold it. Probably needed money."

Life Under the Regime

The Soviet regime, of course, didn't appreciate artistic experimentation or anything even one iota outside the officially permitted genre of Socialist Realism. Marchuk became an exile in his own country. "I was not simply unacknowledged – for that I never cared," he said. "But I lived under stress. They spied on me, pressured my friends, called me in for interrogations. They wanted me either to stop painting or start painting what they wanted. I was so depressed I was even thinking of suicide, but one guy advised me to get out."

Get out he did: he asked his friend from Australia to send him an invitation in 1989 and began his odyssey, living in Australia and Canada before finally settling in Manhattan. There he rented an apartment for 500 dollars a month in the Ukrainian enclave in the East Village. He successfully promoted himself in American galleries, giving exhibitions in Philadelphia, in Washington (twice) and in Dallas. "In the States I saw women crying in front of my works. But life there was difficult. You need to be very business-like otherwise you won't survive. What's more, it's hard to be there without a woman."

In 2001, Marchuk desperately wanted to go home, so he bought a ticket in advance. The day of 11 September, a week before his flight, he went to a shop on Broadway to buy a bottle of vodka for a party. Then the disaster happened. "When I saw the building falling, I remembered the last days of Pompeii and thought the world was ending. I knew then I was not going to come back to the US."

Look Homeward

Today the painter is greatly disappointed in Ukraine. "I came home because I thought Ukraine had changed. I was mistaken. I don't want to frighten people, but I feel how the space in Ukraine is saturated with negative energy. Too much evil is done just for entertainment. People become alcoholics for fun, youngsters start smoking, drinking and taking drugs just for fun. Paradoxical though it may be, Ukraine creates more talented people than any other country, but it does not need those talents. I am a politician as well, as I am interested in what is going on here and in the world. Reading newspapers during breakfast, I have no hope for Ukraine's future."

His pessimism does not distract the artist from his work. Ivan Marchuk gets up at five in the morning every day and does his regular exercises. At seven he is already in his workshop. His life is very simple. He eats raisins, honey and nuts, and adds a little bit of brandy to his coffee. He has a car but he drives only at night and only on one road, from Kyiv to Kaniv, where he has a small house with an old garden overlooking the Dnipro. He says selling one work can feed him for a year, but now he usually refuses to sell his paintings. "I became stingy. I want to see my works myself. They inspire me." Marchuk is prolific. So far he has left over nearly a thousand of his works in the US, Australia and other countries. "If I were given a wall from Kyiv to Lviv I would be walking and painting, and then it could be cut and everyone could have a piece of Marchuk at home."

Marchuk is sceptical of contemporary art, though he liked the experiments Damien Hirst exhibited in the PinchukArtCentre last autumn. "The painting has to come from

above; the artist is only an executor. I know I'm obsessed – I'm tied to the **easel** and I can work in any country. If you put me on the moon I would work even there." Over the course of his career, Marchuk has created nine series of works, each representing different periods of life, different moods and themes. Now the artist is working on 'the tenth Marchuk': a series of cosmic and fantastical pieces. Marchuk said he wishes only for the health to create more. After a pause he added: "I also want to fall in love, but I always think it's too early."

(by Kateryna Kyselyova)



Fill in the blanks using the words from the box.

awe	personable	a self-portrait	an attic
a loony bin	prolific	unacknowledged	interrogation
one iota	hard-line	enclave	an easel

- Central to this weekend will be the music of the _____ and varied composer William Byrd.
- Nothing she said seemed to make an _____ of difference.
- The chances of British entry into the exchange rate mechanism of the European Monetary System before the next election were significantly reduced at the Strasbourg summit, as the Prime Minister maintained her _____ opposition.
- She was some years his junior, not pretty, but _____ enough, with brown hair, neatly dressed and a good figure.
- With video taping of _____, now being introduced, even interrogations can be closely monitored.
- The United Nations has reported intense fighting around Srebrenica, the Moslem _____ it is trying to protect.
- At the far end of the studio, near the _____, on a sort of crude platform, an arrangement had been made of what appeared to be boxes under grey blankets.
- She was in _____ of the mountains around.
- From my _____ bedroom I thought I surveyed the world.
- The pivotal role of Bonnard in the art of the twentieth century, the role of nature and observation in his work, and the use of traditional themes such as landscape, the nude, the _____, the view from the window and the still life, are all examined in an exhibition at the Kunstsammlung Nordrhein-Westfalen, Dusseldorf.
- Perhaps, when she had recovered from this encounter, he could suggest that they become engaged, albeit in an _____ fashion as he could not afford a ring worthy of her.
- On the floor above the _____, nobody quite knew what took place.





Watch the video about Ukrainian art and answer the question:
“Why is it necessary to save art in Ukraine?”



Lined area for writing an answer to the question.



SELF-CHECK

1. It's described here as a typical psychological _____ .
 - a. thriller
 - b. comedy
 - c. horror
 - d. western
 - e. soap opera
2. A person who makes the practical and financial arrangements needed to make a film, play, or television or radio programme is called a _____ .
 - a. producer
 - b. director
 - c. sponsor
 - d. editor
 - e. author
3. A person who gives instructions to the actors and other people working on a film or play is called a _____ .
 - a. director
 - b. sponsor
 - c. editor
 - d. sound producer
 - e. movie buff
4. They didn't have time for a _____ before the performance.
 - a. rehearsal
 - b. acting
 - c. shooting
 - d. production
 - e. playing
5. This actor is a real _____ of his character.
 - a. counterpart
 - b. follower
 - c. duplicate
 - d. replica
 - e. actor
6. This is my favorite photo. She took a stunning _____ of him.
 - a. close up
 - b. far up
 - c. shot up
 - d. follow up
 - e. rise up
7. "Snow White" is the most popular _____ Disney film.

- a. animated
 - b. cartoon
 - c. feature
 - d. short
 - e. comedy
8. Jane often laughs while watching this comedy, there are a lot of _____ .
- a. gags
 - b. celebrity actors
 - c. funny episodes
 - d. comic situations
 - e. costumes
9. It was a real _____ Hollywood party.
- a. star studded
 - b. popular
 - c. wonderful
 - d. film making
 - e. rehearsal
10. "The King Lion" released in 1994 is the _____ movie of all time.
- a. top-grossing
 - b. exciting
 - c. popular
 - d. disputable
 - e. star studded
11. "The Departed" is a thriller by Martin Scorsese and featuring _____ celebrities such as Leonardo Di Caprio and Matt Damon.
- a. A-list
 - b. big list
 - c. mail list
 - d. famous list
 - e. great list
12. A review was presented by the theatre _____ of the Sunday Times.
- a. critic
 - b. director
 - c. producer
 - d. actor
 - e. author
13. This has created a welter ___ tensions between the weak central governments of the ex-colonial countries and their peripheral minority groups and tribes.

