

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

DISCOVERING UKRAINIAN CULTURE: ISSUES IN PRACTICE

A resource book for students

Edited by YAKIV BYSTROV

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Посібник є результатом практичного втілення творчої інноваційної ідеї авторського колективу — англomовної інтерпретації репрезентативних блоків української соціокультурної дійсності. Тексти країнознавчого та культурологічного змісту, етапна побудова та багатоаспектний характер завдань мають на меті оптимізувати розвиток лінгвокультурної компетенції фахівців, які застосовують англійську мову у професійній діяльності.

Для студентів старших курсів гуманітарних спеціальностей вищих навчальних закладів, де передбачена навчальна дисципліна “Міжкультурна комунікація”, а також для факультетів, де викладання окремих спецкурсів передбачене англійською мовою на спеціальностях “Переклад”, “Туризм”, “Культурологія”, “Міжнародні відносини” та ін.

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ПЕРЕДМОВА

Пропонований навчальний посібник ***Discovering Ukrainian Culture: Issues in Practice*** являє собою колективний доробок викладачів кафедри англійської філології факультету іноземних мов Прикарпатського національного університету імені Василя Стефаника, у якому втілена творча інноваційна ідея англійського представлення цілісної картини української соціокультурної дійсності. Звернення до ресурсу національної культури має на меті розширити спектр практичного оволодіння англійською мовою як іноземною, не тільки поглибити знання студентів гуманітарних спеціальностей про рідну країну, але й по-новому досягнути свою участь у міжкультурному діалозі.

Необхідність сучасних змін змісту освіти, поширення новітніх інформаційних технологій та закономірностей разом з появою нових галузей знань зумовлює зміщення акцентів у викладанні англійської мови у бік міжкультурної парадигми. Практичне ж опанування англійської мови у вищих навчальних закладах України забезпечує подальший розвиток лінгвокультурної компетенції майбутніх фахівців в умовах міжкультурного дискурсу. Застосування такого підходу дозволяє ефективно використовувати англійську мову як інструмент спілкування у діалозі культур для презентації духовної спадщини України у мультикультурному/ мультилінгвальному європейському контексті.

У сучасному світі, де англійська мова поступово стала вживатися як *lingua franca*, не викликає сумнівів, що міжкультурна комунікація і ефективне формування міжкультурної комунікативної компетенції відбуваються у максимально наближених до дійсності життєвих ситуаціях. Загальний стан нового напрямку міжкультурної освіти, який знаходиться на стадії становлення, продукує тенденцію, за якою оволодіння

іноземною мовою відбувається через вивчення соціокультурного компонента, що забезпечує популяризацію рідної культури крізь призму англійської мови.

Відібраний країнознавчий навчальний матеріал, етапна побудова та багатоаспектний характер завдань посібника мають на меті оптимізувати процес формування знань та умінь студентів з міжкультурної комунікації, сприяти становленню їхньої професійної компетентності.

Культурологічна проблематика посібника охоплює п'ять розділів:

- **Стереотипи культури. Спосіб життя / *Cultural Stereotypes and Lifestyle***
- **Українські звичаї та традиції / *Ukrainian Customs and Traditions***
- **Туризм і міграція в Україні / *Tourism and Migration in Ukraine***
- **Останні події у соціальному житті / *Latest Developments in Social Life***
- **Українська література у перекладах / *Ukrainian Fiction in English Translation***

Із величезного фонду джерел авторами відбиралися ті тексти, які, на їхній погляд, можуть слугувати найбільш прийнятними для підготовки фахівців з міжкультурної комунікації, і які здатні здійснювати прямий англомовний контакт із представниками інших країн. Перевага надавалася сучасним англомовним періодичним виданням України (окремі журнальні статті з *Welcome to Ukraine*, газетні статті з *Kyiv Post*), наукові статті Олени Малиновської та авторські художні переклади Олександра Панасьєва, які охоче погодилися надати дозвіл на включення своїх матеріалів до навчального посібника і долучилися до спільної праці.

Розділи посібника, його вправи та завдання спрямовані, у першу чергу, на розвиток лінгвокультурної компетенції та вдосконалення усіх видів мовленнєвої діяльності — читання, говоріння, письма та аудіювання.

