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SKILLFUL READING

(додаток до підручника Upstream B2)



Дзюбіна О. І., Татаровська О. В.

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Навчально-методичний посібник

з практичного курсу англійської мови

(додаток до підручника Upstream B2)

Львів – 2020

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Skillful Reading (додаток до підручника Upstream B2): навчально-методичний посібник з практичного курсу англійської мови для студентів першого курсу факультету іноземних мов / авт. Дзюбіна О. І., Татаровська О. В. – Львів, 2020. 60 с.

Навчальне видання призначене для студентів факультету іноземних мов, філологічних та інших спеціальностей, які навчаються за підручником Upstream B2 та вивчають англійську мову на рівні B2.

ПЕРЕДМОВА

Навчально-методичний посібник для студентів першого курсу факультету іноземних мов “Skillful Reading” (додаток до підручника Upstream B2) з навчальної дисципліни “Практичний курс англійської мови” призначений для допомоги студентам у засвоєнні матеріалу і для набуття практичних навичок аналізу та систематизації здобутих знань.

Посібник містить комплекс вправ на основі шести текстів та статей, що є дотичними до основних тем даного курсу і сформулюють у студентів навички читання англійською мовою. У кожному комплексі подано вправи на активізацію лексики із даних текстів. В кінці кожного комплексу вправ до тексту, наведений глосарій, до якого студент може звернутися у разі необхідності та засвоїти нові лексичні одиниці з відповідей теми. Практичні вправи та завдання сприяють закріпленню знань студентів, розвитку навичок їх самостійної і творчої праці, а також застосуванню знань на практиці. Усі тексти відібрані із спеціалізованих Інтернет-джерел та відповідають рівню B2.

Сподіваємось, що працюючи з посібником, студенти отримають задоволення і підвищать свій рівень володіння англійською мовою. Будемо вдячні за відгуки та пропозиції.

З повагою, автори

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Redefining Education in the Developing World

In most developing countries, few children graduate from secondary school and many don't even finish primary school. In Ghana, for example, only 50 percent of children complete grade 5, and of those, less than half can comprehend a simple paragraph. The UNESCO program Education for All, which as part of the Millennium Development Goals aims to provide free, universal access to primary schooling, has been successful in dramatically increasing enrollment. But, according to annual Education for All reports, many kids drop out before finishing school. Why don't they stay?

There are numerous reasons, including the difficulty of getting to school and the cost of schooling. Even when tuition is free, there are often expenses for lunch, uniforms, and examination fees. And because the quality of education is often poor, parents are forced to pay for additional tutoring to enable their children to pass tests. Opportunity costs may be even larger—while they are in school, children forgo opportunities to produce income working on the family farm or selling in the marketplace. It is not surprising that when education investments do not result in adequate learning, or even basic literacy and numeracy, parents do not keep their children in school.

Even when learning outcomes are adequate, very few students continue on to secondary school. Job prospects for most people in the developing world are poor, and staying in school past grade 5, or even through grade 10, does not improve them significantly. In impoverished regions, the vast majority will not secure formal employment and will be supported primarily through subsistence level agriculture

and trading. Health outcomes in these regions are also dire. Millions of children die every year from controllable diseases such as diarrhea, respiratory infections, and malaria.

Educational programs typically adopt traditional Western models of education, with an emphasis on math, science, language, and social studies. These programs allocate scarce resources to topics like Greek mythology, prime numbers, or tectonic plate movement—topics that may provide intellectual stimulation, but have little relevance in the lives of impoverished children. High performing students in less developed regions face a much different future from their counterparts’ in wealthier areas. There are no higher levels of schooling or professional job opportunities awaiting most of these children; they will likely end up working on family or neighborhood farms or starting their own small enterprises.

We fervently believe that what students in impoverished regions need are not more academic skills, but rather life skills that enable them to improve their financial prospects and well-being. These include financial literacy and entrepreneurial skills; health maintenance and management skills; and administrative capabilities, such as teamwork, problem solving, and project management.

A New Educational Model

We have developed a robust educational model that combines traditional content with critically important financial, health, and administrative skills, which can be delivered via existing school systems and teachers.

The model requires significant changes in both content and pedagogy. First, entrepreneurship and health modules are mandatory curriculum components for all primary grade students. Second, student-centered learning methods are used that require students to work in groups to solve complex problems and manage projects on their own.

This approach is inspired by models of adult education in developing countries that focus on self-efficacy as a critical foundation of positive livelihood and health-seeking behaviors, along with active-learning pedagogies used in progressive schools

throughout the world. Students also develop higher order skills as they work in committees to develop and execute complex projects.

Some school systems, especially at the secondary level, have begun to include entrepreneurship and health topics in their curricular requirements. But including information in basic lectures is not enough. Schools must simultaneously adopt action-oriented pedagogical approaches that hone critical thinking skills and enable children to identify problems, seek out and evaluate relevant information and resources, and design and carry out plans for solving these problems. This involves tackling real problems that require and empower students to take the initiative and responsibility for their own learning.

A full implementation of this new **school for life approach** has not yet been adopted by any major organization, but a pilot is currently being developed by Escuela Nueva in Colombia. Escuela Nueva was the pioneer in adapting student-centered approaches for use in impoverished rural environments, which often use multigrade classrooms. Escuela Nueva develops classroom materials and pedagogical approaches in which students work in self-directed teams to learn, discuss, and actively practice, using the basic content included in standard governmental curricula.

Through this unique combination of relevant content, practical implementation, and student empowerment, children develop a body of knowledge, skills, and attitudes that will enable them to succeed and thrive when they leave school, whether they are headed toward college or remain in their communities.

Dramatic Changes Are Needed

For too long, governments and organizations investing in developing-world education have operated under the unquestioned assumption that improved test scores were clear evidence that their investments have paid off. But if, as we argue here, mastery of the basic primary school curriculum is not the best means for improving life chances and alleviating poverty in developing countries, that model is broken. Investing in interventions that produce the highest test scores is no longer a valid approach for allocating scarce educational dollars or the scarce time available for the development of young minds. It is time to seek out the interventions that lead to the greatest social and economic impact for the poor.