- a. of
 - b. in
 - c. for
 - d. from
14. The technique, a precursor ___ impressionism, is noted for the short brush strokes where the colors are not necessarily blended smoothly.
- a. for
 - b. of
 - c. to
 - d. before
15. She's just ___ awe ___ how well he's playing at this time in his career.
- a. in/from
 - b. of/with
 - c. in/off
 - d. with/in
16. After several years of exile ___ France, Coco Chanel went back to work with business partner Pierre Wertheimer, who took over most of the company's business dealings.
- a. in
 - b. to
 - c. -
 - d. from
17. I would hope it's a moment for reflection and for people affected ___ those issues to feel seen, and that there's space for conversations about those issues that are heavy in all of our lives.
- a. by
 - b. off
 - c. into
 - d. of
18. He despised himself ___ being such a coward and not helping that woman.
- a. of
 - b. in
 - c. for
 - d. from

EDUCATION (YOU LIVE AND LEARN)

LIFELONG LEARNING



Watch the video about schooling around the world. What influences education around the world? Is the educational environment crucial for an effective learning process?



Complete the sentences with the correct forms of the idioms. There are two extra idioms.

- *be on a steep learning curve*
- *breeze through something*
- *drum something into someone*
- *get your head down*
- *get the hang of something*
- *give something your best shot*
- *go blank*
- *keep (someone) on track*
- *run on empty*



1. I'm exhausted and really _____.
2. You might just _____ and be unable to think of anything when you get into the exam room.
3. They just _____ the information into us, repeating it again and again.
4. I've always _____ exams, really. Never had to make much effort.
5. I realised that I would really need to _____, concentrate and work harder.
6. We don't mess about, and we _____ each other on track; this helps us to stay focused.
7. I'm really _____ what's needed for the exam now. I understand it all much better.



Complete the sentences with the correct forms of the idioms above. Are the sentences true for you?

1. I find studying quite easy and _____ my work.
2. I get easily distracted and then it's hard for me _____ and work.
3. Even when I find something difficult, I'm always willing to give it _____.
4. If I'm finding something too much of a steep _____, I tend to give up.
5. Some things are easy to remember, while others I have to _____ my head.
6. I love having a study partner to keep me _____.



Complete the discussion forum with correct prepositions.

HOW TO USE YOUR TIME MOST PRODUCTIVELY

BJ20

My top tip is to stop trying to multitask. I used to think it was very efficient but, in fact, it usually backfires _____ you. Rather than trying to cram too many different tasks _____ the same couple of hours, I now apply myself _____ one task at a time, and get loads more done.

Jimbo3

Get your desk tidy first – as the saying goes, 'a cluttered desk is a sign of a cluttered mind'. It may take you an hour to sort the papers _____ piles, but you'll be in a better mental state to start cramming _____ your exam.

MariaM

I do think it's important to work at a desk. Working on a sofa is a terrible idea. Your brain associates this place _____ sleep and rest, and you'll soon find your studying is a lost cause.

BroomX

Take more breaks. Most people find it hard to concentrate for more than thirty minutes at a time. They get started and then their focus goes and they spend ages gaping blankly _____ the screen. Turn off all your notifications – they're designed to deflect you _____ what you're doing. Try using the Pomodoro Technique: you work for twenty-five minutes, then take a five-minute break. Do that four times and then take a longer break: go for a walk or munch _____ something. You'll be amazed how much more you get done.



Watch the video and complete the sentences with 1–4 words in each gap. For the last task use your own ideas.

1. Dev Bootcamp was an intensive training course for aspiring _____ and engineers.
2. Dev Bootcamp was set up in _____ by entrepreneur Shareef Bishay who wanted it to help _____ fill in the niche for talented programmers.
3. The course took just _____ to complete, but students had to _____ a day coding because there were _____ hours crammed in such a short time.
4. Felicia Curcuru, a _____, was invited to graduation days so she could offer _____.
5. More than _____ percent of the graduates got jobs within a few months of finishing the course and the average salary was in the range of _____.
6. It was easy to find work after Dev Bootcamp because there _____ on the market.
7. Imagine you have a chance to apply for a bootcamp similar to Dev Bootcamp (for example, an intensive business course, horse riding course, foreign language course). Explain why you would wish to participate in the bootcamp and what your motivation is.





1. Rewrite each sentence using the word in bold so that it means the same as the sentence that is given.

- Cheating in an exam may blow up in your face. **BACKFIRE**
- Put the books in three piles. **SORT**
- If you make an effort with the work, you'll succeed. **APPLY**
- The magician made a big noise to divert the audience's attention away. **DEFLECT**
- The guard stared at me with no emotion and I felt awkward. **BLANKLY**
- His success came about through many years of hard work. **ASSOCIATED**



2. Complete the conversation with the correct verbs and prepositions from the box.

apply to	cram into	gape at	munch on	sort into
backfire on	cram for	associate with	deflect from	drum into

Luke: My mum asked me to help my little brother revise for his Spanish test, but he's driving me crazy. He just sits there _____ crisps and every time I ask him a question, he _____ me blankly.

Eloise: That would drive me insane. Maybe you could make the revision more of a game? You know, maybe get him to different piles, that kind of thing? This way he may start _____ studying _____ fun? I've heard that learning through play makes children more self-confident and more willing to engage in new experiences.

Luke: Yes, I've tried everything. He just won't get his head down and _____ himself _____ his work! Literally everything can _____ his attention _____ his set tasks!

Eloise: Well, to be honest, I don't really think it's your job to try and _____ knowledge _____ his head. He's not a baby, he has to take some responsibility himself, doesn't he? That kind of attitude is really going to _____ him as he gets older.

Luke: You're right. I need to talk to my parents about it. Now I'm going to check up on him and see if he is _____ the test, little monkey!

WORD BOOST

An attempt is when you try to achieve a specific goal, e.g. *I made a few half-hearted attempts.*

An effort can replace an attempt in many cases, especially when you are more positive about the outcome, e.g. *a determined effort/attempt.*

More *negative adjectives* are used with **attempt**, but **effort** can collocate with both *positive and negative adjectives.*

Match the collocating adjectives for attempt and effort with their definitions. Use a dictionary if necessary.

valiant	Achieving nothing.
half-hearted	After a series of failures.
sustained	Very brave.
frantic	With no enthusiasm.
last-ditch	Based on wrong information.
futile	Almost out of control.
strenuous	Determined and continuing for a long time.
misguided	Using a lot of energy.

MOTIVATION



Listen to a radio phone-in where four people describe how they motivate themselves. What are they trying to motivate themselves to do? What method do they use to motivate themselves?