Кожен з п'яти розділів має чітку структуру:

- короткий тематичний вступ (***Before You Read***), який містить інформацію про окремі репрезентативні блоки національної лінгвокультурної спільноти (стереотипи комунікативної поведінки, соціальні інститути, артефакти, національні традиції, мистецтво, літературу тощо);
- текст (***Close Reading***) країнознавчого та культурологічного характеру з глосарієм (***Glossary***), у якому подана безеквівалентна лексика, найменування предметів матеріальної і духовної культури — слова-реалії;
- творчі та контрольні завдання (***Comprehension Check***) для перевірки засвоєння тексту та активізації фонових знань про національну культуру;
- невеликі за обсягом тематичні тексти, які записані на диск носіями англійської мови у розділі ***Listening***. Цей навчальний матеріал, разом із спеціальними вправами можна використати не тільки для тренування умінь сприймати соціокультурну інформацію на слух, вони можуть бути застосовані для письмового переказу чи самостійного опрацювання з подальшим обговоренням в аудиторії.

Розділ **Extension** призначений для розширення мовної і соціокультурної компетенції студента (ведення дискусії, написання есе, театральна адаптація тексту, укладання тематичних проєктів, підготовка презентацій, пошукова робота тощо).

У кінці посібника містяться відповіді (**Key**), які однак не пропонують однозначного вирішення, даючи можливість користувачам творчо підійти до виконання завдань, а згодом порівняти свої міркування із запропонованими авторами посібника.

Discovering Ukrainian Culture: Issues in Practice є інноваційною й альтернативною за змістом навчальною розробкою, яка містить різні за ступенем складності практичні завдання. Виклад навчального матеріалу у посібнику жодною мірою не претендує на вичерпність запропонованих для обговорення тем.

Посібник адресовано у першу чергу студентам старших курсів гуманітарних спеціальностей вищих навчальних закладів, де передбачена навчальна дисципліна "Міжкультурна комунікація" чи спецкурси з лінгвокультурології, етнолінгвістики і соціолінгвістики на факультетах з англійською мовою викладання. Крім того, запропонований виклад англійськомовного опису культури дозволяє поширити цей вид міжкультурної комунікації на вивчення іноземних мов, що дає підстави рекомендувати його студентам спеціальностей "Переклад", "Туризм", "Культурологія", "Міжнародні відносини", а також аспірантам та викладачам і усім тим, хто використовує іноземну мову у професійній діяльності.

Колектив авторів висловлює щире подяку рецензентам посібника: доктору філологічних наук, професору, завідувачу кафедри англійської філології та перекладу Гуманітарного інституту Національного авіаційного університету Артуру Грантовичу Гудманяну; доктору філологічних наук, професору, завідувачу кафедри теорії і практики перекладу та соціолінгвістики Таврійського національного університету ім. В. І. Вернадського Олександрю Дем'яновичу Петренку; кандидату філологічних наук, доценту кафедри перекладу Хмельницького національного університету Юлії Петрівні Мельник за схвальні відгуки та конструктивні поради.

Ми висловлюємо слова вдячності американським і британським колегам Моллі Сміт, Марті Кухар, Бену Фебену за надану підтримку і допомогу у редагуванні рукопису, за доповнення посібника автентичними авторськими матеріалами (статтями, художніми перекладами) та аудіозаписами текстів англійською мовою.

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CHAPTER ONE

CULTURAL STEREOTYPES AND LIFESTYLE

**Lesya Ikalyuk
Anastasiya Reshetnikova
Iryna Malyshivska**

PART ONE

GENDER ROLES AND MEDIA STEREOTYPING

Before You Read

Do you think positively or negatively when you hear the word “stereotype”? The word itself has a typecast of being something negative, but we often use stereotypes in a positive way as well. Ukraine has many stereotypes that offer a great base of intercultural communication into your own culture. In this chapter, we are going to explore some of the labels of Ukrainian life in genders, media, student life, and family.

There are positive and negative aspects to stereotyping. When we generalize common traits or traditions of a group of people and assign them to everybody in that group, we are stereotyping. This has a negative meaning when we put all individuals in a box. For example, “all men are chauvinists”. This does not account for all of the men who are not. It’s a dangerous assumption. On the other hand, there are some positive aspects to stereotyping. It’s often what we do when we are initially connecting with a culture or trying to describe a group of people. For example, “Ukrainians are family-oriented.” This allows someone from the outside to initially understand that Ukrainians generally have a deep-seeded need for family.

In actuality, there are many stereotypes that stem from Ukraine’s history and traditions. This chapter will look at the gender roles of men and women. It will delve into student life and family life. We will also look at the stereotypes of modern day Ukrainian society, in terms of its newfound freedoms.