Task 1. Choose the correct answer.

1. What is the text about?

- a) Exams and qualifications
- b) Improving the system of education in the most developing countries
- c) Educational model for adults
- d) Educational systems

2. Education for All ...

- a) solved the problem concerning free access to primary schooling
- b) didn't solve the problem concerning free access to primary schooling
- c) didn't solve the problem concerning free access to primary schooling in full, and many kids drop out before finishing school
- d) didn't solve the problem concerning free access to primary schooling and this project was not successful

3. What is the main reason for the students to drop out before finishing school in Ghana?

- a) Inadequate outcomes
- b) Financial problems
- c) They and their parents are not satisfied with the system of education
- d) They just don't want to study

4. Millions of children who live in impoverished regions die every year from ...

- a) respiratory infection
- b) diarrhea
- c) malaria
- d) all the previous variants

5. What is to be done about the problem of education in impoverished regions?

- a) To adopt traditional Western models of education
- b) To leave only practical skills (financial, health, and administrative)
- c) To combine academic and practical skills
- d) To create a new education model to teach adults, but not children

6. The education in impoverished regions is poor. How do the students cope with this situation if they don't want to drop out before finishing school?

- a) They go to the school and don't pay attention to this
- b) Their parents pay for additional tutoring
- c) The students work and pay for everything by themselves
- d) They are sponsored by UNESCO program, additional tutoring is free for them

7. What was a new approach inspired by?

- a) By improvement in other impoverished countries where practical subjects were introduced
- b) By adult education in developing countries
- c) By the support of the UNESCO program
- d) They just tried to do something to meet the Millennium Development Goals

8. What is practised in a new school?

- a) Team building skills
- b) Science, languages, and social studies
- c) Financial literacy
- d) Higher order financial, health, administrative skills and traditional ones

9. What is important when the teacher begins to include entrepreneurship and health topics in the curriculum?

- a) To create such an environment that enable children to seek out and evaluate relevant information
- b) To hone critical thinking

- c) To create such an environment that enable children to identify problems
- d) All the previous variants

10. What is the main aim of these drastic changes?

- a) To alleviate poverty in developing countries
- b) To attract volunteers from developed countries
- c) To improve test scores
- d) Just to do something good

Task 2. Guess if the following sentences are T (true) or F (false).

1. Only the half of children completes the sixth grade.
2. Teaching health skills has the priority in a new educational model.
3. The main subsistence for the majority of people in impoverished regions is level agriculture and trading.
4. The parents keep their children in school even if educational investments do not result in learning.
5. The unique combination in a new educational system is the combination of practical and academic skills.
6. A new educational model can be implemented without significant changes in content and pedagogy.
7. In a new educational model the emphasis is on learning languages and entrepreneurship.
8. A new approach adopted traditional Western models of education.
9. A full implementation of this new educational model has not yet been adopted by any major organization.
10. A new approach is teacher-centered.

Task 3. If you follow the QR-code, you can find there something interesting. You can see there the infographics about Escuela Nueva - a non-governmental organisation. Zoom in and you'll see the details. So, your task will be the following:

- explore the infographics;
- decide on the advantages and disadvantages of the organisation;
- divide into groups of 4;
- create your infographics based on this one;

it should be your project concerning the improvement of the educational system in impoverished regions; you can take some ideas from the given example, but the main ideas should be yours!

- Present the project to your classmates.



Task 4. Discuss the following questions.

1. Why do the students in impoverished regions need not academic skills but rather life ones? Give reasons.
2. Why staying in school for some more grades doesn't improve the students in Ghana and other impoverished regions?
3. How do you think, what is the main aim of Escuela Nueva? Point out the advantages.
4. What does the phrase "school for life approach" mean?
5. Would you like the unique combination of relevant content, practical implementation, and student empowerment to be used in our schools? Why?

GLOSSARY

Ghana /'gɑ:nə/ - Гана/ Республіка Гана (державна в Західній Африці, відома раніше під назвою Золотий Берег)

Millennium Development Goals (MDGs) /mɪ'leniəm dr'veləpmənt gəʊl/ цілі розвитку тисячоліття (ЦРТ) - це 8 міжнародних цілей розвитку, яких 193 держави-учасниці ООН домовилися досягти до 2015 року

enrollment /ɪn'rəʊlmənt/ запис, реєстрація

to drop out /drɒp aʊt/ випадати, вибувати, опустити, зникати, більше не брати участь, випускати

tuition /tʃu'ɪʃn/ плата за навчання

to forgo /fɔ:'gəʊ/ відмовлятися від чогось

impoverished /ɪm'pɒvərɪʃt/ збіднілий, зубожілий

subsistence /səb'sɪstəns/ прожиток

dire /daɪə/ жахливий

respiratory infection /rɪ'spɪrətəri ɪn'fekʃn/ респіраторна інфекція

malaria /mə'leəriə/ малярія

to allocate /'æləkeɪt/ виділяти (час, гроші, місце...)

scarce /skeəs/ недостатній, мізерний

tectonic plate movement /tek'tɒnɪk plæt 'mu:vmənt/ рух тектонічної пластини

fervently /'fɜ:vəntli/ ревно, палко

entrepreneurial /,ɒnrəprə'nɜ:riəl/ підприємницький

robust /rəʊ'bʌst/ міцний, здоровий

entrepreneurship /,ɒnrə.prə'nɜ:ʃɪp/ підприємництво, підприємницька діяльність

mandatory /'mændətəri/ обов'язковий

self-efficacy /,self'efɪkəsi/ самоефективність

livelihood /'laɪvlihud/ засоби для існування

to execute /'eksɪkjʊ:t/ виконувати

to hone /həʊn/ покращувати, удосконалювати

to seek out /si:k aʊt/ розшукувати

tackling /'tækliŋ/ вирішення (проблеми)

pioneer /,paɪə'niə/ першовідкривач, зачинатель

empowerment /ɪm'paʊəmənt/ розширення прав і можливостей

to pay off /peɪ ɒf/ окупитися

alleviating /ə'li:vɪeɪtɪŋ/ полегшення

intervention /,ɪntə'venʃən/ втручання

KEYS

Task 1.

