

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ  
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

## **ЧИТАЄМО ТА СЛУХАЄМО BBC**

Методичні вказівки  
до виконання самостійних завдань з читання та аудіювання  
до змістовного модуля «Пошук та обробка інформації».  
Частина 2

Для студентів 1 курсу всіх спеціальностей

## **READING AND LISTENING TO BBC**

Self-learning guides on reading and listening tasks to module “Searching for and  
processing information”  
Part 2  
For first-year students of all departments

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## SECTION 1. CITY ATTRACTIONS

### BRITAIN'S MOST BIZARRE ATTRACTIONS

by Nick Easen, 31 August 2012

Read the text or follow the link and complete the tasks

<http://www.bbc.com/travel/story/20120824-britains-most-bizarre-attractions>



The British are known to celebrate the eccentric and the quirky – even when it comes to their visitor attractions. Amid the island nation’s varied countryside, there are places that celebrate **bubble cars, witchcraft, cuckoo clocks, paperweights** and a **teetotal pub**.

Bear in mind that many of these offbeat attractions, run by passionate people who are enthused about their bizarre corner of the world, are not as **fine tuned** as the more famous Disney, Legoland or Universal Studios theme parks. But buy a ticket with childlike glee and you may find yourself **revelling** with a toddler’s fascination at these odd new experiences.

First, head to the Lake District’s **Puzzling Place** in the town of Keswick, a house of illusion that is devoted to **brain teasers**. It has mind-bending optical illusions, holograms and an “Anti Gravity” room where balls roll uphill, water flows at an unnatural angle and everyone appears to stand at an impossible **slant**. Also in Keswick is the **Cumberland Pencil Museum** where you can **marvel** at a secret spy-style World War II pencil, get up close to one of the world’s longest pencils, nearly eight metres long, and follow the history of pencil making through the ages.

Believe it or not, you can actually visit the **Forbidden Corner** in Middleham, North Yorkshire, an insane amusement park **infested** with talking statues, shrinking rooms, giant statues, secret doors and endless underground labyrinths. It started out life as a World War II tank depot until the owner began filling it with eccentric features. The **private venture** was then opened to the public in 1994 due to popular demand.

In Southwold, Suffolk, few can resist the Whack a Banker machine or the Booth of Truth at the **Under The Pier Show**, a hair-brained arcade of **home-made contraptions**, mad cap games and exhibits that is the brainchild of local scientist and inventor Tim Hunkin. Check out the Doctor game, where you hold the stethoscope against your chest as the machine diagnoses your complaint and writes out a fake prescription, or the utterly bizarre Autofrisk machine, which **brashly** tells visitors to “stand in position and let the rubber gloves give you a thorough **frisk**”.

After that, **head** to the strange village of **Port Merion** in North Wales. Its out-of-place Italianate architecture, which dates back to the 1920s, is a mixture of decorative styles and eccentric designs, creating a fantasy land that was later used as the backdrop to the 1960s British sci-fi drama, **The Prisoner**. Throw in classical colonnades, cupolas and a Buddha statue from the 1958 film *Inn of the Sixth Happiness*, all cradled by the majestic Welsh mountains, and it is a rather bizarre place to spend an afternoon.

Then again **Gnome Magic** might just top it all. The five-acre garden in Dedham, near Colchester, Essex celebrates the colourful 2ft-tall **terracotta** figures that have **adorned** gardens around Britain since the mid 19<sup>th</sup> Century. Here you can visit more than 800 gnomes that are **scattered** around the park, and there is a museum and wooded area on-site for spotting the little creatures. You can also paint your own smiling hooded dwarf to take home with you.

There are few chances for normal folk to get behind the controls of heavy construction machinery. But at the UK's four **Digger land** parks, in Kent, Yorkshire, Durham and Devon, you can drive excavators, **dumper trucks** and tractors through the mud and puddles all day long. You can also take part in digger or dumper truck races.

Before broadcasting began in 1924, musical entertainment in the home **stemmed from** self-playing musical instruments and automata. **Keith Harding's World of Mechanical Music** in Gloucestershire will take you back to that time, as restored instruments from the 1920s and '30s are played by guides in the form of live entertainment, from a huge, hand-made gramophone to the wind-up banjo.

It is possible that the **Margate Shell Grotto** in Kent has been around for more than 200 years. There is even speculation that the builders included the Knights Templar, with a construction date of mid-12th Century. No matter how it began, today the 189 sqm of mosaic grotto is a chance to **gawp** at the 4.6 million cockle, mussel, oyster and whelk shells **festooned** in elaborate mosaics covering every surface. There are even abstract patterns of roses, animal faces and skulls.

In Devon, the **House of Marbles** is a traditional working games and glass factory, which stocks approximately 25 million marbles. Try out one of the longest marble runs in Britain – laid out straight it would be 60m long – and marvel at a two tonne giant marble floating on water. Visitors can also try their hand at **glass blowing** – and you get to keep the objects you make.

### 1. Explain the meaning of the words from the text (in the list below):

fine tuned

revelling

brain teasers

slant  
marvel  
infested  
private venture  
contraptions  
brashly  
frisk  
head  
terracotta  
adorned  
scattered  
dumper trucks  
stemmed from  
gawp  
festoon

**Use some of them in the sentences below. In some cases you have to change the form of the word.**

1. Where does this word \_\_\_\_?
2. This strange \_\_\_\_ occupied the whole garage and produced a lot of noise.
3. The walls of the temple were \_\_\_\_ with figures of men and animals.
4. He was \_\_\_\_ forward ignoring the traffic lights.
5. Does your roof have a sharp \_\_\_\_?
6. The company has 50 or more offices \_\_\_\_ across the country.
7. If you \_\_\_\_ all night it is difficult to be productive at work the next day.

**2. Put 3–4 questions about the attractions from the text.**

**3. Choose one which you would like to visit and explain why.**

## **THE UK TOWN THAT INSPIRED THE OLYMPICS**

**Scan the article below or follow the link and complete the tasks.**

<https://www.bbc.com/travel/article/20210711-the-uk-town-that-inspired-the-olympics>

The Olympic Games is now a global phenomenon, but few know its modern origins lie in the sleepy Shropshire town of Much Wenlock.

Visit the medieval Shropshire town of Much Wenlock, more like a village with its friendly, close-knit population of around 3,000, and it's hard to imagine any relation to the modern Olympic Games – a global phenomenon viewed by millions, whose postponed Tokyo 2020 event (still controversially planned for this summer despite Covid-19 concerns) is the subject of worldwide debate.