Most societies have a set role for each gender, and Ukraine is no different. These differences usually provide a wealth of discourse. In this activity, you will be reading two columns published in 2009 in the *Kyiv Post*, an international newspaper printed in Ukrainian and English. The author, Alina Rudyia paints a picture of the genders in Ukraine. In our opinion, her views have some truth and some controversy, but it’s safe to say her words leave us with plenty of things to discuss.

1. Divide participants into small groups that will think as either men or women. You may divide by sex if you like. Each group will complete one of two sets of sentences:
For the Women: 1) In Ukraine because I am a woman, I must ...
2) Because I am a woman, I can ...
3) If I were a man, I could ...
4) If I were a man, I would have to ...
For the Men: 1) In Ukraine because I am a man, I must ...
2) Because I am a man, I can ...
3) If I were a woman, I could ...
4) If I were a woman, I would have to ...
2. Both men and women are limited in their behaviors, responsibilities, and life choices because of culturally assigned roles and responsibilities. Point out that they have possibilities and privileges because of these roles. How can gender roles limit possibilities and privileges?

For example, because of traditional gender roles, men may not have the possibility to get to know their children in the way they would like, but they do have the possibility and the responsibility to get better paying jobs and support their families. Women have the opportunity to know their children very well and influence their development, but it is more difficult for them to get well paying work outside the home.

3. For each phrase, guess if it might be true or false according to the articles you will read.
 - a. Most Ukrainian men are very attractive.
 - b. Ukrainian men are not as traditional as Western Europeans.
 - c. Many poets, writers, and politicians in Ukraine were killed during the Soviet era.
 - d. Slavic women are less emancipated and more feminine than Europeans or Americans.
 - e. Women always look for a man who can support them and be a good father for their children.
 - f. Ukrainian women all wear dull colors, boring designs, and flats.

Close Reading

4. Read two texts below.

PEOPLE OF UKRAINE: PART 1 — MEN

From *People of Ukraine: Part 1 — men* by Alina Rudya, March 4, 2009, *Kyiv Post*. Retrieved from <http://www.kyivpost.com>

Alina Rudya regrets what she calls “Slavic man syndrome.”

Men usually play an important role in the lives of almost every female. We deal with them when we work, party or go on vacation. They are our fathers, brothers, boyfriends and lovers. Men are everywhere. They dominate this world (or at least they think they do) and there is no place where they cannot be found.

There are different kinds of men on the planet: nice men, awful men, handsome men, ugly men, black men, white men, gay men, straight men, straight men who act gay, strong men, super men, men who make you laugh and men who spoil your life. There are also “bastard-you-slept-with-my-best-friend” men as well as “you-are-such-a-pushover-I-should-have-never-married-you” ones.

Since I’m from Ukraine and I travel a lot, even though I’m not an oligarch, I have made observations about men in different parts of the world. Stereotypes: French men are the best lovers; Italians are pushy and noisy; Russians drink a lot; Ukrainians are greedy; Danish are boring; Spanish are macho; Germans are disciplined; and Norwegians are all blond.

Not true, of course, in all cases. But, still, there are common traits found in men who come from the same territory. Some men might say: “I’m not like [my other countrymen], I’m different!” But of course, you are. I am writing about others. So, don’t take this personally.

As a Ukrainian woman, I’ve had the most exposure to Ukrainian men. The first thing you notice about them is their physical appearance. Most of my foreign girlfriends and I have noticed that most Ukrainian men are not very attractive ... physically.

Ukrainian men are obviously more traditional than Western Europeans. They still pay for a woman in the restaurant, help her to get out of the bus and propose marriage when their girlfriends get pregnant. That sounds quite positive (at least for non-feministic women), but is it really?

If a guy earns his money and pays for a girl who is still a student, I find it very generous and nice. But if a schoolboy takes money from his parents to pay for a girl who gets the same pocket money from her parents, that’s where I find traditions stupid and the Western European way of going Dutch to be smart and logical.

Some might say that traditions put a lot of pressure on men as the breadwinner. In Europe, women are more emancipated, so men don’t have to worry as much about them. But to be honest, it really doesn’t depend on how much money a person earns or how many cars one owns.

A large part of the Ukrainian (as well as Soviet) population suffered from the Stalinist regime and two 20th-century world wars. Millions were killed in battle or in Stalin concentration camps. Many poets, writers, politicians and offspring of aristocracy in both Ukraine and Russia were killed during the Soviet era. Those were people who carried really good genes. It sounds unfair and chauvinistic, but this might be a good theory to explain not only the physical side but also the character and mentality of many contemporary Ukrainians.