Read the text carefully and, for questions 1-10, choose the correct answer A, B, C or D

1. What is the text about?

A Exams and qualifications.

B Improving the system of education in the most developing countries.

C Educational model for adults.

D Educational systems.

2. Education for All ...

A solved the problem concerning free access to primary schooling.

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3. What is the main reason for the students to drop out before finishing school in Ghana?

A Inadequate outcomes.

B Financial problems.

- C They and their parents are not satisfied with the system of education.
- D They just don't want to study.

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- A respiratory infection.
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- D *all the previous variants.*

5. What is to be done about the problem of education in impoverished regions?

- A To adopt traditional Western models of education.
- B To leave only practical skills (financial, health, and administrative).
- C *To combine academic and practical skills.*
- D To create a new education model to teach adults, but not children.

6. The education in impoverished regions is poor. How do the students cope with this situation if they don't want to drop out before finishing school?

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D All the previous variants.

10. What is the main aim of these dramatic changes?

- A To alleviate poverty in developing countries.***
- B To attract volunteers from developed countries.
- C To improve test scores.
- D Just to do something good.

Task 2. In pairs, guess if the following sentences are T (true) or F (false).

- 1. Only the half of children complete the sixth grade. **False**
- 2. Teaching health skills has the priority in a new educational model. **False**
- 3. The main subsistence for the majority of people in impoverished regions is level agriculture and trading. **True**
- 4. The parents keep their children in school even if educational investments do not result in learning. **False**
- 5. The unique combination in a new educational system is the combination of practical and academic skills. **True**

6. A new educational model can be implemented without significant changes in content and pedagogy. **False**
7. In a new educational model the emphasis is on learning languages and entrepreneurship. **False**
8. A new approach adopted traditional Western models of education. **False**
9. A full implementation of this new educational model has not yet been adopted by any major organization. **True**
10. A new approach is teacher-centered. **False**



The History of London



When the French poet and traveler Théophile Gautier first went to London in 1843, by ship, he was quite astonished. He wrote that London was the "capital of enormities and of proud rebellion".

"On this gigantic scale," he continued, "industry almost becomes poetry, a poetry in which nature plays no part, but which is a result of the immense development of human will."

In 1843, London really was very different from any other city. It was much bigger than any other city, and it was the capital of the most industrialized nation in the world.

It was already a city with a long history, of course. London had become the British capital in Roman times, but since then, it had been built and destroyed and rebuilt so many times that there were few traces left of the capital city of Roman Britain, except deep below the ground.

Today, the oldest buildings in London include the Tower of London and Westminster Abbey, which are almost a thousand years old.

Though the Tower was always a part of London, Westminster Abbey was once over a mile from the capital city. For centuries, "London" just covered the area corresponding more or less to the Roman city. Today, this part of London is still called the City of London, and is the heart of the bigger "London".

Until recently, "the City" was home to hundreds of thousands of people; but today its population is actually well less than ten thousand! Today the City is the heart of London's financial district, full of bankers and businessmen by day, almost deserted by night.

Back in the Middle Ages, the City was already becoming too small. In the 11th century, monks built a big new abbey at Westminster, and King Cnut began to build a palace beside it. King Ethelred, his successor, then decided to move his court from the city of Winchester, to the palace of Westminster. Westminster has been the seat of the English, then British, parliament since 1265, and London has been the capital city for even longer.

While the parliament was established in Westminster, the City's growing population kept spreading to other villages all round. Villages like Chelsea and Hackney eventually became swallowed up by the metropolis which kept growing and growing.

Today, Westminster, which contains Buckingham Palace, Parliament, Big Ben, Piccadilly Circus, Trafalgar Square, and London's most famous shopping district, is part of the "West End" of Central London. Nearby, Chelsea is an expensive residential area, and Hackney is a working-class district: they are all parts of London.

In spite of its age, Central London does not have many very old buildings. The City itself was burnt to the ground in the terrible fire of 1666, and was almost totally rebuilt after it. Large parts of London were also rebuilt in the nineteenth century and have been rebuilt again since then, for different reasons.

Charles Dickens, the author of *Oliver Twist* and other famous novels, lived in the London that Théophile Gautier visited, and has left us with terrible descriptions of the conditions in which the poor of London lived and worked in those days. Millions of

people worked in the great city, with its docks, its offices and shops, and its services. In those days most people who lived in cities were poor, and lived in squalid conditions. But a new "middle class" was growing, specially in London, where there were lots of jobs. In this way, London, the biggest city in the world, was also the first "modern" city.

It remained the world's biggest city until after the second world war.

Since then it has continued to change, but got smaller; but with over seven million inhabitants, today's "Greater London" is, with Paris, one of the two biggest cities in Europe; and also one of the most fascinating.

Ex 1. Choose the correct answer.

1) When Théophile Gautier first went to London he was quite...

- a) Amused
- b) Astonished
- c) Fascinated
- d) Disappointed

2) In 1843, London was ... any other city.

- a) Different from
- b) The same as
- c) Richer than
- d) Older than

3) The oldest buildings in London include...