Yet it was in this quaint Midlands settlement in the 19th Century that a local doctor called William Penny Brookes rekindled the Olympic flame. Inspired by the Olympic Games of Ancient Greece, he founded the Wenlock Olympian Society; aiming through a flagship annual competition to “promote the moral, physical and intellectual improvement of the inhabitants of the town and neighbourhood of Wenlock, and especially of the working classes”.

Launched in 1850, the Wenlock Olympian Games soon attracted thousands of spectators and competitors from as far as London and Liverpool (although there was always at least one “locals-only” activity to keep borough residents happy). The games are still held today, albeit with a more conventional repertoire; alongside typical country sports and classical athletics, early episodes included eclectic crowd-pleasers like a blindfolded wheelbarrow race or an “old women’s race” to win a pound of tea. Most popular and exciting of all was Tilting at the Ring, which – according to Emma-Kate Lanyon, head of collections and curatorial services at Shropshire Council – “required huge skill and horsemanship as [competitors] galloped towards a suspended ring the size of an old penny, lance in hand”, on a mission to unhook it. “The winner became something of a regional celebrity,” she said.

Perhaps the next most telling trail stop is the Raven Hotel, which now sports a 2 AA Rosette restaurant. In 1890, after visiting the Wenlock Olympian Games and hearing of Brookes’ dream to stage an international Olympics revival in Greece – despite failed efforts to persuade the government in Athens – it was here that educator and historian Baron Pierre de Coubertin gave a speech that expressed his affinity with the doctor’s ideals. The young Frenchman went on to cofound the International Olympic Committee in 1894 and its first Summer Olympics event was held in the Greek capital in April 1896, sadly four months after Brookes died at 86.

Brookes’ grave in the grounds of Much Wenlock Parish Church, movingly just opposite his birthplace, is a tragic reminder that he outlived four of his five children. It’s a poignant spot on an otherwise uplifting trail adorned with themed plaques and sculpture that paints a vivid picture of Wenlock Olympian Games history, from the pageantry that once saw band-led marches parade through decorated streets to the Society’s first honorary member, Petros Velessarios, winner of a 1,400-yard race staged in Athens for which he received 281 drachmas and an olive crown.

The route ends as it begins, at the Much Wenlock Museum and Visitor Information Centre, where resources include printed trail leaflets for adults and children. Charmingly described by Lanyon as a “small museum with big stories to tell”, it charts the town’s Olympic story through sporting veterans to royal visits and carnivals. Geological and archaeological exhibits also feature, such as two fine Romanesque lavabo panels from Wenlock Priory, as do several cups awarded to champion tilter Charles Ainsworth during the early Wenlock Olympic Games, all of which have been added to the museum’s collection since its major renovation in 2012.

This was of course the year in which the Olympic Games came to London, and it saw Much Wenlock’s heritage celebrated worldwide. Global sales of Wenlock, the London Games’ strange but endearing one-eyed mascot, totalled nine million, and images of the town’s 2012 Olympic torch relay were viewed everywhere from China to Mexico. Meanwhile, a special version of the Wenlock Olympic Games was held involving 2,385 competitors aged eight to 80, including four young Brazilian athletes aspiring to compete in Rio 2016.

It was a proud moment for the local people, who – Wenlock Olympian Society’s PR and media secretary, Mac Bardsley, told me – feel a “historic responsibility” to honour what Brookes began some 170 years ago for the benefit of their community. The town’s annual July games are still a calendar highlight, involving both adults and children and typically featuring some 13 sports spanning athletics to archery, while yearly additions include a challenging autumn running race on nearby Wenlock Edge and a Live Arts Festival in March. The inclusion of arts is another tradition initiated by Brookes, who also established a lending library and various classes (including botany and music) in his quest to better the mind as well as the body.

Although Brookes’ legacy remains relatively unknown beyond the town, global engagement has grown exponentially since 2012. Members of the Tokyo Games committee visited Much Wenlock in 2014 as part of their preparations; exhibitions have been held as far afield as Norway and Qatar; and those that have recently contacted Wenlock Olympian Society archivist Chris Cannon include a Greek classicist and a Shanghai journalist – prompting a new digital archive that can be accessed worldwide.

For those who want to visit Shropshire and discover the story first-hand, however, the county has a bounty of rewarding experiences beyond Much Wenlock. As Andrea Fox, visitor economy officer at Shropshire Council, told me, “Being on the border between upland Wales and lowland England, [it] has had an ancient and turbulent history marked by its many prehistoric hillforts and medieval castles [and] offers visitors a unique blend of natural and social heritage.”



Often unfairly overlooked by tourists in favour of more southerly or northerly hotspots, it's also bucolically picturesque, with almost a quarter of the county designated as the Shropshire Hills Area of Outstanding Natural Beauty. Hiking routes like the Shropshire Way and Offa's Dyke Path traverse this Shire-like landscape; which, Fox noted, has inspired everyone from "the county's most famous son, Charles Darwin, to writers and poets such as Mary Webb and Wilfred Owen" – not to mention geologist Roderick Murchison, whose research on Wenlock Edge helped develop early Paleozoic rock sequencing and ultimately the modern geologic time scale.

Brookes may not be able to compete with Darwin as Shropshire's "most famous son". Yet, as we approach Tokyo 2020, it's likely the worldwide legacy he inspired in this "hidden" Olympic cradle will continue for decades to come.

**1. What world cities are mentioned in the text? Put + if the city is mentioned.**

Paris	
London	
Liverpool	
New York	
Tokyo	
Moscow	
Rio	
Los-Angeles	
Athens	
Shanghai	

**2. Say whether the statements are TRUE, FALSE or NOT GIVEN.**

1. Much Wenlock is a Shropshire town.
2. In the 19th century, William Penny Brooks lit the Olympic flame in Much Wenlock.
3. Nowadays the Olympic Games have become the most popular sporting event.
4. William Penny Brookes was a teacher.
5. He had four children.
6. Brookes died at 84.
7. The town's July games take place in Much Wenlock every year.
8. The prize of an "old women's race" is a pound of tea.
9. Charles Darwin is Shropshire's most famous son.
10. In Much Wenlock, William Penny Brookes became more famous than Charles Darwin.