PEOPLE OF UKRAINE: PART 2 – WOMEN

From *People of Ukraine: Part 2 – women* by Alina Rudya, March 11, 2009, *Kyiv Post*. Retrieved from <http://www.kyivpost.com>

Alina Rudya dissects Ukrainian women.

Ukrainian women are kind and smart. They are great cooks and traditionally they respect family values. This is cultural and I won't tell you anything new if I say that Slavic women are less emancipated and more feminine than Europeans or Americans. And by less emancipated, I don't mean uneducated or illiterate. I just mean they depend on men much more than women in the West. Men take advantage of this dependence as much as they can.

Many might say that most Ukrainian women want to marry rich foreigners and they prefer money to love. I doubt this, especially when it comes to small towns and villages, where women saw foreigners only in soap operas on TV. But if we talk about women who actually want to get married abroad, we should make it clear why this happens.

To be honest, it's in the nature of every woman around the world. It's biology – women always look for a better male, who can support them and be a good father for their children.

Aside from looking for a wealthy man, Ukrainian women also look for a caring one. As I wrote in the Part 1 article [March 4, *Kyiv Post*], many men in Ukraine do not have the best attitude towards women. Especially after marriage. "He was so nice and caring when we first met but after we got married everything changed." How many stories like this have heard from Ukrainian women already?

Men cheat. They beat their wives (and, as you might know, there is no developed social network for protection against abuse in Ukraine, etc) and they take beauty and kindness for granted. Not all of them, of course, but the patriarchic, discriminatory mentality is still there. ("Shut up, woman, your day is the 8th of March." This joke is not always a joke). So, while many foreigners don't like their emancipated fellow countrywomen for being not feminine enough, they enjoy the kindness and femininity of Ukrainian women who, in turn, like the unusually caring attitude of European men.

When you think "Ukrainian women," you imagine someone who wears a lot of makeup, high heels in any weather, short skirt and bright colors. Actually, that's what I imagine as well. I think that Ukrainians are wearing too much evening makeup during daytime. They take less care about their skin (and this is why they turn into a "babushka" at the age of 30, as one of my Italian friends said) than an average European (I noticed that, where a European tries to remove imperfections, a Ukrainian tends to hide them under a thick layer of makeup). Wearing pretentious, bright and kitschy clothes is also something that defines Ukrainians.

Why do Ukrainians and Russians have such awful style in clothing and makeup? The Soviet era explains a lot in the difference in mentality. Think Soviet – dull colors, boring designs, uniforms and no good makeup. Since the collapse of Soviet era, women who suddenly got exposed to all the miracles of capitalism wanted it all.

Moreover, Ukrainian people are still more traditional than Europeans. So girls still think that after sex comes the marriage. So this is why some girls have sex with foreigners who come to our motherland to have fun. They just hope that the men will get serious. And some actually do.

I tried to justify Ukrainian women as much as I could. I'm one of those, even though I don't wear high heels and heavy makeup and I don't look for a rich husband. I just think one of the main reasons Ukrainian women are called prostitutes and are denied visas when they want to go abroad is simple jealousy. Women are jealous because they are afraid that Slavic smart beauties will steal their best men. And some men are jealous because they try to get such a smart and beautiful girl but get rejected. Other men (who get lucky) don't complain. And other women (who are not that attractive) go into politics and business or become feminists.

Comprehension Check

5. Answer the questions on the texts.
 1. Do you agree that men dominate this world?
 2. What is wrong with Ukrainian men's physical appearance according to the author?
 3. Why does the author find the Western European way of going Dutch to be smart?
 4. Traditions put a lot of pressure on men as the breadwinner. Is it really so?
 5. Why do some Ukrainian women want to get married abroad?
 6. Do you agree that men cheat?
 7. Why do Ukrainians and Russians have such awful style in clothing and make-up?
 8. Ukrainian people are still more traditional than Europeans, aren't they?
 9. What point of the author do you completely disagree with?
6. Look back at the article and write down some questions you would like to ask the class about the text.
 - Share your questions with other classmates or in groups.
 - Ask your partner or small group your questions.
7. With the entire class, write the phrase, "The Human in me wants ...". Explain that we have talked about what men want and what women want, about what men must do and what women must do, now we want to talk about humans. Have every participant write at least one word on the paper (some may include: love, freedom, support, work, security, education, friendship, independence, sex). Note the contradictions between what is truly desired by the human in all of us and what is actually expressed in our daily lives.