Listen to the radio phone-in again.

For **Task One**, match each speaker with the aspect of their personality which prevents them from making progress. There are two extra options.

Task One – Speaker: 1 2 3 4

- A. being easily distracted
- B. being disorganized
- C. having little self-belief
- D. being unable to maintain motivation
- E. being overambitious
- F. being overly self-critical

For **Task Two**, match each speaker with the disadvantage of the method they use. There are two extra options.

Task Two – Speaker: 1 2 3 4

- A. It requires a constant fresh supply.
- B. It wastes valuable time.
- C. It can be very expensive.
- D. The method is rather complicated.
- E. It can undo what you're trying to achieve.
- F. Choosing a suitable partner is vital.



Complete the sentences from the recording with prepositions.

1. After a few weeks, I run _____ steam and stop.
2. Someone who would check _____ me from time to time.
3. Someone to pat you _____ the back _____ your achievements.
4. I'm really _____ going, it sounds great.
5. I'd love to go abroad _____ a change.
6. I know that there's a lot _____ stake.
7. _____ personal experience, I know that ...
8. I can sometimes lose faith _____ myself.
9. One of my favorite motivational quotes _____ far is ...
10. We have to be willing to step _____ our comfort zone.





Complete all three sentences with the same word.

1. a. You must eat something and have a rest. It isn't good for you to _____ on empty like this.
b. Stop trying to _____ the show! I'm in charge here.
c. I often start a new project with great excitement and then quickly _____ out of steam.
2. a. This is a feel-good book which provides _____ and warmth to readers.
b. _____ eating doesn't provide a solution to your problems and may make them worse.
c. He chose to do nothing and stay in his _____ zone.
3. a. Stop messing about and get your _____ down and study.
b. I can't cram any more information into my _____.
c. _____ for the big hill. The park will be on your left.



Do you agree with the final speaker that if we want to achieve anything, we have to be willing to step out of our comfort zone, and do something difficult or different? Say why.



THE UK EDUCATION SYSTEM



Watch the videos about the UK Education System. Read the list and put the schools and exams into chronological order.

- | | |
|---|--|
| <input type="checkbox"/> Secondary school | <input type="checkbox"/> 6th Form |
| <input type="checkbox"/> Primary school | <input type="checkbox"/> A-level Exam |
| <input type="checkbox"/> GCSE | <input type="checkbox"/> University |
| <input type="checkbox"/> Degree Exam | <input type="checkbox"/> Nursery & Reception |



Complete the second two columns in the table and then tell what similarities and differences you can find.

Age	Education in <u>the UK</u>		Age	Education in <u>Ukraine</u>
3-5 y.o.	Nursery School & Reception	VS		
5-11 y.o.	Primary school			
11-16 y.o.	Secondary school & GCSE			
16-18 y.o.	6th Form & A-level exam			
18-21 y.o.	University & Degree Exam			



You are going to read the text about schooling in Great Britain. Before you start match the words on the left with their definitions on the right

state school	the subjects that students study at a particular school or college
boarding school	school that is supported with money from the government and that provides a free education for children
schooling	the process of helping something to develop successfully
uniformity	a school providing education that the children's parents pay for directly
compulsory	relating to the education of children between the ages of 11 and 16 or 18
curriculum	a school in which most of all the students live during the part of the year that they go to lessons
advancement	something that must be done because of a rule or law
fee	the state of being the same as each other or as everything else
secondary	the education that you get at school
private school	money that you pay to a professional person or institution for their work



Read the text below and answer the following questions.

SCHOOLING IN GREAT BRITAIN TODAY

Generally, the British educational system has developed in line with the more general European context and the two systems today have much in common. Like their European peers, all British children in their midteens must get some schooling. Parents are required by law to see that their children receive full-time education, at school or elsewhere, between the ages of 5 and 16 in England, Scotland and Wales and 4 and 16 in Northern Ireland. First, like in Europe, compulsory education is free of charge, though parents may choose a private school and spend their money on educating their children.

About 93% of pupils receive free education from public funds, while the others attend independent schools financed by fees paid by parents. Second, both systems have three stages of schooling, with children moving from primary school (the first stage) to secondary school (the second stage). The third stage (sometimes called the tertiary level) provides further and higher education and includes colleges of further education, technical colleges, colleges of higher education, and universities.

Five-year olds in England start their education:

- at university
- in primary schools
- in kindergarten
- in nursery schools

There is, however, quite a lot that distinguishes education in Britain from the way it works in other countries. The first important distinguishing feature is the comparatively little central control.

There are several government departments responsible for education: the Department for Education and Employment (DfEE) in England, the Scottish Office Education and Industry Department, the Welsh Office Education Department and the Department of Education for Northern Ireland.

None of these bodies exercises much control over the details of what actually happens in educational institutions. Central government does not prescribe a detailed programme of learning, books and materials to be used, nor does it dictate the exact hours of the school day, the exact days of holidays, school's finances management and suchlike. All the details are left to the discretion of the individual school or of the Local Education Authority (the LEA).

Within the framework, the LEAs organize and own the schools. They employ and pay the teachers. The LEAs have overall responsibility for the quality of teaching within these schools, the curriculum, though, is considered a professional matter and is left in the hands of those who were professionally trained, i.e. heads and teachers. Little wonder, the result is many variations in organizing education from one authority to the next. Hence, the other important distinguishing feature of education in Britain is lack of uniformity.

One of the most important features of education in Britain is lack of uniformity.

- True
- False

These (and some other) distinctive characteristics of British education can be ascribed, at least partly, to the public school tradition. The present-day level of "grass-

root" independence as well as different approaches to education have been greatly influenced by the philosophy that a (public) school is its own community.

The 19th century public schools, of which Eton, Harrow, Winchester and Westminster are among the most famous, educated the sons of the upper and upper-middle classes. The main aim of schooling was to prepare young men to take up positions in the higher ranks of the army and the Church, to fill top jobs in business, in the judiciary, the civil service and politics. To meet this aim the emphasis was made on "character building" and the development of "team spirit" (hence traditional importance of sports) rather than on academic achievement. Such schools were (and some still are) mainly boarding establishments (where children live as well as study), so they had a deep and lasting influence on their pupils.

Consequently, public-school leavers formed a closed group entry into which was difficult, the ruling elite, the core of the Establishment. It is worth noting here that the private school system, especially the top public schools remains extremely influential in British society. Oxford and Cambridge, for example, draw almost half of their undergraduates from the private schools (sometimes called "independent schools"), which only about 7% of children attend.

What is "boarding school"?