- a) the Tower of London and The Big Ben
- b) the Tower of London and Westminster Abbey
- c) Westminster Abbey and London Eye
- d) Buckingham Palace and The Tower of London

- 4) Today the City of London is full of ...**
- a) Artists and musicians
 - b) students and middle class
 - c) workers and immigrants
 - d) bankers and businessmen
- 5) Monks built a big new abbey at Westminster in the...**
- a) 12th century
 - b) 11th century
 - c) 18th century
 - d) 16th century
- 6) King Ethelred moved his court from the city of Winchester to the ...**
- a) Westminster palace
 - b) Buckingham palace
 - c) St James palace
 - d) Kensington Palace
- 7) Today Westminster is part of the...**
- a) Covent Garden
 - b) West End
 - c) South Bank
 - d) City of London
- 8) Villages like Chelsea and Hackney ceased to exist because they were...**
- a) Burnt down
 - b) Robbed
 - c) Swallowed
 - d) Destroyed

9) In those days most people who lived in cities were ...

- a) Rich
- b) Middle class
- c) Poor
- d) Beggars

10) Nowadays the population of London is...

- a) seven million inhabitants
- b) over seven million inhabitants
- c) fifteen million inhabitants
- d) ten million inhabitants

Ex 2. Guess if the following sentences are T (true) or F (false).

- 1) London is a city with a long history.
- 2) London was the capital of the most industrialized nation in the world.
- 3) London had become the British capital in Roman times.
- 4) London had been built and destroyed and rebuilt many times.
- 5) Tower of London and Westminster Abbey are almost two thousand years old.
- 6) Westminster has been the seat of the English, then British, parliament since 1265.
- 7) Chelsea is a working-class district.
- 8) The City was almost totally rebuilt after terrible fire of 1666.
- 9) Large parts of London were also rebuilt in the eighteenth century.
- 10) London remained the world's biggest city until after the first world war.

Ex 3. London Quiz.

1. London underground railway system is also known as...

- a) Downunder
- b) the Tunnels
- c) the Tube
- d) Deep Transit

2. What is Big Ben?

- a) store for large sized men
- b) statue of Benjamin Disraeli
- c) bell
- d) bear at the zoo

3. What is Paddington?

- a) amusement park
- b) zoological park
- c) railway station
- d) department store

4. When were Tower Bridge and a drawbridge over the Thames built?

- a) In the nineteenth century
- b) In the fifteenth century
- c) In the twelfth century
- d) In the eighteenth century

5. When did the great fire of London take place?

- a) In 1066
- b) In 1566
- c) In 1666
- d) In 1766

6. What is the London Eye?

- a) newspaper
- b) telescope
- c) surveillance system
- d) Ferris wheel

7. What is the river that runs through London?

- a) The Thames
- b) The Severn
- c) The Tagus
- d) The Tiber

8. Where are British kings and queens crowned?

- a) Westminster Abbey
- b) St Paul's Cathedral
- c) Westminster Cathedral
- d) St. Mary's Church

Ex. 4 Questions for discussion.

- 1) What comes to mind when you hear the word “London”?
- 2) What do you think of London weather?
- 3) Do you think London is a cheap or expensive city?
- 4) Is London a dangerous place to visit?
- 5) What do you know about the history of London?

GLOSSARY

Abbey ['æbi] Абатство (big church)

century ['senʃʊri] століття (period of 100 years)

customer ['kʌstəmə] клієнт (client)

deserted [di 'zɜ:tɪd] пустинний, безлюдний (empty)

eventually [ɪ 'venʃəli] в кінці кінців, врешті (later, in time)

dustman ['dʌstmən] сміттяр (a man who empties dustbins, rubbish)

fashions ['fæʃənz] модні напрямки (popular styles)

to imply [ɪm 'plai] мати на увазі, являти собою, (signify, mean)

Middle Ages ['mɪdl 'eɪdʒɪz] Середні віки, Середньовіччя (the mediaeval period, about 1000 years ago)

monk [mʌŋk] монах (religious man)

prosperity [prɒs 'perɪti:] процвітання (richness, affluence)

rioting ['raɪətɪŋ:] масові заворушки, бунт, супротив (collective violence)

residential area [rezi 'denʃ(ə)l] житловий район (a district where people live)

squalid ['skwɒlɪd] запущений, вбогий (dirty and unpleasant)

successor [sək 'sesə:] наступник (person who follows)

to swallow up ['swɒləʊ ʌp] проковтувати, заковтнути (to eat, to include)

KEYS

Task 1

- 1) B
- 2) A
- 3) B
- 4) D
- 5) B
- 6) A

- 7) B
- 8) C
- 9) C
- 10) B

Task 2

- 1) T
- 2) T
- 3) T
- 4) T
- 5) F
- 6) T
- 7) F
- 8) T
- 9) F
- 10) F

Task 3.

- 1) C
- 2) C
- 3) C
- 4) A
- 5) C
- 6) D
- 7) Buckingham palace
- 8) A
- 9) A
- 10) Black



Life of Matthew Henson



The history of exploration is replete with famous names everyone knows, like Robert Peary, the man most often credited with first reaching the North Pole. Those who work alongside the legends — doing the heavy lifting, saving lives, making essential calculations — tend to be forgotten or marginalized almost immediately in the telling of the story, especially when they don't fit the profile for the kinds of people allowed to make history.

In Peary's case, it seems that the most important member of his team — his assistant, African American explorer Matthew Henson — may have actually reached the North Pole first, along with four of the team's Inuit crew members.

Henson and Peary first met in a Washington, DC clothing store where Henson worked. When they struck up a conversation, Peary learned that Henson had fled Maryland “after his parents were targeted by the Ku Klux Klan,” as Messy Nessy

writes. He had then signed on as a cabin boy at 12 and sailed around the world, including the Russian Arctic seas, learning to read and write while aboard ship.

Peary was impressed and “hired him on the spot,” and “from that point forward, Henson went on every expedition Peary embarked on; trekking through the jungles of Nicaragua and, later, covering thousands of miles of ice in dog sleds to the North Pole.” Also on their last expedition were 39 Inuit men, women, and children, including the four Inuit men — Ootah, Egigingwah, Seegloo, and Oogueah — who accompanied Henson and Peary on the final leg of the 1909 journey, Peary and Henson’s eighth attempt.