### 3. Fill in the gaps with prepositions.

1. The Wenlock Olympian Games soon attracted thousands \_\_\_\_ spectators and competitors.
2. This was of course the year in which the Olympic Games came \_\_\_\_ London.
3. It was a proud moment \_\_\_\_ the local people.
4. The inclusion of arts is another tradition initiated \_\_\_\_ William Penny Brookes.
5. Members of the Tokyo Games committee visited Much Wenlock \_\_\_\_ 2014.

### 4. What do these numbers mean?

	19	281	3,000	2012	1,400	86
amount of money						
year						
population						
century						
person's age						
distance						

### 5. Match the proper names from the text to answer the questions.

Which of these persons ....	Emma-Kate Lanyon	William Penny Brookes	Pierre de Coubertin	Charles Darwin	Roderick Murchison	Petros Velessarios
revived the Olympic flame?						
is a geologist?						
was a French baron?						
is the country's most famous son?						
deals with Shropshire Council?						
is one of the Olympic winners?						

## JOSH FIGHT: HUNDREDS JOIN FRIENDLY BATTLE FOR NAMING RIGHTS

### 1. Try to guess the missing words in the text. There should be only one word in each gap.

Hundreds of people have gathered in a US park, armed \_\_\_\_\_ pool noodles, to take \_\_\_\_\_ in a friendly battle over the right to use the name Josh.

Last April, Arizona student Josh Swain, 22, jokingly messaged dozens of people \_\_\_\_\_ shared his name, and **challenged** \_\_\_\_\_ to a fight. \_\_\_\_\_ quickly went viral online.

A year later, dozens of people called Josh arrived in Lincoln, Nebraska, to battle for the popular name. The event began with “an **epic** contest of rock, paper, \_\_\_\_\_” between organiser Josh Swain and \_\_\_\_\_ Josh Swain from Omaha, said Yousef Nasser, a reporter with local broadcaster KLKN, who filmed the battle. The Arizona Josh \_\_\_\_\_ the contest.

The **subsequent** pool noodle fight \_\_\_\_\_ open to anyone with the \_\_\_\_\_ name Josh. Dozens of Joshes – some wearing Spider-Man \_\_\_\_\_ and others in Jedi **robes** – tried to hit \_\_\_\_\_ another with the noodles, as a large crowd \_\_\_\_\_ cheering supporters looked on.

In the end, four-year-old Josh Vinson Jr, nicknamed Little \_\_\_\_\_, **was crowned** the winner. He received a Burger King crown, a champion’s belt \_\_\_\_\_ a small **trophy**.

“From the start it was a spectacle,” Mr Nasser \_\_\_\_\_ the BBC. “I would describe it as an internet meme come to life.”

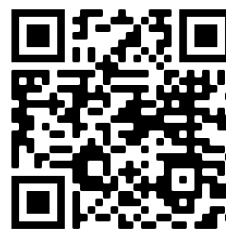
The event also **sparked** a charity fundraising drive, which \_\_\_\_\_ over \$8000 (£5,800) for a local children’s hospital, Mr Nasser added.

The idea for the event began \_\_\_\_\_ April 2020 when Mr Swain, in “a **spell** of pandemic boredom,” started a group message with as many people he \_\_\_\_\_ find on Facebook who shared his first and \_\_\_\_\_ name. The college student challenged the **doppelgangers** to a duel for the right to \_\_\_\_\_ known as Josh Swain, \_\_\_\_\_ 24 April 2021.

He posted the exchange on Twitter, where it gained tens of thousands of “\_\_\_\_\_”. Mr Swain said he was surprised at how big the event turned \_\_\_\_\_. “I \_\_\_\_\_ not expect people to be as **adamant** about this \_\_\_\_\_ they are right now,” the Associated Press news agency quoted him as saying.

**Now follow the link to check whether you were right**

<https://www.bbc.com/news/world-us-canada-56886857>



**2. Try to guess from the context and explain the meaning of the following words from the text:**

challenged; epic; subsequent; robes; was crowned; trophy; sparked; spell; doppelgangers; adamant.

**3. Find out and report to the class what is the most popular name in your native town this year.**

## FUTURE CITIES

Follow the link to watch the video

[https://www.youtube.com/watch?app=desktop&v=NmRoc7\\_jVdo](https://www.youtube.com/watch?app=desktop&v=NmRoc7_jVdo)



**1. Complete the sentences according to the given information.**

1. In future, resources supplies to the cities from over the world \_\_\_\_\_.
  - a) will stay the same
  - b) will only increase.
  - c) will unlikely be possible
2. During the Industrial Revolution, \_\_\_\_\_.
  - a) agricultural technologies improved
  - b) many people moved to the countryside
  - c) urban dwellers started feeding themselves
3. Creating transport infrastructure \_\_\_\_\_ dependence on fuel.
  - a) resulted in
  - b) resulted from
4. “Vertical farms” would \_\_\_\_\_.
  - a) increase energy consumption
  - b) reuse water
  - c) not use pesticides
5. Before introducing “vertical farming”, the laws should be passed \_\_\_\_\_.
  - a) to leave special space for them
  - b) to arrange vertical farms on the roofs of the buildings
  - c) to arrange food production in all new buildings
6. Choose one of the alternative energy sources which is not mentioned:
  - a) wind
  - b) sea waves
  - c) sun
  - d) underground heat
  - e) methane
7. Generating electricity from footsteps or vehicles driving over special plates in road surfaces is called \_\_\_\_\_.
8. Today, water shortages are experiences by \_\_\_\_\_.

2. Watch the video again (if necessary) and select all functional words and expressions that correspond to the following categories.

Adding information	Contrasting	Cause & Effect	Giving examples

3. Make a list of key innovations of future cities.

### THE SMART CITIES OF TOMORROW

1. Following is the transcript of a video about future cities. Break the transcript text into sentences and restore the punctuation.