- a residential private school, which means students live at school during the academic year
- a school which teaches religion
- a school that is funded and controlled by the state and for which no fees are charged
- a type of educational institution specifically designed to provide vocational education

Within this framework there are schools for those up to 13, generally called "prep school", followed by the secondary or public school at 13. A minority of these private schools are boarding schools.

It was customary for the upper classes to send their children away to school. This was in many ways subsidized by the state since many children going to these schools would be the children of army, navy or airforce personnel stationed abroad and their fees would be paid by the Ministry of Defense.

Recently there was a recent sharp drop in the number of borders caused by cuts in the armed forces with a consequent drop in fees to private sector. In fact, probably less than 3% of children are borders. So many of the boarding schools are now recruiting from abroad, especially from the Far East to fill their places.

Private schools are very expensive, whether they are day schools or boarding schools, so the pupils at them still are the children of the privileged social and intellectual elite. The situation is changing bit by bit.

First, many parents who could afford to send their children to at least a day school actively choose not to do so. The growing number of children, including those from professional and business homes, attends state schools. Second, the distinction between state and private or independent can become increasingly blurred especially in terms of funding. As has been mentioned, the private schools are subsidized publicly. On the other hand, there is a growing dependence of the state schools on private means – on donations from parents for essential goods such as books, equipment and even teachers; on sponsorship from industry, and on selling services such as renting,

sporting facilities or premises. And it is clear that, as schools move towards control over their own budgets, they will be expected to improve their resources through external funding. However, the difference may be best understood in terms of the degree of independence from government control, or in readiness and compete in the market conditions. In fact, one cannot understand the educational system in England and Wales without appreciating the role of those often very rich and influential schools which remain financially independent of government and to which many influential people send their children.

State schools tend to copy the features of public schools.

- True
- False

The 20th century brought education and its possibilities for social advancement within everybody's reach, and new, state schools naturally tended to copy the features of the public schools. So today, in a typically British fashion, learning for its own sake, rather than for any practical purpose, has still been given a high value.

As distinct from most European countries, a relatively stronger emphasis is on the quality of person that education produces rather than helping people develop useful knowledge and skills. In other words, the general style of teaching has been to develop understanding rather than acquiring factual knowledge and learning to apply this knowledge for specific tasks (though the situation is changing bit by bit).

This traditional public school approach, together with the above-mentioned dislike of central authority, also helps to explain another thing: the National Curriculum, whose purpose was to do away with disparities in the type and quality of education, was not introduced until 1989 – much later than in other countries.



Choose the correct option:

1. Students who want to get into the British university have to pass the....
 - a. FCE (First Certificate in English)
 - b. GCSE
 - c. A level exam
 - d. SAT exam
2. How are called schools which teach religion?
 - a. high school
 - b. boarding school
 - c. public school
 - d. faith school
3. What is the meaning of PhD?
 - a. Doctor of Philosophy
 - b. Doctor Phil
 - c. Degree of Philosophy
 - d. Doctorate of Philosophy
4. What are the main parts of the UK education system?
 - Nursery
 - Primary education
 - Junior education
 - Secondary education
 - Further education (Vocational Qualification/6th Form)
 - Higher education
5. When are students free to leave school?
 - a. 18
 - b. 15
 - c. 21
 - d. 16

6. At what age do children have to start school in the UK?
- at the age of 5
 - at the age of 6
 - at the age of 7
 - at the age of 8
7. Five-year olds in the UK start their education:
- at university
 - in primary schools
 - in kindergarten
 - in nursery schools
8. After primary school is finished, students continue their:
- work-related education
 - middle education
 - secondary education
 - hands-on education
9. GCSE stands for:
- General Certificate of Secondary Education
 - General Certificate of Standard English
 - Genius College of Secondary Education
 - General Certificate of School Education
10. The National Curriculum is
- a certificate
 - a sports event
 - a set of subjects and standards used by schools
 - a subject
11. The "A" in A-level exams stands for
- arranged
 - advanced
 - achieved
 - approximate
12. Students in the UK usually take the GCSE exams at the age of
- 15
 - 16
 - 17
 - 18
13. Secondary school starts at the age of
- 9
 - 10
 - 11
 - 12
14. In the UK, further education finishes with the
- GCSE
 - A level exam
 - B level exam
 - CAE (Cambridge Advanced English)
15. A "public school" in the UK is
- a vocational school
 - a private school
 - a state school
 - a comprehensive
16. Sixth form in the UK lasts
- 4 years
 - 3 years
 - 2 years
 - 1 year
17. Education in the UK is compulsory from the age of
- 5 – 15
 - 5 – 18
 - 6 – 16
 - 5 – 16
18. Two main types of schools in Britain are:
- primary and secondary
 - state and private
 - private and public
 - subsidized and non-subsidized
19. You don't have to pay:
- public school
 - boarding school
 - state school
 - private school
20. Prince Harry and William both went to:
- Eton College
 - Harrow School
 - Winchester College
 - Wycombe Abbey

THE USA EDUCATION SYSTEM



Watch the videos about the USA Education System. What changes did you see while at school yourself? What significant changes have there been over the past twenty years in these areas:

- ✓ teachers and pupils?
- ✓ parents and children?
- ✓ diploma and knowledge?



You are going to read the text about schooling in Great Britain. Before you start match the words on the left with their definitions on the right:

legislation	the power or right to give orders, make decisions, and enforce obedience
vocational	the process of making or enacting laws
to align (with)	the act of judging or deciding the amount, value, quality, or importance of something
school board	behavior that follows the usual standards that are expected by a group or society
conformity	a local authority responsible for the provision and maintenance of school
personalisation	to arrange something or put its parts together in a particular form or arrangement
authority	providing skills and education that prepare you for a job
assessment	to change in character or composition, typically in a comparatively small but significant way
to alter	the action of designing or producing something to meet someone's individual requirements
to configure	to change something so that it has a correct relationship to something else



Read the text below and answer the following questions.

THE U.S. PUBLIC SCHOOL SYSTEM

There are three levels of authority and responsibility for public schools: the U.S. Department of Education, representing the federal level; states' own departments of education; and local school systems. Federal influence usually comes in the form of legislation, such as the No Child Left Behind Act of 2001, or its recent update, the Every Student Succeeds Act of 2015, each of which laid out guidelines for student assessment and other issues.

States are responsible for complying with federal requirements. States have no conformity and thus different policies are enacted in many different ways. Districts typically have school boards made up of local residents, which are responsible for many local policies.

The highest level of educational authority is:

- the federal level
- the state level
- the local level

The structure of the educational pathways for students from early childhood through postdoctoral studies consists of several stages. While public education may begin as early as age 3, almost all states require that children begin "elementary school" by the time they are between the ages of 6 and 7. Secondary school consists of two programs: the first is "middle school" or "junior high school" and the second program is "high school". States and districts may configure the middle years in a variety of ways, and provide a combination of academic, technical, and vocational coursework for secondary students. The final year is grade 12, typically completed by age 17 or 18. State law generally requires that students remain enrolled in school until at least the age of 16.