As the six men neared the pole, Peary “grew more and more weary, suffering from exhaustion and frozen toes, unable to leave their camp, set up five miles” away. Henson and the others “scouted ahead,” and, according to Henson’s account, actually overshot the pole before doubling back. “I could see that my footprints were the first at the spot,” he later wrote.

Peary eventually caught up and “the sled-bound Admiral allegedly trudged up to plant the American flag in the ice — and yet, the only photograph of the historic moment shows a crew of faces that are distinctly not white.” Either Peary took the photograph as a “way of honoring the crew” or he wasn’t there at all when it was taken. The former doesn’t seem likely given Peary’s eagerness to claim full credit for the feat.

Peary accepted the sole honor from the National Geographic Society and an award from Congress in 1911, while Henson’s “contributions were largely ignored” at the time and “he returned to a very normal life” in relative obscurity, working as a U.S. Customs clerk for 23 years, unable to marshal the resources for further expeditions once Peary retired.

The kind of history Henson had learned is obvious — a whitewashing on a world-historical scale. It would take almost 30 years for him to finally receive recognition, though he lived to become the first black member of The Explorers Club in 1937 and “with some irony,” Messy Nessy writes, he “was awarded the Peary Polar Expedition Medal” in 1944. Since then, his name has usually been mentioned with Peary’s in histories of the expedition, but rarely as the first person to reach the pole.

Task 1. Underline the right answer.

1. Robert Peary is known for reaching the *South Pole/North Pole*.
2. His assistant, explorer Matthew Henson was *African/African American*.
3. *Russian/Ukrainian* sees were included in Matthew Hensons around the world trip.
4. On their last expedition there were 39 *Inuit/Eskimo* men, women and children.
5. Near the pole, Peary suffered from *starvation/cold*.
6. They planted the *American/Inuit* flag in the ice.
7. Peary got an award from *National Geographic Society/Congress*.
8. He became *the first/the second* black member of The Explorers Club.
9. Peary's parents were targeted by the *robbers/Ku Klux Klan*.
10. Near the pole he saw that *there were no footprints/his footprints were the first*.

Task 2. Guess if the following sentences are T (true) or F (false).

1. The most important member of Peary's team is his assistant.
2. Henson and Perry first met in Toronto.
3. Henson worked in a clothing store.
4. Peary wasn't really impressed with Henson's journeys.
5. On their last expedition there were 40 people with them.
6. They had a photographer who took a photo of them in the end of their trip.
7. Peary accepted the sole honor from the National Geographic Society, but didn't take an award from Congress.
8. Peary became the first black member of The Explorers Club in 1937.
9. Henson signed on as a cabin boy at the age of 12.
10. Six men set up a camp near the pole.

Task 3. Answer the questions.

1. Describe the photo, what can you see and who do you think these people are?
2. Where do you think they live and what do they do for a living?
3. What are they known for?



Task 4. Answer the questions below.

1. What do you think about expeditions? Are you interested in the things like that?
2. Do you know some famous explorers? Name them and say what they explored.
3. Have you ever thought of being an explorer?
4. Have you ever thought about visiting North Pole? Why/why not?

GLOSSARY

Replete [rɪˈpli:t] наповнена

alongside [əˈlɒŋˈsaɪd] поряд

heavy lifting [ˈhevi ˈlɪftɪŋ] важкий підйом

essential calculations [ɪˈsenʃəl ˌkælkjʊˈleɪʃənz] істотні (важливі) розрахунки

marginalized [ˈmɑːrdʒənəˌlaɪzd] маргіналізовані

to strike up [straɪk ʌp] зав'язувати (напр.. знайомство)

cabin boy [ˈkæbɪn bɔɪ] юнга

expedition [ˌɛksprɪˈdɪʃən] експедиція

to embark [ɪmˈbɑːk] приступити, вантажити

trekking [ˈtrekɪŋ] похід

dog sleds [dɒg sledz] собачі санки

to accompany [əˈkʌmpəni] супроводжувати

weary [ˈwiəri] стомлений

exhaustion [ɪɡˈzɔːʃən] виснаження

to scout ahead [ˈskaʊtɪd əˈhed] розвідувати

to overshoot [ˌəʊvəˈʃʊt] перевищувати, промахуватися, перевершувати, стріляти краще, перебільшити (в контексті 'прошмигнули')

sled-bound [sled-baʊnd] прив'язаний до саней

allegedly [əˈledʒdli] нібито, як стверджують

to trudge up [trʌdʒd ʌp] тягнутися вгору

distinctly [dɪsˈtɪŋktli] виразно

eagerness [ˈiːɡənɪs] завзяття, готовність

obscurity [əbˈskjʊərɪti] невідомість, темрява

whitewashing [ˈwaɪtwɒʃɪŋ] побілка

!Give the definitions to the words mentioned above.

KEYS

Task 1.

1. North Pole.
2. African American.
3. Russian.
4. Inuit.
5. Cold.
6. American.
7. Congress.
8. The first.
9. Ku Klux Klan.
10. His footprints were the first.

Task 2.

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. F
9. T
10. T



How To Live A Lagom Lifestyle



You couldn't get through 2016 without hearing all about Hygge. We even wrote all about whether Hygge was the secret to happiness. All about the art of getting cosy, it was a trend we were happy to participate in. However, Lagom is taking over, but will it be as relaxing and involve as many cosy night's in as Hygge did?

What is Lagom?

"Not too little. Not too much. Just right."

Lagom (*pronounced 'lar' as in jar, 'gom' as in prom*) is the latest lifestyle trend to come from Sweden. Lagom is to Sweden, what Hygge is to Denmark. Loosely translated it means 'just the right amount'.

Lagom isn't something you can do, it's a way of living. Hygge was all about creating a cosy moment, whether that was lighting a candle, having an evening in or just adjusting the lighting in your bedroom. Lagom is a way of thinking, it affects your day to day life and you learn to live in moderation. Lagom is about being content, not having too much or too little, not being fussy or pretentious and being content with what you have.