8. Comment on the statements 1–6.
1. Ukrainian men are obviously more traditional than Western Europeans.
 2. Many poets, writers, politicians and offspring of aristocracy in both Ukraine and Russia were killed during the Soviet era. Those were people who carried really good genes.
 3. Slavic women are less emancipated and more feminine than Europeans and Americans.
 4. Many men in Ukraine do not have the best attitude towards women. Especially after marriage.
 5. Women always look for a better male who can support them and be a good father for their children.
 6. When you think “Ukrainian women”, you imagine someone who wears a lot of makeup, high heels in any weather, short skirt and bright colours.

Listening

9. Study the **Glossary** below and listen to the text **Press at a Price** written and narrated by Molly Smith.

- writer’s block** — a problem when a writer cannot think of the words to use in his story
- red-eye** — a flight that leaves overnight and usually arrives at the destination at an inconvenient time
- fourth estate** — a system where the press is designed to keep the 3 most powerful systems (government, churches, and masses of people) in check
- go bag** — an overnight sack of supplies a reporter keeps at her desk in case she must suddenly leave the city to cover a story

Comprehension Check

10. Answer the following questions (1–4) to check your understanding of the text.
1. What does the narrator mean saying that she had to sell the story if she was going to keep her job as a reporter?
 2. What is the main goal of a journalist?
 3. Why was George Gongadze a hero according to the narrator?
 4. What should the media do?
11. With your neighbour, discuss what you think the title of the text **Press at a Price** means. What rhetorical device is used in the title? How could you make an antonym out of the title? Is the title interesting? What does it have to do with Ukrainian

stereotypes? What are some alternative titles you would give this story? Come up with a list as a class and rank the best one.

12. Find a partner and decide who will be **Student A** and who will be **Student B**. Take turns asking and answering the following questions.

Student A's Questions (Do not look at Student B's Questions)

- Would you like to be a journalist?
- Do you think you would be a good journalist?
- What does it mean to have freedom of press?
- How important are journalists?
- If you were a journalist would you risk your life to tell the truth?
- What kind of journalism is bad journalism?
- What would it be like without freedom of press?
- What other freedoms are important for a society?

Student B's Questions (Do not look at Student A's Questions)

- What strong points are needed to be a good journalist?
- Are there any particular journalists whose reporting you like?
- Does freedom of press have anything to do with freedom of speech?
- Which news agencies or TV stations have the best journalists?
- Why does journalist really want to have these freedoms if they get paid either way?
- Are the paparazzi real journalists?
- Could we live in a world without the news media? Why or why not?
- Do you believe everything you read in the newspapers or watch on TV?

Extension

Discussion

13. "An interesting vacancy exists for an attractive young girl or ambitious youth". (Manchester Evening News).

Post, read and discuss the quote; ask participants why they think this quote is or isn't sexist and how they feel if and when they come across such quotes in their daily lives. Ask them how the quote can be changed to be less sexist.

Research

14. Pick one of the topics below and do an Internet search to find as much information about: who, what, when, where, why, and how.

- Orange Revolution
- Georgy Gongadze
- Chernobyl

Role Play & Press Conference

15. The class is divided into 3 different groups. One group will be the Ukrainian officials who give facts about the H1N1 Virus in Ukraine. The second group will be Tabloid Journalists who want to write a story that exaggerates the truth and sells a lot of newspapers. The third group will be Ethical Journalists who want to find out the truth of why the authorities are not helping.

In class, the Officials will hold a press conference for the journalists. Each group should think about what they want from the other group and try to acquire that information during the press conference.

Essay Writing

16. Write a story. Include quotes that you may have heard in the press conference, or quotes you “gathered from other people.”

- Officials write a press release that makes you look good and only includes what you want the journalists to know.
- Tabloid Journalists write a story that makes the H1N1 flu virus sound worse than it really is.
- Ethical Journalists write a story that tells the truth without exaggerating. Be sure to include the answers to the tough questions you asked during the press conference.

After you have written your story, discuss what the differences are. Were the stories different? Who was quoted in the stories? Which one would be the best story? Why?

PART TWO

STUDENT LIFE & FAMILY LIFE

Before You Read

Student life plays a very important role in the life of any society. Children become young adults during their student years; they also become aware of their social responsibilities and duties.