"Junior high school" is equal to:

- High school
- Secondary school
- Middle school
- College

The higher education system offers numerous pathways for postsecondary students. Two-year degrees may lead directly to a variety of technical and business careers, or serve as preparation for entry into a 4-year undergraduate program. Students who have earned a 4-year bachelor's degree may enter professional school (law, medicine, etc.) or a master's or doctoral program. Students who have earned a Ph.D. may perform further study and research by pursuing a postdoctoral position. Thus an entire state system may be referred to as P-16 or P-20, if it encompasses prekindergarten through up to 8 postsecondary years.

There are no national academic standards in the United States. States have authority over standards and curriculum, but many people have been concerned about the inconsistency of expectations for students around the nation. In 2009 the National Governors Association led an initiative to develop the Common Core State Standards (CCSS), which were designed to provide shared standards in mathematics

and English/language arts for all participating states. This was not a federal initiative, and states were free to adopt these standards or not, and also to adapt or supplement them. Leaders from 48 states participated in the development of the CCSS, and by 2013, 45 states and the District of Columbia had adopted them. In 2016 the number of states officially using the CCSS was significantly lower because of political controversy about them, though many are using versions of them or are in the process of altering their standards.

The Common Core State Standards (CCSS) provide standards in Science and Language arts:

- True
- False

Other issues are of particular concern for district leaders who are directly responsible for supporting individual schools. One issue is that students may choose among traditional public or private schools, public charter schools and growing numbers of online or virtual schools. District leaders must juggle resources and planning in response to families' school choices. Another issue is that new initiatives (such as pushing for 21st-century learning; science, technology, engineering, and mathematics education; student-centered learning, and personalized learning) often compete for attention and resources. Testing imperatives, including federally mandated state assessments, the need for formative assessments, college admissions testing, and new tests designed to align with the CCSS, also require time and resources.

The USA education system is unimprovable:

- True
- False



Choose the correct option:

1. How do they call students in the twelfth grade?
 - a. freshmen
 - b. sophomores
 - c. juniors
 - d. seniors
2. What does GPA stand for?
 - a. Graduation Party Availability
 - b. Graduate Primary Average
 - c. Grade Point Average
 - d. Grade Point Availability
3. Public school in the USA is equal to...
 - a. state school
 - b. grammar school
 - c. private school
 - d. high school
4. What is the TOEFL test?
 - a. a grammar test
 - b. a test for getting into the university
 - c. an English test for foreign students
 - d. an exam which covers the university subjects
5. How do they call students in the ninth grade?
 - a. freshmen
 - b. sophomores
 - c. juniors
 - d. seniors
6. What is the aim of the preschool education programme in the USA?
 - a. to teach children to draw and to write
 - b. to teach children to read and count
 - c. to prepare children for elementary school
 - d. to prepare children for primary school

7. What age do students in the USA start school?
- 4-5 y.o.
 - 5-6 y.o.
 - 6-7 y.o.
 - 7-8 y.o.
8. Students keep their books in their in the of the school.
- lockers/hallways
 - schoolbags/tables
 - schoolbags/lockers
 - hallways/lockers
9. How do you pronounce SAT?
- /sat/
 - /seit/
 - /es/ /ai/ /ti/
 - /es/ /a/ /ti/
10. What do they consider when applying to a university?
- SAT + ACT + GPA
 - SAT/ACT + GPA + Extra activities(AP)
 - Parents' recommendations + letters of purpose
 - None of the above
11. How many years does a Bachelor's Degree take?
- Two
 - Three
 - Four
 - Six
12. Most tests in the US are grades by...
- a teacher
 - an invigilator
 - a principal
 - an Educational Department
13. What does AP stand for?
- Average Point
 - Advanced Placement
 - Advanced Points
 - Approximate Placement
14. SAT exam has ... of multiple-choice questions.
- 15%
 - 25%
 - 50%
 - 75%
15. To study in a private school in the USA you are to pay:
- 5-8 k.\$/year
 - 8-14 k.\$/year
 - 15-21 k.\$/year
 - 50-65 k.\$/year
16. What is the aim of the elementary school programme?
- to teach children Reading, Phonics and Art
 - to teach children Math, Grammar and Science
 - to teach children Vocabulary, Math, Science and Phonics
 - to teach children Vocabulary, Phonics, Math, Science and Law
17. How are the school achievements measured?
- by paper works and final examinations(SAT)
 - by projects and exams
 - by grades, tests and a final examination(GPA)
 - by projects
18. What is the highest mark in the USA school?
- 3(B+)
 - 4(A+)
 - 5(A+)
 - 9(F)
19. How many graduation parties are there in the USA?
- Two: college and highschool
 - Three: middle school, high school, college.
 - One: highschool
 - One: college
20. Which universities are members of the Ivy League?
- Harvard University
 - University of Pennsylvania
 - Cambridge University
 - Yale University
 - University of Delaware

SCHOOL DAYS (BULLYING)



Listen to three people talking about what they used to like and dislike about school and put the correct letters into the spaces.

- A. Too much homework
- B. Not enough sport
- C. School underfunded
- D. Games in class
- E. Dedicated teachers
- F. Drama classes



<u>Speaker</u>	<u>Liked</u>	<u>Disliked</u>
Bill Sanders		
Sarah Ford		
Claire Sharpe		



Using a dictionary if necessary underline the correct word in the sentences. Use the remaining words in sentences of your own.

- The school is thought highly innovative in that it implements a system of continuous (**test, assessment, finals**) to determine grades.
- One could hear the sounds of lively (**debate, talk, argument**) coming from the room where the philosophy class was being held.
- My brother, who wants to join the clergy, has just entered a (**seminary, university, college**).
- It was inevitable that the (**seminar, lecture, tutorial**) would be well attended as it was being given by the renowned professor, Kurt Reinmann.
- There is no way I'll be able to come. I've got to hand in a 100 word (**assignment, project, essay**) on the Ukrainian Revolution by Monday afternoon.
- Stephen was caught (**copying, plagiarizing, stealing**) from his fellow students' test paper and was expelled.
- From tomorrow, please read this short original (**article, text, excerpt**) from Dickens' *Hard Times* and be prepared to discuss it in class.
- If you are really interested in employing, ask the University to send you a (**syllabus, prospectus, curriculum**) for the upcoming year.



Below are words that correspond to the word sets from exercise 3. Tell which word goes with which set and why.

homework	exams
cheating	class
summary	vocational school
course list	conversation





Look at the study methods in the list. For which of the tasks (1-10) is each method best suited?