How to live a Lagom life

Essentially you need to create a balanced life. Lagom is embedded in Swedish culture, this way of life comes easily. But if you want to create a life with more moderation, here's some ways you can start living a more Lagom lifestyle.

Live a sustainable life

Being aware of the way you're living is one way to approach Lagom. Monitoring what you're consuming and the items you are using. Recycling and re-using shopping bags are easy steps to take. You could also look at your energy usage, where you buy your food from and how you travel to and from work.

Live a healthier life

Rather than embarking on the latest fad diet, changing to a Lagom lifestyle, would mean having a more balanced diet. We know we should eat in moderation, not too much, not too little. However, as we know from Hygge, in Sweden they don't like to restrict themselves from the little pleasures in life (like a large glass of wine, or a lovely big slice of chocolate cake).

Take pleasure from these treats, but don't binge, control portions and know when enough is enough.

Be kind

Sweden is one of the happiest countries in the world. One reason for this is because they know how to treat each other, this comes from Lagom. Being aware of how you make other's feel is the first place to start with embracing Lagom. Think about the group first... whether that's your family, friends, neighbours or colleagues (even if it doesn't help with your individual needs). It's nice to be nice.

Be organised

In Sweden, they're big on creating a 'capsule wardrobe'. Spend a Sunday going through your wardrobe, and anything that hasn't been worn in the last year can go to a better home. Think about what you're buying... Will you get good wear out of it? Is it great quality? Will it last?

You can be organised in the kitchen too. Planning meals is a great way to reduce your food waste (and might help if you're a secret snacker!). Meal subscription boxes help with this, if you're struggling to find meal inspiration. They send you just the right amount of ingredients, all your meat, veg, carbs and herbs... with no waste! Harriet swears by Gousto for her family.

What do you think about the arrival of this Scandi trend?

Are you about to start switching out your light bulbs, saving energy and clearing out your closet, or is it just another fad? We'd love to hear your thoughts in the comments...

Task 1. Choose the correct answer.

1. What is Lagom?

- a) Not too little. Not too much. Just right
- b) Not too good. Not too bad. Just moderate
- c) Danish concept of life

2. What is Hygge?

- a) Danish art of getting cosy
- b) Swedish concept of life
- c) Swedish word which means an art

3. What is the problem with hygge?

- a) Hygge is all about self-care
- b) Hygge is all about creating just a cosy moment, not life in general
- c) Hygge is all about making people feel comfortable

4. What do we have to do to start living “a lagom life”?

- a) We have to create a cosy atmosphere
- b) We have to change our mindset
- c) We have to become calmer

5. How can people become “more lagom”?

- a) They have to live a sustainable and healthier life
- b) They have to be kind
- c) Everything in their life should be in balance

6. What do we have to do to live a sustainable life?

- a) We have to be aware of the way we are living and become more eco-friendly
- b) We don't have to live in tune with nature
- c) We need to buy only new stuff

7. What do people have to do to live a healthier life?

- a) People have to keep a balanced diet
- b) People have to keep a strict diet
- c) People have to work out like crazy

8. Which country is considered to be one of the happiest countries in the world?

- a) Ukraine
- b) U.S.A.
- c) Sweden

9. Is it nice to be nice?

- a) Yes, because being aware of how you make others feel is the first place to start with embracing lagom
- b) No, because it is a waste of time
- c) 50/50, because you have to treat others the way they treat you

10. Which way we can become more organized in the kitchen?

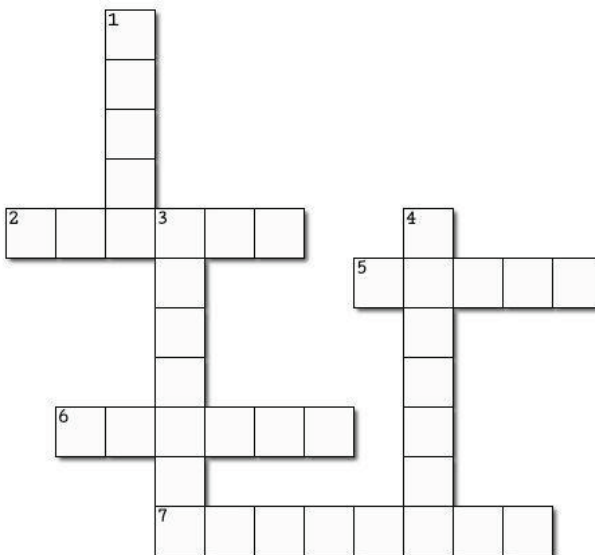
- a) We can start planning our meals
- b) We can start cooking less
- c) We can start skipping meals

Task 2. Choose the right answer, whether the answer is **True or False**.

- 1. In Sweden people like to restrict themselves from the little pleasures in life (like a large glass of wine, or a lovely big slice of chocolate cake).
- 2. In Sweden, they're big on creating a "capsule wardrobe".
- 3. Lagom is embedded in Swedish culture; this way of life comes easily.
- 4. Lagom is something you can do; it is not a way of living.
- 5. Recycling and re-using shopping bags are easy steps to take.
- 6. People in Sweden know that they should eat in moderation, not too much, not too little.

7. Lagom is about being content, not having too much or too little, not being fussy or pretentious and being content with what you have.
8. Planning meals is not a great way to reduce your food waste.
9. Hygge was all about creating a cosy moment, whether that was lighting a candle, having an evening in or just adjusting the lighting in your bedroom.
10. Sweden is one of the happiest countries in the world. One reason for this is because they know how to treat each other, this comes from Lagom.

Task 3. Complete the crossword.



1. Swedish concept of life (down)
2. One of the happiest countries in the world (across)
3. Hygge is popular in... (down)
4. The main principle of Lagom Lifestyle is living in... (down)
5. Danish concept of life (across)
6. The most important thing in life every human has to protect (across)
7. Without it our world would be cruel (across)

Task 4. Discuss the following questions.