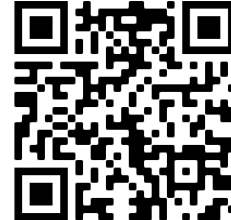
throughout the annals of science fiction future cities are typically dystopias think of the bleak lives of city dwellers and Blade Runner Metropolis or the Caves of Steel recent projections show that by 2050 two-thirds of the global population will live in cities which makes it imperative that our future cities aren't vast urban health escapes but are instead smart urban centers with a dash of sci-fi devices roads and lampposts all talking to each other making life in cities safer and smoother and this transformation is already beginning a smart city is a place where items around town are connected streets buildings personal devices cars power grids all sending data back and forth passively working together to improve the community imagine public buses that trigger sensors in the roads providing a real-time ETA streetlights that dim or brighten depending on foot traffic stoplights warning of an accident ahead at the core a smart city needs two things sensors to collect data and the connectivity to send and receive it some cities were early on the connectivity part like Barcelona which has had fiber optic cables embedded below its streets for more than 30 years other regions like in the US have been slower on network infrastructure but they're catching up meanwhile sensors have become smaller cheaper and more powerful giving rise to the Internet of Things it's no wonder that the number of connected devices jumped to eight point four billion in 2017 an increase of one third in a single year with these two major technological pieces in place spots around the globe are launching large-scale smart city projects in Barcelona

sensor embedded parking spots connect with an app that directs drivers to available spaces street lamps brighten automatically and they're part of Barcelona's Wi-Fi network providing free internet access across the city similar smart city projects are underway in cities like Stockholm Amsterdam Copenhagen and Columbus Ohio some focusing on

energy usage others on safety or public transportation but all hoping to make life in cities that much better the hardware and connectivity are here but truly smart cities need systems talking to each other and that's not always the case with so many disparate projects firms like Ford and Qualcomm are working on languages to connect these systems meanwhile industry experts are already pointing to ethical concerns a smart city necessarily requires tons of data to be collected and stored which comes at a high cost both financially and for citizens' privacy

Now you can check by following the link

<https://m.youtube.com/watch?v=THiQtn9hVB8>

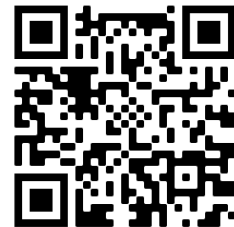


2. Give your own definitions of the underlined words.
3. Make the lists of innovations 1) already in place and 2) future innovations.
4. In 3 teams, suggest a futuristic way people will spend their free time in tomorrow's cities.

### THE SMART CITIES BY ELON MASK

Follow the link to watch the video and complete the tasks.

<https://m.youtube.com/watch?v=0f8JrrTq22U>



1. Say whether the statements are TRUE, FALSE or NOT GIVEN.

1. We will see Elon Musk's city of the future in the next 50 years.
2. Underground tunnels will reduce traffic from surface streets.
3. According to Elon Musk, there is no limit to the number of levels of underground tunnels.
4. The tunnel system could be faster than the world's fastest train.
5. The Earth is poor at absorbing vibrations.
6. Nowadays American houses use solar power in their roofs.
7. Elon Musk thinks that a future among the stars is not appealing.
8. His company has started building the ships to send people to Mars.
9. The BFR is expected to be totally reusable.

10. Elon Musk is a man that wants to change the world.

**2. Watch the video again (if necessary) and mark (+) some facts mentioned in it.**

Companies		Space objects		Musk's roles		Musk's plans	
Ford		Sun		American entrepreneur		flying houses	
Jeep		Venus		astronaut		interplanetary travel	
Mercedes		Earth		business magnate		combining of Tesla and Solar City	
Tesla		stars		Google founder		life on Venus	
General Motors		meteorites		writer and poet		sending people to Mars	
Apple		Mars		billionaire		Microsoft purchase	
Google		Jupiter		Mercedes CEO		3d network of underground tunnels	
Solar City		Moon		Tesla CEO		solar brick houses	
Microsoft		Saturn		big fan of rockets		solar farms	
SpaceX		Uranus				reusable rocket systems	
						autonomous cars	

**3. Learn some new words and expressions. The examples are taken from the recording. Make sentences of your own using these words.**

to alleviate – to reduce, to ease, to make a problem less severe

Musk talks about his evolutionary plans for a 3d network of underground tunnels **to alleviate** traffic congestion.

the average person – the ordinary person

The tunnel system will make **the average person** get from Westwood to Los-Angeles international airport in five to six minutes.

a layer – a quantity of material, one of several, covering a surface

So, what's his solution? – More **layers** of tunnels under the ground.

to eliminate – completely remove or get rid of sth

**To eliminate** the concern of having this dramatic infrastructure under our houses, Musk explains that the Earth is incredibly good at absorbing vibrations.

to detect – to discover or identify the presence or existence of sth

You cannot **detect** the tunnel even if it is a high-density area.

beneath – at a lower level, extending or directly underneath  
If the tunnel is dug more than three or four tunnel diameters **beneath** your house, you won't be able to detect it.

a trainee – a person undergoing training for a particular job

a part-timer – a person who does not work full time

He explains that most people working there are actually **trainees** and **part-timers**.

to resemble – have similarities with someone or something

They **resemble** the bricks typically used on the roofs of most American suburban houses.

a backup plan – an auxiliary variant, providing additional help and support

He considers it as not only **a backup plan** for humanity but also a beacon of hope for humanity.

to merge – to combine to form a single whole

Musk plans **to merge** two of his companies.

#### 4. Match words and expressions (1–7) with their explanations (a–g).

1	to resemble	a	under, below
2	backup plan	b	to facilitate
3	beneath	c	to look like
4	to merge	d	to find, to uncover
5	to detect	e	reserve
6	to alleviate	f	to join (together)
7	layer	g	sheet, grade

#### 5. Explain the following expressions from the recording.

*to nip at someone's heels:* There are companies **nipping at its heels**.

*to complement each other like puzzle pieces:* All his projects **complement each other like puzzle pieces**.



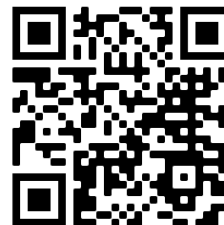
## SECTION 2. WAYS OF LEARNING

### HOME-SCHOOLING AROUND THE WORLD

By Joshua Haigh, 27 March, 2021

Read the text below or follow the link and fulfill the tasks

<https://www.bbc.com/news/education-56417834>



1. Match the paragraphs (1–4) and the titles (A–E). One title is extra.

- A. Digital disparity
- B. UNICEF's help
- C. Schooling in the rainforest
- D. 'Groceries and therapy'
- E. Inspiring examples

When Covid-19 shut schools across the world, few imagined that more than a year later millions of children would still be stuck at home.

And although school closures have been far and wide, the experience has been **anything but** universal for pupils, parents or their teachers.

(1) \_\_\_\_\_

In the US, parents in Washington DC were initially told their children would need to home-school for two weeks. More than a year later, mother-of-two Lori Mihalich is only now beginning to see an **end in sight**. "It has **taken a toll on** both my husband's and my own mental health," the 41-year-old tells the BBC. "We joke that almost all of our income now goes to groceries and therapy bills."

While concern about her children's learning was initially high, as the months went on, Lori's focus shifted towards the mental health of her children, aged 8 and 10.