1. Revising
2. Cramming
3. Highlighting
4. Editing
5. Note-taking
6. Summarising
7. Proof-reading

- Preparing for the end-of-term exam _____
- Isolating information from its content _____
- Checking and improving on a piece of work _____
- Condensing information for quick access _____
- Recording an information during a class/lecture/seminar _____
- Keeping new knowledge fresh in your mind _____
- Re-organising an essay/composition _____
- Organising materials into manageable units _____
- Ensuring a piece of written work meets all formal requirements (format, word-count, etc) _____
- Making important information stand out _____



The adjectives below have been grouped in order of increasing intensity. Use them to complete the sets of sentences which follow. Use each adjective only once.

archaic << dated << modern << advanced

modest << substantial << immense << extravagant

bigoted << biased << tolerant << open-minded

boring << pleasant << moving << inspirational

1. a) I must say for a woman who is supposed to be so articulate, the Dean's welcoming speech was quite _____.
 - b) The life of Anne Sullivan, Helen Keller's teacher, serves as a(n) _____ message to all of those who work with the disabled.
 - c) The head girl's words were very _____ and several of her fellow classmates were in tears before she had finished.
 - d) The kindergarten teacher had a _____ singing voice, and as result her young students loved the time they spent learning new songs.
2. a) Most schools in the country have opted to teach _____ Greek as opposed to ancient Greek.
 - b) The elderly professor was let go as he refused to change his _____ teaching practices.
 - c) I'm sorry, but as our institution seeks to maintain a traditional standard,

WORD BOOST

Underline the correct word.

1. John's excuse for not doing his homework was that he had been too tired, but the teacher **dismissed/denied/ignored/refused** this as nonsense.

2. Gables _____ Theory **pulled/took/attracted/engaged** a lot of interest from the scientific community.

3. The **approach/entrance/opening/advent** of new technology is bound to revolutionise the function of the classroom.

4. Writing is generally considered a more **severe/thorough/demanding/critical** task than reading.

5. The _____ library _____ will _____ be **sheltered/housed/included/contained** in the old building on Bridge Street.

your ideas are just too _____ for us.

d) That reference book was published over 20 years ago so some of the information it contains is probably rather _____.

3. a) My parents earned a(n) _____ income and were unable to send me to public school.

b) Her _____ praise embarrassed the child so badly that he refused to draw any more pictures in art class.

c) To the head master's _____ delight each and every one of his pupils was accepted into Oxford University.

d) Although he paid a(n) _____ amount of money for his daughter's education, she has never held down a steady job.

4. a) In the past, many history books were _____ towards those countries that had lost wars.

b) You may well have a PhD in philosophy, but to my mind you are both _____ and racist.

c) My grandfather is very opinionated about certain things, but at least he is _____.

d) His _____ attitudes towards progressive education won him a position at the prestigious college.



You are going to watch the first episode of the series "13 Reasons Why". Match phrases with the characters who said them.

Characters:

- ✓ **Hannah Baker**
- ✓ **Clay Jensen**
- ✓ **Justin Foley**
- ✓ **Courtney Crimsen**
- ✓ **Mrs. Bradley**
- ✓ **Tony Padilla**



The group collaboration project will be one-fifth of your semester grade, so please be committed and constant and fair to each other.	
Some things, you know, just don't have simple explanations. Right?	
Wow! You are an actual nerd, aren't you? I admire that. There's courage in being a nerd.	
Train A is leaving my house in a few minutes. Train B is leaving your house...	
Eisenhower Park. That must mean you're about ready for side two. Night, Clay. Take care of yourself.	
Yeah. Kind of. Or, I don't know. I guess being socially awkward has its advantages.	

IDIOMS AND COLLOCATIONS



Match the pairs of adjectives to the nouns to form collocations.

A	B
first class/ Master's	degree
higher/ first-rate	education
correspondence/ refresher	course
compulsory/ formal	schooling
post graduate/ 2-year	diploma
long-distance/ accelerated	learning
tuition/ registration	fees
school-leaving/ medical	certificate



Now use one word from each set to complete the sentences below.

- _____ learning has proved highly popular in remote parts of Australia and Canada.
- In the UK _____ schooling lasts up until the age of 16.
- Nowadays, a _____ certificate does not necessarily guarantee someone a place in the job market.
- Please forward the €100 _____ fee along with your completed application.
- Stella already has a Bachelor of Arts but she is now working towards attaining a _____ degree.
- My father opened a bank account for me on the day I was born to ensure that I would receive a _____ education.
- Now that I've got this job abroad, I think I had better take a _____ course in Spanish.
- It will take him at least a year to earn a _____ diploma in child psychology.



Match the items from column A and B to make idioms and then use them, in their correct form, to complete the sentences.

A	B
be the teacher's	pet
mind one's	p's and q's
learn something	by heart
be as easy as	one, two, three
be of the	old school
know something like	the back of one's hand
pass something with	flying colours
make	the grade

1. Now Johnny, if you are coming to see your sister in the school play you're to be quiet and _____.
2. I can remember as a child, the difficult time I had learning my multiplication tables _____.
3. Don't mind your father. He _____ and believes that some jobs are just not meant to be done by a man.
4. The children jeered their classmate in the school yard with the cruel chant of, "Suzy _____!"
5. Everybody here is fine and Steve has just finished his finals which he _____.
6. If you don't study harder there is no way that you will _____.
7. I've been studying this list of historical dates for hours and I _____.
8. There is nothing to geometry, it _____.



Read the article. For questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Why do we need lifelong learning?

Incentives play an important (0) **C** in our decisions to learn. As we age, the outcomes of (1) _____ in learning are not the same as when we were younger. The type of work-related learning we do also changes as we get older. Most workers over 45 participate in learning (2) _____ directly related to their function. By contrast, young workers are more likely to regard training as an (3) _____ in their future careers.

Organisations want to continually renew their skills base and until recently have (4) _____ this largely through a steady inflow of newly qualified young people onto the labour (5) _____. Traditionally, we have had a mix of those young people, who bring new skills to the workplace, and a proportion of older workers, who (6) _____ their experience. We are now seeing a decreasing proportion of young people entering the workforce and an increase in the proportion of older people. So unless we change the (7) _____ of our learning across life, we will see a (8) _____ in these new skills in the working population.

WORD BOOST

Here is a list of some common classroom-based idioms that you may hear, read, or hopefully, even use.