1. How do you understand Lagom?
2. What are the advantages of Lagom Lifestyle?
3. What do Ukrainians may learn from the Swedish concept of life?

GLOSSARY

to embrace [ɪmˈbreɪs] обіймати, охоплювати

scandinavian trend [ˌskændəˈneɪvɪən trend] скандинавська тенденція

secret snacker [ˈsiːkrɪt ˈsnækə] той, що любить таємно їсти між прийомами їжі

meal subscription boxes [miːl səbˈskɪpʃən ˈbɒksɪz] підписка на харчування

fad [fæd] примха

capsule wardrobe [ˈkæpsjuːl ˈwɔːdrəʊb] капсульний гардероб

binge eating [bɪndʒ ˈiːtɪŋ] переїдання

moderation [ˌmɒdəˈreɪʃən] помірність

to be fussy or pretentious [ˈflʌsi ɔː prɪˈtenʃəs] бути вибагливим, метушливим або завжди мати якісь претензії, бути претензійним

to be content with what you have [ˈkɒntent wɪð wɒt juː hæv] бути задоволеним тим, що маєш

energy usage [ˈenədʒi ˈjuːzɪdʒ] споживання енергії

KEYS

TASK 1

- 1 – A
- 2 – A
- 3 – B
- 4 – B
- 5 – C
- 6 – A
- 7 – A
- 8 – C
- 9 – A
- 10 – A

TASK 2

- 1 – F
- 2 – T
- 3 – T
- 4 – F
- 5 – T
- 6 – T
- 7 – T
- 8 – F
- 9 – T
- 10 – T

TASK 3

1 LAGOM

2 SWEDEN

3 DENMARK

4 BALANCE

5 HYGGE

6 HEALTH

7 KINDNESS



John Dillinger

John Dillinger, in full **John Herbert Dillinger**, American criminal who was perhaps the most famous bank robber in U.S. history, known for a series of robberies and escapes from June 1933 to July 1934.

Dillinger, who was born in Indianapolis, had a difficult childhood. When he was three years old, his mother died, and he later had a strained relationship with his stepmother. Often in trouble, he eventually dropped out of school. The family subsequently settled on a farm in nearby Mooresville, but the relocation had little effect on



Dillinger's behaviour. In 1923 he joined the navy and served on the USS *Utah* before deserting after only a few months. Dillinger then returned to Indiana. In September 1924 he was caught in the foiled holdup of a Mooresville grocer, and he served much of the next decade in Indiana State Prison. While incarcerated, he learned the craft of bank robbery from fellow inmates. Upon parole on May 10, 1933, he turned his knowledge to profit, robbing (with one to four confederates) five Indiana and Ohio banks (New Carlisle was his first ever robbed bank) in four months and gaining his first notoriety as a daring, sharply dressed gunman.

In September 1933 Dillinger was captured and jailed in Ohio. However, the following month he was rescued by five former convict pals whose own escape from Indiana State Prison he had earlier financed and plotted; a sheriff was killed during the incident. Dillinger and his gang next robbed banks in Indiana and Wisconsin and fled south to Florida and then to Tucson, Arizona, where they were discovered and arrested by local police. Dillinger was extradited to Indiana and lodged in the Crown

Point jail, which was considered escape-proof. However, on March 3, 1934, he executed his most-celebrated breakout. With a razor and a piece of wood, he carved a fake pistol, blackened it with shoe polish, and used it to force his way past a dozen guards to freedom, singing as he left, "I'm heading for the last roundup." Dillinger then drove the sheriff's car to Chicago. By taking a stolen vehicle across state lines, he committed a federal offense, and the FBI launched its own manhunt.

There followed more bank robberies with new confederates, notably Baby Face Nelson. Over the course of Dillinger's yearlong crime spree, several people were killed by his gang, and he barely escaped FBI entrapments and shootouts in Minnesota and Wisconsin. He eventually made his way to Chicago, where he reportedly had plastic surgery to alter his appearance. His end came through a trap set up by the FBI, Indiana police, and Anna Sage (alias of Ana Cumpanas), a brothel madam who knew Dillinger's girlfriend. Sage informed law officers that she and the couple would be seeing a movie on the night of July 22, 1934. The trio ultimately went to the Biograph Theater. Although Sage was later described as "the woman in red," she was actually wearing an orange skirt to make herself easily visible. After a showing of the crime drama *Manhattan Melodrama* (1934), Dillinger emerged to find FBI agents waiting for him. He attempted to escape but was shot to death in the alley.

Task 1. Choose the *REAL* facts about John Dillinger.

1. John Dillinger is a famous murder.
2. He was imprisoned twice.
3. Homeland of the robber is England.
4. He deserted from the army.
5. His father was famous singer.
6. Dillinger was killed by his best friend.
7. His crew included professional assassins.
8. Dillinger escaped to Russia after second breakout.
9. He liked country music.
10. He tried to live a normal life after the first imprisonment.

Task 2. Guess if the following sentences are T (true) or F (false).

1. John Dillinger collaborated with Pablo Escobar.
2. He's one of the most professional robbers in American history.
3. He was killed by the C.I.A.
4. John was also famous for his book "Guns and banks".
5. During his criminal career his gang killed several people.
6. Dillinger killed his father with a knife behind his grocery.
7. His the most famous breakout was from Crown Point jail.
8. He escape Crown Point with assistance of the guards
9. Dillinger was married 2 time.
10. His most popular robbery was Assault on the Washington Central Bank.

Task 3. Describe the thing that you see on the photo.

1. What is it?
2. How did this thing help Dillinger during his escape from prison.



Task 4. Describe the building that you see in the picture.

1. Guess the building in the picture.
2. Where is it situated?



Task 5. Write your opinion about these issues.

1. He spent half of his life in prison, and every time after the escape, he resumed his robberies. Do you think that he's purposeful person?
2. What was the point of his robberies?
3. Some people think that F.B.I couldn't assassinate Dillinger and they bribed the media to post fake news about John's death. Is it true? How is it impossible?