"I admit to not realising exactly how much support, not only academic but also physical and emotional, school provided my kids. Having consistent childcare has been the biggest struggle, and the unpredictability of each day has definitely **ramped up** my own anxiety in unhealthy ways each day."

Schools in many parts of the US are beginning to open their doors to students again. But the same cannot be said just a few hundred miles away in South America – a continent that has seen more school closures than anywhere else in the world.

Carolina Campos, 40, lives at home in the city of Recife, in north-east Brazil, with her 16-year-old son Arthur. Schools there closed in March 2020 and only began to reopen in January this year.

But with a new Covid-19 variant **emerging** in the country, closures are now happening for a second time.

“I suffered a lot initially and needed therapy twice a week,” Carolina says. “My son felt very sad, and his school didn’t offer enough support.”

She became so unhappy with the quality of her son’s remote learning that she pulled him out of class and enrolled him in a private school. However, Carolina knows her experience is not one shared by most families in South America. “I’m a privileged, white, middle class woman,” she says, “there are countless poor and undereducated mothers who have been disproportionately affected by the pandemic.” She says she is certain the pandemic has “only **exacerbated** the learning inequality that already existed”.

(2) \_\_\_\_\_

UNICEF, the UN agency responsible for providing humanitarian and developmental aid to children worldwide, says one in three children in Latin America have received “poor quality” distance learning. On average, children in Latin America have lost nearly four times more days of schooling than in other parts of the world.

A severe lack of digital infrastructure across the continent has had a catastrophic impact on children in the poorest households, with many having no way to access remote classes, says Virginia Pérez, UNICEF’s Bolivia chief.

In Bolivia, around 60% of the country’s population is **indigenous**. Just 28% of homes in the country have a computer and only 3% have basic access to the internet. More than 95% of UK households have internet access. As a result, teachers have been forced to become increasingly creative in a bid to keep their students from falling behind.

“I’ve heard countless stories of teachers **going out of the way to** support their students. Some even travelling house-to-house, sometimes for miles, to offer them some semblance of learning,” says Mrs Pérez.

(3) \_\_\_\_\_

And it is not just teachers who are being pushed to get creative.

Governments in countries with limited internet access are bridging the digital divide with television and radio broadcasts in an attempt to reduce the number of children falling behind.

In Peru, more than 60% of the country is covered by the Amazon rainforest, and within it lies some of the world’s most remote indigenous communities.

When Covid-19 struck, thousands of children were cut-off from the outside world without the means to continue their education.

Authorities have since installed loudspeakers throughout the rainforest, strapping them to trees to broadcast lessons into the open air.

Children with disabilities throughout Latin America have also lost months of developmental progress without access to specialised learning and physical and mental therapy.

In Nicaragua, Dr Marieliz Rodriguez leads a programme that works with 787 children across the country under the age of six, all with disabilities.

(4) \_\_\_\_\_

When the pandemic hit, resources were redirected from face-to-face visits and replaced with acquiring mobile phones and computers for hundreds of the most vulnerable. This allowed rehabilitation sessions to continue remotely.

But with resources stretched, the programme has been forced to turn its attention to those considered most at-risk.

“We had to prioritize the most delicate and urgent cases, finding a way to continue with each family plan, despite the restrictions”, says Dr Rodriguez.

The UN says the longer schools remain closed the more devastating the consequences will be for children, not just academically, but also in developing social skills and their overall mental well-being.

But there is hope. UNICEF’s executive director, Henrietta Fore, says the unprecedented global crisis has created a unique opportunity that could see the lives of millions of children transformed.

“Around the world we have seen inspiring examples of teachers, students, parents and governments adopting innovative new ways of learning. We must capitalise on this thirst for transformation. Through new approaches we can and will reach the hundreds of millions of children who have never had an education or are **contending** with poor-quality instruction. This will **ultimately** help us build strong, sustainable economies. This moment is now.”

## 2. Explain the following words and phrases.

1	anything but (universal)	
2	(to see) an end in sight	
3	to take a toll on sb. or sth.	
4	to ramp up	
5	to emerge	
6	to exacerbate	
7	disparity	
8	indigenous	

9	go out of your way to do sth.	
10	to contend	
11	ultimately	

**Use some of these words in the following sentences. You may need to change the verb form.**

1. Unfortunately, they have to \_\_\_\_ with constant interruptions.
2. Cave paintings and rock paintings began to \_\_\_\_ on multiple continents about 30,000 years ago.
3. The Greek name for the lion (leōn) is very ancient, and this suggests that it refers to an animal \_\_\_\_ to the country.
4. All the changes we made \_\_\_\_ proved to be unnecessary.
5. The COVID-19 pandemic has created or \_\_\_\_ inequality that already exists in education.
6. One of her priorities for the government will be to eliminate pay \_\_\_\_ between men and women for equal work.

**3. Change the highlighted verbs or phrases in the following sentences with one of the phrasal verbs (underlined in the text). Sometimes you have to change the subsequent fragment.**

1. It is difficult to *increase* manufacturing of computer chips quickly,
2. Little cubs *failed to keep pace with* their mother-bear.
3. The world population *continues* to grow.
4. There is no need to *withdraw* all your money from the bank.

**4. Say whether the statements are TRUE, FALSE or NOT GIVEN.**

1. All learners returned back to school a year after the beginning of the pandemic.
2. “Grosseries and therapy” refer to biggest part of family spendings during the pandemic.
3. In South America all schools were closed during the pandemic.
4. UNICEF is an international organisation dealing with medical issues.
5. In Bolivia, more people want to have Internet access.
6. In Latin America, some teachers visited pupils at home to teach them.
7. In Peru, the lessons were broadcast on TV.
8. The UN considers that attending school is important for children’s mental well-being.
9. The UNICEF authorities consider that during the pandemic new ways of teaching were created.

## UK LEADING THE WAY IN USE OF LANGUAGE-LEARNING APPS

By Kittie Palmai and Will Smale, 11 January 2021

Read the text or follow the link and fulfill the tasks

<https://www.bbc.com/news/business-55562267>



The popularity of language-learning apps has boomed around the world during the Coronavirus lockdowns, and the UK has, somewhat surprisingly, led the way.

For a country not **renowned** for its population's skill or enthusiasm at learning a foreign language, the Covid-19 pandemic appears to have seen many more Britons try their hand at becoming at least a bit bilingual.