A for effort (This comes from the A – F grading system meaning that "at least you tried".)

schoolboy error (It is a basic mistake, like one that a person with no experience would make.)

draw a blank (To get no response from someone when they are asked a question.)

copycat (It is a student who copies another person's work.)

a piece of cake / a cakewalk / a breeze / a cinch[sɪn(t)] / a walk in the park / as easy as ABC (These idioms describe something as very easy like a class, a test, or an exam.)

take it from me (This is a good expression to show expertise about a certain subject or speak with authority. You can also use it to speak from experience and help other people learn from your past.)

count noses (To count the number of people around you (generally used on a school trip, to check for missing students).)

show of hands (It means raising hands to vote about something.)

learn by rote (Learning something in order to be able to repeat it from memory, rather than in order to understand it. To repeat over and over as a method of memorizing words, phrases or texts, probably without understanding. Using repetition drills as a technique for memory.)

You can't teach an old dog new tricks (This means it is difficult to make someone change the way they do something when they have been doing it the same way for a very long time.)

Have smth. down to a science (To be able to do something well and handle all the details. Well practiced.)

0.	A. focus	B. game	C. role	D. feature
1.	A. participation	B. joining	C. attendance	D. activity
2.	A. actions	B. activities	C. acts	D. modules
3.	A. interest	B. investment	C. investigation	D. inspiration
4.	A. affected	B. fulfilled	C. achieved	D. succeeded
5.	A. workforce	B. employment	C. staff	D. market
6.	A. donate	B. supply	C. contribute	D. sell
7.	A. way	B. method	C. means	D. nature
8.	A. decline	B. cutback	C. fall	D. lessening



Replace the underlined words and expressions with one of the fixed phrases (with by) below.

- by and large
 by and by
 (fall) by the wayside
 by chance
 by the way
 by the book
 by law
 by word of mouth

- Her plans to become a teacher came to nothing when she was forced to drop out of school to look after her younger siblings.
- Incidentally, did you know that Susan finished at the top of her graduating class?
- Coincidentally, I found my old school uniform while I was cleaning out the attic.
- We heard about the private school through various conversations with friends and colleagues.
- If we're going to do this right, we'll have to do it exactly as we were instructed.
- Don't worry if you don't understand the theory behind it, you'll catch on eventually.
- Generally speaking, the number of people leaving school without obtaining a qualification is on the rise.
- Legally, all institutes of learning must be equipped with smoke detectors and sprinkler systems.

Writing Box

Describing advantages and disadvantages

A...	major	advantage of	smth.	... is that...
One...	minor	argument for/against		
Another...	obvious	benefit of		
The first...	possible	good point about		
	potential	positive aspect of		
	significant	argument for/against		
		disadvantage of/to		
		downside of/to		
		drawback of/to		
		negative aspect of		
		minus point of		

Summing up your opinion

Ultimately, there are arguments on both sides. However...

Having looked at both sides of it, I think/believe...

Although some people might disagree, I can't help feeling that...



Global education has changed dramatically due to pandemic and war. Many schools had to come up with online education plans and bring both teachers and students up to speed on distance learning technologies.

Nowadays some students consider distance learning as a problematic issue while others have found value in online education. What's your opinion?

Write a 250-word essay about advantages and disadvantages of distance learning. Use the idioms and phrases from the Writing Box.



YOUR EDUCATION - YOUR CHOICE



You are going to read comments from five students explaining why they chose their university. Read the cases. For questions 1–10, choose from the cases (A–E). The cases may be chosen more than once.

Which student...	Text
1. chose a university which sold itself more convincingly than others he/she had seen?	
2. feels as if he/she really belongs to the university he/she chose?	
3. is doing a degree course which precedes a course of professional training?	
4. is hoping to pass on knowledge to others?	
5. chose not to live in student accommodation even though he/she was impressed by it?	
6. initially thought that the location of the campus was a negative feature?	
7. was impressed by the teachers' enthusiasm for their subjects?	
8. was very impressed by how knowledgeable the people he/she met on open day were?	
9. was won over by the friendly welcome he/she received?	
10. will leave university with a dual qualification?	

A. JASON



I decided right from the word go that I wanted to be about an hour away from home – close, but not too close. As luck would have it, my first open day was at this university – and I knew immediately that it would take a lot of beating. It was the whole package. Everyone I spoke to about the course was very clued up about their subjects, and seemed genuinely interested in teaching students, something that wasn't true everywhere. Although I liked the compact campus, the fact that the university is a fair way from the town centre put me off a bit to start with, because it meant I couldn't pop into town to do my shopping during my breaks, but I've got used to that.

B. MARIA

When the time came to select the university I wanted to go to, I was in a bit of a quandary. I'd spent weeks poring over the glossy brochures and I had eventually narrowed down my options to just three possibilities, but I still could not decide between them. So it was time to schedule campus tours to find out how the reality measured up to the hype. Every campus was different and of course they all had their advantages, but this place instantly appealed to me.



It's difficult to put my finger on exactly why but for one thing, as soon as I arrived, I was struck by the smiles and greetings everyone gave me. I knew that this place had everything I wanted: a wide range of subjects, opportunities to become involved in student life, and staff who would have my best interests at heart. What I value most here is the feeling that I am part of a supportive community.

C. OSVALDO

One of the reasons I chose this university was because of the effort that they put into organising the open day. The course representatives, including lecturers and current students, went to great lengths to provide an honest and enthusiastic overview of their courses and of life in the city. This was in marked contrast to other universities I visited which, although considered more prestigious, seemed content to let their reputation do the talking and put little effort into making us feel welcome or valued.

The location of the main campus, in the centre of a city with a thriving student population, was point two in this university's favour. Although I chose not to live on campus, the rooms there seemed comfortable and very reasonably priced.



D. KAZUMI



My main reason for coming here was the Human Rights course. When I was at school I couldn't decide whether I wanted to be a doctor or a lawyer, but having decided to be a lawyer, I then had to choose which first degree I should take before starting law school in a different city.

I've always wanted to help people and I figured that taking Human Rights would allow me to learn about how I can make a real difference in the world. The course lecturers were inspirational and passionate about their subjects – this has been evident in all of their lectures. I also decided to come here because it is a remarkable city. I had been here before and just fell in love with the city and its culture.

E. VOLODYMYR

The main reason I chose this university was its Engineering course. I am one of those people who just love maths, and I have always known that maths would be part of my career. I was torn between two possibilities: I could become an engineer and apply maths at a practical level, using it to solve problems and hopefully to change the world one day. Or I could combine my love of maths with my desire to help others by becoming a maths teacher. That way I knew I'd be changing the world one student at a time.

I needn't have worried because in the end I didn't have to choose! I got everything I wanted thanks to this course, which will qualify me to be a high school teacher while gaining a general engineering degree at the same time. So I'll be able to start teaching as soon as I qualify.





Underline the correct word to complete each sentence.