GLOSSARY

to desert [dɪ'zɜ:tɪŋ d] дезертирувати

inmates ['ɪnmets] ув'язнені

to convict ['kɒnvɪkt] засуджувати

parole [pə'reʊl] умовно-дострокове звільнення

manhunt ['mænhʌnt] переслідування

shootout [ʃu:tʌʊt] перестрілка

KEYS

Task 1.

All facts are fake except 2 and 4

Task 2.

1.F 2.T 3.F 4.F 5.T 6.F 7.T 8.F 9.F 10.F

Task 3.

In the photo you can see famous fake wooden pistol that was used to force John's way past a dozen guards to freedom.



The Pros and Cons of Online Shopping



These days, it seems like everything is going digital. From news articles and recipes to yoga tutorials, you can find almost everything on the internet.

Many people find this way of life more convenient, because they can complete their daily chores from the comfort of their own home. I think that's why some people like to shop for their clothes online. With the click of a button, you can order anything you want, and have it delivered directly to your front door. For someone with a busy lifestyle, this seems ideal.

Firstly, online shopping can be far less stressful than hitting the high street shops. There are no huge crowds of people or tediously long queues. With online shopping, it's just you and your computer. It's like you have the whole shop to yourself! Secondly, online stores don't have opening and closing times. This is perfect for anyone with a busy schedule – like office workers who work long hours, or teenagers with several hobbies to squeeze into the weekend. If you want to, you can even place an online shopping order at three o'clock in the morning!

In the bustling modern world, there are clearly many advantages to online shopping. However, in my experience, there are also several cons ... With online shopping, you can't try before you buy, and that's a definite disadvantage for me. Often, when my new clothes arrive, I find they don't fit very well. It's always annoying when a dress is a little too big, or when sleeves are awkwardly short ... Sometimes, the clothes are not what I was expecting. A piece of clothing might look great in photos online, but quite different in real life. A blue jumper might turn out to be green, whilst other times the material of a blouse will feel cheap and scratchy.

In these scenarios, you want to return the item, but here lies the biggest problem with online shopping. You have to pay for your order's delivery, and for an item to be returned to the warehouse! These charges are often very expensive, which suddenly makes online shopping seem a little less convenient...That's why I don't choose to shop online very frequently. For now, I will continue to find the time for a trip to a real shop, where I know exactly what I'm buying!

Task 1. Choose the correct answer.

1. Where can one find everything?
 - a) in the shop
 - b) on the Internet
 - c) No answer

2. Online shopping is convenient because:
 - a) you can complete your daily chores in the comfort of their own home
 - b) it's cheaper
 - c) it is better than going shopping
3. Orders will be delivered:
 - a) to the post office
 - b) to the front door
 - c) to work

4. One of the advantages of shopping online:
 - a) there are no long queues
 - b) no annoying assistants
 - c) there are many discounts

5. To buy online you need:
 - a) computer
 - b) adult
 - c) passport

6. Online shopping has no restriction on:
 - a) number of things
 - b) order amount
 - c) time of purchase

7. One of the disadvantages of shopping online is
 - a) you can't try before you buy
 - b) you cannot pay in cash
 - c) you cannot select a color
8. How are clothes different from photos?
 - a) color
 - b) material
 - c) two answers are possible
9. The biggest problem with online shopping
 - a) order return
 - b) delivery
 - c) payment
10. What does the author of the text prefer?
 - a) offline shops
 - b) online shopping
 - c) no specific preference

2. Guess if the following sentences are T (true) or F (false).

1. If it comes to news articles and recipes or yoga tutorials, you can find almost everything on the **Internet**.
2. Many people find this way of life more **inconvenient**.
3. With the click of a **button**, you can order anything you want.
4. There are huge **crowds** or long **queues**.
5. Online **shopping** doesn't have opening and closing time.
6. You can even place an online shopping **order** at midnight.
7. Online shopping has got no **cons**.
8. Clothes always suit the **buyer**.
9. Order return is **free**.
10. The author of the text continues shopping in offline **shops**.

3. Find and a synonym to the word.

1. internet	a. shop
2. inconvenient	b. turn
3. button	c. gratis
4. crowds	d. purchasing
5. queues	e. customer
6. shopping	f. switch
7. order	g. drawback
8. cons	h. world wide web(www)
9. buyer	i. uncomfortable
10. free	j. throng
11. stores	k. booking

Task 4. Find 10 objects in the picture.



Task 5. Solve the riddle.

1. There is a clerk at the butcher shop, he is five feet ten inches tall, and he wears size 13 sneakers. What does he weigh?
2. Small boats, 5 guests in each; sail on land but never on water; Busy during the daytime, anchored at night. What I Am?
3. Where can you find cities, towns, shops, and streets but no people?
4. You bought me for dinner but never eat me. What am I?
5. Many of their products are just plain white
They're also a fruit from which you bite

Task 6. Speaking task.

- Discuss in a group how to correct the deficiencies of the online shopping.
- Do a group survey to find out about pros and cons of online shopping and offline.
-

GLOSSARY

digital |'dɪdʒɪtl| цифровой

convenient / kən'veɪniənt/ зручний

inconvenient незручний

queue |kjuː| черга

bustling |'bʌsəlɪŋ| метушливий

to squeeze into |skwiːz| втискатися

gratis |'græɪtɪs| безкоштовний

KEYS

1.

1. b
2. a
3. b
4. a
5. a
6. c
7. a
8. c
9. a
- 10.a

2.

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

3.

internet	world wide web(www)
inconvenient	uncomfortable
button	switch
crowds	throng
queues	turn
shopping	purchasing
order	booking
cons	drawback
buyer	customer
free	gratis
stores	shop

4.



5.

1. meat
2. shoes
3. map
4. cutlery

Resources

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Видавництво ПАІС

Реєстраційне свідоцтво ДК № 3173

від 23 квітня 2008 року,

вул. Гребінки, 5, оф. 1, м. Львів, 79007.

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