With lockdowns limiting what we can otherwise do with our **leisure time**, people have been downloading apps to **swap** their "hellos" for a "buenos días", "bonjour" or "guten tag".

Londoner Chelsey Hames started using language app Duolingo to learn some French last year.

After a few months, the 33-year-old says she "could suddenly read blocks of French text".

"While I can't translate word for word, I can now get the idea and sentiment behind the writing. It is absolute magic."

US firm Duolingo says that its new user numbers soared in 2020, especially in the UK. It says that **globally** they were up 67% compared with 2019, while in the UK they shot up by 132%, almost double the worldwide average.

"The UK has really embraced language learning during the pandemic," says Duolingo's UK manager Colin Watkins.

Prior to Covid-19 he says the biggest reason British users said they wanted to learn a language was for travelling **overseas**. But with global travel mostly **curtailed**, people were now learning because of other factors.

"Since Covid there's been a **huge** increase in people wanting to learn for a whole variety of reasons – whether that is for [helping with] school, brain training or culture. We have all wanted to do something positive with our time."

For the app's now 13 million UK users, Spanish remains the most popular language that people want to learn, followed by French.

Other language apps have also seen big growth.

London-based Busuu says that while its active global user numbers tripled last year, numbers in the UK rose more than fourfold (312%). It now has more than three million UK users.

Meanwhile, Berlin-based Babbel says its UK user registrations increased by 80% in 2020, compared with a 50% rise worldwide. It now has 10 million customers globally, but did not release a figure for the UK.

What Babbel did say is that its data shows that Britons are **actually** much better at learning a foreign language than their reputation suggests.

“When a lot of Brits say that they are not very good at language learning, that’s the first thing that we don’t see in our data,” says Babbel’s chief executive Arne Schepker.

“[For Britons], both learning engagement and how much you learn – how easy you find it to build a learning habit, the amount of mistakes and the amount of progress that you make through our material – is absolutely competitive in the international **environment**.”

He adds that Spanish is now the most popular language for its UK users, overtaking French. And that the new top reason why people have signed up is an interest in language learning and other cultures, which has overtaken travel.

But why are more British people now learning a new language compared with the global averages?

Duolingo’s Mr Watkins says there may have been a cultural change. “The UK now sees real value in learning a language for fun, not because they have to,” he says.

“People are learning because of culture, brain training, family, and relationships, along with school and travel. We want a positive use of our time, and to do something productive on our phones. Covid gave people the **stimulus** to do this.”

Maria Lievano, a Spanish teacher based in the UK, thinks that Brexit may have also played a factor.

“It is possible that Brexit may have played a part in why the UK, in particular, saw so many people using these apps,” she says. “Particularly those who want to give themselves the opportunity to work in, or do business with, other countries now Britain has left the EU,” she says. “So with many people at home furloughed, or redundant, this period gave them time to **evaluate** their future career options, whether to look for work abroad or to improve their skill set. And for others, perhaps learning a foreign language is simply a way to dream of the holiday they can’t go on **due to** the pandemic.”

While Duolingo and Busuu both **offer** free and paid-for premium versions, Babbel is only free for the first week. All three have put a lot of work into their software to try to make the learning process as effective as possible. But are they actually any good? How proficient can people get in another language by using them?

Renowned linguist Stephen Krashen, professor emeritus of the University of Southern California, is not very complimentary.

“My analyses of their results show that they achieve the same **mediocre** results as traditional methods do in regular classrooms, and produce the same lack of enthusiasm from students,” he says.

“We don’t acquire language by speaking or writing, even when we get our errors corrected. Rather, the ability to speak and write fluently and accurately is the result of language acquisition via comprehensible input, such as good books, movies and interesting stories.”

Busuu’s co-founder Bernhard Niesner admits that “the best way to learn a language is to be in the country, and be fully able to speak with native speakers” but says that “we want to replicate that with Busuu”.

He adds that he believes the popularity of language-learning apps is here to stay.

“We think that this is going to sustain because a lot of people now, for the first time, have used their mobile phone to learn something, and they understand the benefit of it,” he says. “It’s super flexible, it’s personalised, it’s much cheaper, maybe, than traditional learning.”

French learner Chelsey Hames says, “There is something about learning and speaking more than one language that I think brings the world a little closer together.”

“And it feels good to be a part of that, particularly in our current situation.”

**1. Give as many synonyms as possible to the following words from the texts. Compare the lists with your group-mates.**

Renowned; leisure time; to swap; globally; overseas; to curtail; huge; actually; environment; stimulus; evaluate; due to; to offer; mediocre.

**2. Say whether the statements are TRUE, FALSE or NOT GIVEN.**

1. Since the Covid pandemic started, more British citizens have tried to learn at least 3 languages.
2. Duolingo helped a Londoner to understand French texts.
3. In UK, the number of Duolingo users has doubled since 2019.
4. The British learned foreign languages because they needed them when travelling around the world.
5. Since Covid people have had a lot more free time.
6. French is the second popular language among UK users.
7. There are more Busuu users in the UK than in the world.
8. Babbel said that Brittons had had a bad reputation in learning languages.

9. Brexit contributed to popularity of language learning apps.
10. Duolingo, Busuu and Babbel are free apps.
11. Professor Stephen Krashen thinks that learning a language using an app is less effective than via traditional classes.
12. According to Busuu's co-founder, they want to make using their app similar to communication with native speakers.

**3. Find all words and expressions describing trends (up, down, other).**

Up	Down	Other

**4. Answer the questions.**

1. Do you use any apps for learning the language? What exactly?
2. What are the drawbacks of language-learning apps, if any?
3. In your opinion, is there anything missing in the market that could be useful for language learners of different levels?
4. For you personally, what is the best way to learn a language?

**CAN YOU 'PROGRAMME' YOUR BRAIN TO THINK OF GENIUS SOLUTIONS?**

**1. Skim the text and match titles (A–E) to paragraphs (1–4). One title is extra.**

- A. The creative life
- B. Thinking skills
- C. Born to be a genius?
- D. A school for geniuses
- E. Primed to learn

**1. \_\_\_\_\_**

Feel everyone else comes up with all the smart ideas on your team? Data show that, with practice, we can all be bright sparks.

When we think of people who are known for their astonishing creativity, it's easy to assume that they were somehow born different from the rest of us, with minds wired to forge new connections and see the world in a novel way.

We forget that apparent geniuses often spent years on less successful projects – practice that helped to hone their thinking until they finally created something truly original. The fact is that almost every great writer, artist or inventor underwent a period of



‘apprenticeship’ in which they learnt how to develop and refine their ideas before they had any major breakthroughs.