A. Learners

1. As an office trainee/learner/novice, she was expected to follow the lead of the more experienced secretaries.
2. Becoming a doctor requires a lengthy period of study followed by several years as a junior/trainee/houseman.
3. The carpenter's pupil/ apprentice/ helper envied his master's skill and precision.
4. A first-year undergraduate/postgraduate/ senior often needs time to adjust to the new campus environment.
5. She finished her degree and then specialised as a nursery/baby/toddler school teacher.
6. The successful entrant/applicant/finalist will serve a three-month trial period before being offered a permanent position.

B. Jobs in Education

1. As a travelling/visiting/touring professor in sociology, he spends much of his time abroad.
2. The overseer/supervisor/administrator of your thesis will advise you on what kind of content is appropriate for your introduction.
3. The tester/marker/inspector refused to correct the paper, claiming it was illegible.
4. Thanks to weekly lessons with the private lecturer/tutor/professor, her reading ability improved steadily.
5. He looks as if he lives in the streets, but in fact he's a respected headmaster/don/dean at Oxford University.
6. All applications must include the names and addresses of two academic referees/arbitrators/evaluators.
7. If you think your work has been graded unfairly, file a complaint with the head/chief/leader of the department.
8. Students' performance will be judged by external prefects/graders/assessors to ensure objectivity.
9. The ski teacher/coach/instructor warned the new skiers about the risk of frostbite.
10. Your careers director/analyst/adviser is there to help you make the best choice for your future.

WORD BOOST

Match the phrasal verbs (1-8) with their meanings.

1. You've had all the advantages in the world. Why would you get involved with that man when he'll only **drag** you **down**?
2. **Keep to** your study plan throughout the academic year and you're sure to do well.
3. In order to **keep up with** your classmates during your recovery you'll have to do a lot of revising at home.
4. The teacher managed to **drag** the confession **out of** the naughty pupil.
5. I **keep back** 10% of my pay each week for when Tommy attends university.
6. Why did you **drag in** the fact that you had never graduated in front of your new boss?
7. The lecture **dragged on** well into the afternoon.
8. The college **kept** the elderly gardener **on** even after he was too old to do much work.

adhere		manage to elicit	
reserve		stay level with	
inappropriately mention		continue to employ	
ruin, lessen smb.		continue unnecessarily	

Now use some of the phrasal verbs above, in their correct form, to complete the sentences.

1. The arrogant young man managed to _____ the information that he had three post-graduate degrees.
2. As the long winter _____ the poor student pored over her textbooks night after night.
3. Even though he worked a full time job while getting his diploma, Sam managed to _____ his studies.
4. A good lecturer will _____ the syllabus in order not to confuse students.
5. Just admit you plagiarized your essay, he'll _____ it _____ you sooner or later anyway.



Match the words in columns A and B to form collocations, then complete the sentences below. You might need to change the form of some verbs.

A expel drop out of play attend assess	B a student school truant a lesson students' progress
--	---

1. Last term the headmaster _____ for bullying.
2. Ben was reprimanded for failing to _____.
3. It's difficult to _____ without testing them regularly.
4. Children who regularly _____ are twice as likely to leave school without any qualifications.
5. Once an energetic and bright student, Jill _____ shortly after her father's accident.



Choose the correct words to complete the text.

TO BE OR NOT TO BE A TEACHER?

Teaching is not for everyone. It is not a good career choice for someone who is unprepared for the difficulties of the job, or unwilling to 1) _____ certain sacrifices. A prospective teacher needs to have a 2) _____ aptitude for interacting with children and the 3) _____ to keep trying, or finding different ways to reach those who appear to be unwilling to learn. By putting yourself in front of a class, you are 4) _____ out of your comfort zone, and dealing with a 5) _____ of questions or maybe worse, a sea of students 6) _____ blankly at you.

Training to teach involves a 7) _____ learning curve. In addition to this, the discipline problems to be overcome before any real teaching can begin can cause many student teachers to lose 8) _____ and leave the profession before they have really started. However, the rewards that come when a teacher realises that he or she has 9) _____ a student's potential can be remarkable and for the right person, teaching can be an exciting career.

1.	do	take	offer	make
2.	natural	raw	born	usual
3.	perseverance	firmness	effort	consistency
4.	standing	stepping	moving	travelling
5.	cloud	sheet	barrage	gale
6.	glimpsing	seeing	yawning	gaping
7.	sharp	quick	steep	sudden
8.	belief	faith	steam	focus
9.	opened	explained	undone	unlocked

SELF-CHECK

1. After so many nights spent studying for his final exams, Ben was ... and needed sleep.
 - A. on a steep learning curve;
 - B. running on empty;
 - C. getting his head down;
 - D. keeping on track;
 - E. really up.
2. They voted for him in the ... belief that he could lead the country, but he failed miserably.
 - A. misguided;
 - B. frantic;
 - C. sustained;
 - D. valiant;
 - E. enthusiastic.
3. Julie's a bit stressed at the moment as she's cramming ... her end-of-year exams.
 - A. with;
 - B. on;
 - C. for;
 - D. into.
4. Universities do give guidance on avoiding ..., but good practice needs to begin in schools.
 - A. talks;
 - B. testing;
 - C. excerpt;
 - D. plagiarism;
 - E. homework.
5. ... is the process of testing, and making a judgement about , someone's knowledge, ability, skills, etc.
 - A. tutorial;
 - B. assessment;
 - C. curriculum;
 - D. assignment.
6. He ended it as a perfect pupil after passing the toughest exam of his career ... flying colours.
 - A. with;
 - B. to;
 - C. in;
 - D. -;
 - E. of.

7. Don't copy someone else's work and present it as your own because it will ... on you.
 - A. backfire;
 - B. apply;
 - C. associate;
 - D. deflect;
 - E. drum.
8. He had no enthusiasm for the game and made a ... attempt to kick the ball.
 - A. valiant;
 - B. half-hearted;
 - C. last-ditch;
 - D. strenuous;
 - E. misguided.
9. Ann's a bit stressed at the moment as she's cramming ... her end-of-year exams.
 - A. with;
 - B. on;
 - C. about;
 - D. for;
 - E. into.
10. Unless you seriously ... yourself to your studies, you won't be going to university.
 - A. munch;
 - B. gape;
 - C. cram;
 - D. drum;
 - E. apply.
11. Once you've used the coffee machine a couple of times, you'll
 - A. get the hang of it;
 - B. breeze through it;
 - C. give it your best shot;
 - D. munch on it;
 - E. check in on it.
12. A/an ... from her new book will appear in this weekend's magazine.
 - A. prospectus;
 - B. article;
 - C. excerpt;
 - D. text;
 - E. essay.

Список використаних джерел:

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Навчальне видання

Климович Юлія Юріївна

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ПЕРЕВЕРНУТОГО НАВЧАННЯ**

Навчально-методичний посібник