“Many people simply don’t know that creativity is a trainable skill,” says Professor Gerard Puccio, who chairs the Department for Creativity and Change Leadership at SUNY Buffalo State College, US. And this assumption – that creativity is innate, rather than learnt – can be very off-putting whenever we are tasked with original thinking.

With a steady stream of research, however, psychologists like Puccio have identified the best ways to kickstart the learning process. Their evidence shows that, with practice, we can all learn to think more originally in our day-to-day lives, building greater innovation – and fulfilment – into whatever we choose to do.

## 2. \_\_\_\_\_

Of the many creativity-training programmes out there, Puccio’s Thinking Skills Model offers one of the best-tested attempts to teach workplace creativity.

The programme emphasises the need to balance two types of thinking: convergent and divergent. Divergent thinking is the kind of free-wheeling idea generation that we often associate with the stereotypically scatty inventor, with novel – if sometimes hairbrained – solutions to problems. Convergent thinking, in contrast, concerns the selection and development of the best ideas to make sure that they have potential use.

Both are essential. Without the former, your ideas will be too mundane and boring; without the latter, they may be impractical.

After learning these concepts, people trained in the Thinking Skills Model are taught to apply divergent and convergent thinking in seven distinct steps that are thought to be essential for most creative problems: assessing the situation, exploring the vision, formulating the challenges, exploring ideas, formulating solutions, exploring acceptance and formulating a plan.

In one recent trial, Puccio recruited 559 participants from the university. This included people who had taken no creativity training, people who had attended a three-day course based on the Thinking Skills Model, and those who had undergone much more extensive education, such as completing SUNY’s master’s degree in creativity, which also involved a cognitive approach to improve original thinking as well as ambitious projects to put the theory into practice.

During the experiment, the participants were split into small groups, according to their level of creativity training, and asked to come up with ways of encouraging people to use the bus network in the Greater Buffalo, New York area. Their solutions were rated by independent judges on qualities such as flexibility – whether the group were considering a wide range of ideas – and originality.

As you might hope, the groups of people who had undergone some creativity training performed much better than those without any training or guidance – generating four times as many original ideas. There also appeared to be differences between the training programmes; participants from the three-day course produced 67 original ideas, on average, while those who had undergone more extensive education produced 81.

That may seem like a modest improvement, given the differences in time commitment between the short course and a master's degree. Importantly, however, those with the advanced training were also more skilled at selecting, developing and refining their proposals. Puccio points out that they often combined multiple ideas, for instance – whereas this possibility did not seem to occur to the other groups. This meant that their final solutions were substantially better than those of the other groups.

Clearly, a quick primer in creativity can provide an immediate boost to people's thinking – but it can't make up for regular and sustained practice. "Creativity is damn hard work," says Puccio. "It takes a lot of time to develop these skills, like the critical thinking to determine which are the most promising ideas."

Martin Meinel recently tested a creativity-training programme at Germany's Friedrich-Alexander-Universität in Erlangen-Nürnberg, with very similar conclusions. "You can think of creativity as a muscle," he says – it needs constant practice to grow and to remain strong.

With a little work, you may be surprised by your progress, says Meinel – even if you have never shown any great feats of creativity previously. "The ones who were least creative at the beginning, they made the biggest gains."

### 3. \_\_\_\_\_

This is all true, provided you start out with the right mindset. Ella Miron-Spektor, an associate professor of organisational behaviour at the INSEAD business school in Fontainebleau, France, has shown that people's beliefs and attitudes to work will have a big impact on their creative development.

Some people, she says, are "performance-oriented": they are very concerned about how they compare to others. In general, they see their talents as fixed, and so prefer to stick to tasks that will consistently result in a success. A failure, for someone who is performance oriented, would be deeply discouraging. "They tend to take feedback more personally," says Miron-Spektor. "They think that if you are unable to perform well, it's because of the lack of capability – and it's not something you can develop."

Others are "learning-oriented": they tend to be more focused on the opportunity to increase their skills and broaden their knowledge. They are also more resilient in the face of failure, since they analyse what went wrong and use those lessons as an opportunity for growth.

To see whether these mindsets could influence people's creativity over time, Miron-Spektor examined the employees of a large electro-optical manufacturer in Israel. The management had introduced an innovation programme, asking employees to submit any ideas that might improve processes or products. Each idea was evaluated by an expert panel, who rated the potential of the proposal and gave feedback to the original inventor.

Looking at seven years of data from the scheme, Miron-Spektor was able to plot each employee's "creativity trajectory" and compare them to the results of questionnaires measuring people's learning or performance orientations. Overall, she found that the learning-oriented employees showed greater improvement in the number and quality of ideas they contributed to the scheme, compared to those who were performance-oriented, who tended to give up and stop trying after they had faced a disappointment.

"It's not just that the people with the learning orientation are more creative, on average; we saw that they learned faster, so they were able to improve their creativity over time," says Miron-Spektor.

#### 4. \_\_\_\_\_

The most obvious conclusion from these studies might be that businesses could invest in more training for their teams – rather than assuming that creativity will flow automatically. Importantly, however, they also need to create the right working environment to promote a learning orientation in employees. "You have to encourage people to treat failure as part of the process," Miron-Spektor says. This should be evident in the overall corporate culture, but also in the ways that managers give feedback – to frame the criticisms as opportunities for future growth.

Puccio agrees that leaders' attitudes can make a crucial difference. "If a leader's behaviour is not aligned to this new set of creative-thinking skills, the impact is limited," he says.

Even small pieces of guidance can offer employees an initial head start. In Puccio's experiment, some of the participants with no previous training were told to separate their problem solving into two distinct stages – idea generation (involving divergent thinking) and idea selection (using convergent thinking). He found that they were subsequently much more creative than those who were left to their own devices.

If you hope to enhance your own creativity, Meinel recommends regularly testing yourself in the small problems that you encounter. We all have certain routines that we use to deal with common tasks, but you might start to consider whether there are alternative – and more original – ways of dealing with them. Soon, you may find your brain is "programmed" so that it automatically thinks of ingenious solutions, he says.

With time, idea generation and refinement will become second nature – a “habit of creativity” that allows you to tackle life’s bigger problems with greater flare and originality.

**2. Why are the following words used in the text?**

writer; degree; bus; buffalo; muscle; device.

**3. Find out the meanings of the words highlighted in the text and use some of them in the gaps of the following sentences. Use the appropriate form of the words.**

1. The company provided high capacity, \_\_\_\_\_ Internet connectivity through their secure network.
2. Some inventions designed for space travel have now found a more \_\_\_\_\_ application.
3. Outstanding levels of performance in areas such as chess, sports or music are commonly ascribed to \_\_\_\_\_ talent.
4. Conferences are means of \_\_\_\_\_ closer links between academics and universities.
5. Exams are not the only way of \_\_\_\_\_ a student’s ability.
6. John is taking extra tasks to \_\_\_\_\_ the lessons he missed.

**4. Answer the questions.**

1. What inventions of the 20<sup>th</sup> century do you consider real breakthroughs?
2. Have you ever tried to “invent” anything? What was it?
3. What do you think should be the proportion of diligence and creativity in your field?
4. Are you a performance- or learning-oriented person? Why do you think so?

**Work in two or three teams.**

**5. Give an example of actions taken at each of the steps of the creative process proposed in the text:** assessing the situation, exploring the vision, formulating the challenges, exploring ideas, formulating solutions, exploring acceptance and formulating a plan.

**6. Suggest some divergent ways of:**

- clearing roofs of snow;
- organizing files on your computer.



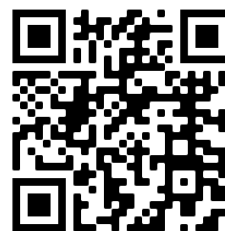
**You can also find the text by following the link**

<https://www.bbc.com/worklife/article/20210519-can-you-programme-your-brain-to-think-of-genius-solutions>

## THREE TECHNIQUES TO TRAIN YOUR BRAIN LIKE A MENTAL ATHLETE

Follow the link to watch the video and complete the tasks.

<https://www.youtube.com/watch?v=NWdZWsi8ok0>



### 1. Say whether the statements are TRUE (T), FALSE (F) or NOT GIVEN (NG).

1. Mental athletes should work not less than traditional ones.
2. David has been training for years before joining the memory championship.
3. David works as a teacher.
4. With the first technique you have to understand when you fail to pay attention.
5. You will quickly learn to pay attention.
6. The “Memory Palace” technique comes from ancient Greece.
7. This technique means that you have to travel to the familiar location and place the things you want to remember along your journey.
8. David always suggests imagining your bookshelf as a Memory Palace.
9. The third technique may help when you want to remember a person’s name.
10. Mastering these techniques can help you at work.

### 2. Explain the meaning of the expressions from the recording and make sentences using them:

come to mind; to buff sb’s brain; used to do; to spot sth.; to be good (better) at sth.; to bring sth. back; to care about; to take one’s time; to stand for sth.; when it comes to... .

### 3. Use the “organization” technique to invent associations to the names of your group-mates.

## EDUCATION FOR ALL

### 1. Following is the transcript of a recording. Break it into sentences and paragraphs.

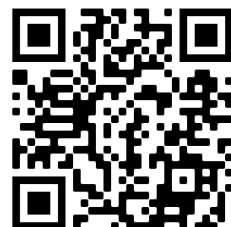
### 2. The words *be, is, are, was, were, do, will, would* (or their contractions) are taken away. Fill in the gaps with one of these verbs.

approximately 70 million children \_\_\_\_n’t have the opportunity to go to school every day  
this \_\_\_\_ the same number as the amount of people that live in Thailand imagine an entire

country missing out on their education out of the 70 million children that can't go to school every day 25 million of them \_\_\_\_ never go to school either because of money or there \_\_\_\_n't a school in the area most of the kids that \_\_\_\_n't able to go to school \_\_\_\_ girls one of the worst places for school \_\_\_\_ Africa because 33 million kids can't go to school there and 18 million of these \_\_\_\_ girls only two-thirds of these kids will ever graduate high school this \_\_\_\_ an amazing story about a girl named Yasinta at the age of 13 she lived in Tanzania a country in Africa when her family could no longer afford for her to go to school so she had to drop out she then had to work as a servant 18 hours a day and only made \$13 a month then a charity called CAMFED raised money for Yasinta and her family so that she \_\_\_\_ not have to work anymore and could go back to school later she \_\_\_\_ sent home and had the opportunity to start school once again so she headed back to school after she went to school she got a great job and \_\_\_\_ able to send her brothers and sisters to school but it' \_\_\_\_ not just the kids and families that \_\_\_\_n't have enough money it' \_\_\_\_ there' \_\_\_\_ not enough teachers for example in India they need about 350,000 more teachers and in West Africa they need about 380,000 more teachers but for every kid in the world to \_\_\_\_ educated we \_\_\_\_ need approximately five million more teachers when adults \_\_\_\_n't get proper education as kids it leads to bad things for example if you \_\_\_\_n't literate you can't get a job and if you can't get a job you can't make any money there' \_\_\_\_ about seven hundred and ninety eight million adults who still lacked basic literacy skills and also if you \_\_\_\_n't know literacy means reading or writing so ways that you can help \_\_\_\_ by donating to a charity as UNICEF or CAMFED CAMFED \_\_\_\_ a charity that helps girls in Africa go to school while UNICEF \_\_\_\_ a charity that helps kids all over the world but what \_\_\_\_ really help \_\_\_\_ spread the word tell your friends and families about these charities and to donate the last thing you can do \_\_\_\_ just \_\_\_\_ grateful for your own education and take school seriously but this can't just happen on its own we need to do it education \_\_\_\_ something that not everybody has so you should value your education because when we \_\_\_\_n't learn the world never changes

### Now listen and check

<https://www.youtube.com/watch?v=OMbNoo4mCcI>



### 3. Say whether the statements are TRUE, FALSE or NOT GIVEN.

1. The population of Thailand is about 70 million.
2. Most of the kids do not go to school because of the lack of money.
3. Africa lacks schools.

4. Yasinta had to leave school at the age of 13 and start working.
5. Her family raised money for her to continue education.
6. Africa is the only continent that experiences the shortage of teachers.
7. There are millions of people in the world that cannot count.
8. UNICEF and CAMFED are international charity organizations.

Навчальне видання

READING AND LISTENING WITH BBC

Self-learning guides on reading and listening tasks to module “Searching for and processing information”. Part 2

For first-year students of all departments

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Методичні вказівки

до виконання самостійних завдань з читання та аудіювання  
до змістовного модуля «Пошук та обробка інформації». Частина 2  
Для студентів 1 курсу всіх спеціальностей

Англійською мовою

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Електронне видання