Students possess their own distinctive culture, which is considered a subculture. A subculture differs from the conventional culture in so far as it is a subdivision within it, possessing a distinct integrated network of behaviour, beliefs, and attitudes. Thus, on the one hand, a student subculture presents the features and characteristic of all subcultures, and on the other hand, it manifests its own unique characteristics. As is well known, a social group possesses its own subculture if it has elements that are directly connected with the life of this group. Those elements are slang, values, principles, customs, traditions, beliefs, and superstitions.

Modern students of Ukraine represent a considerable part of the population of the country. According to the Minister of Education and Science of Ukraine, during the last four years the number of students in Ukraine has increased from 1.8 million to 2.4 million people, which is 485 students per 10,000 people. As the hope of the nation, students play a fundamental role in the society's developmental process.

The following text illustrates the modern state of student life in Ukraine and its important aspects.

1. Think about what you know about students' in Ukraine. Use your own student experience and complete the chart below to compare some aspects of student life in Ukraine to those in other cultures.

Aspects of student life in Ukraine	In other cultures
Appearance	
Slang	
Attitude to studying	
Political activity	
Youth organizations	
Amateur activity	

2. Read the text that follows and complete the tasks below it.

Close Reading

3. Read the text below.

A LOOK AT STUDENT LIFE IN UKRAINE: A KALEIDOSCOPE OF EXPERIENCES

Students have always been a significant part of a society, regardless of the country they live in. Students are considered to represent the intellectual and spiritual potential of a society. In Ukraine, the quantitative characteristics are stressed; however, the qualitative aspect is rather poor due to the fact that the number of university entrants has increased recently. Thus, 100 % of school leavers enter universities, though only 20 % actually graduate. Perhaps the reason for this is that getting a diploma of higher education is very prestigious in Ukraine, as it is considered to give young people more opportunities to get a good job. However, due to dynamic social changes constantly occurring in Ukraine, it is rather difficult for students to adapt, especially in higher educational establishments, where young people face unfamiliar problems of adulthood. To solve problems and answer their questions, students unite in student societies, youth organizations, scientific clubs etc.

As the world continues to move toward integration and globalization, most of the universities of the world have become international. The Ministry of Education and Science of Ukraine claims that 44,082 foreign students get an education in Ukraine. Because of the number of international students in Ukraine, there are new perceptions of world cultures and the student body has become more cosmopolitan.

In spite of being open to different cultures, student life in Ukraine is traditionally multi-faceted and rich. It has its own customs, traditions, philosophy, mythology, and even superstitions. Most of these practices are rather humorous, as humour helps students confront the real world. The issues addressed include social and economic problems and the “scary” world of lectures, classes, and examinations.

One of the most popular rites is the initiation as a student, the day when university entrants actually become students. An official ceremony is held, and senior students, as well as teachers, dance, sing, or recite poems in front of the junior students. In this way, they tell the freshmen that student life is not only about studying, it is also about freedom of spirit, art, humour, etc. The seniors generally only accept first year students after first examinations. Of course, as in many other cultures, there are loud parties held to celebrate this significant event.

Another interesting tradition is celebrating International Student's Day. It is celebrated on November 17th all over the world. As a rule, there are several days of celebration in Ukrainian universities, including such activities as: poetry contests, the *Cossack* games, a chess tournament, the cup of *the Merry and Witty Club*, *Karaoke* contests, and the chancellor's dinner, when students are given cards for free meals in the University canteens. In addition, there is the wall newspaper contest for freshmen called "Student Life as Seen by Freshmen", honouring students for successful studying, research, and social activity. For those living in the dorms, there is a competition called "The Best Room". The prize for the winner is a set of kitchen utensils, which is very useful. "The Equator" (2.5 years of studying, half of the whole studying term) is also a very important stage in the life of students. It is accompanied by loud parties and trips out of town.

A number of traditions are connected with passing the experience of the senior students to the freshmen (mainly concerning the behaviour of teachers and legends about them). Most of the student traditions bear a humorous character. There is a well-known saying that student life is merry and full of fun from one examination period to another ("*Vid sesiyi do sesiyi zhyvut studenty veselo*"). Student superstitions are very funny and full of humour; and they belong to the genre of student folklore. Here are some of the superstitions:

Andrew's day. Fortune telling is a necessary component of celebrating this day in the dorms. Girls gather together and tell fortunes, mainly concerning marriage. The ways of doing it are sometimes rather peculiar. For example, each of the girls takes a thread and sets it on fire. The girl whose thread is the first to burn down will be the first to get married. The girl will also go outside at midnight and ask the first male passer-by she sees what his name is. This will be the name of her husband. This is one of many ways of fortune telling. Boys have traditions also. They do some pranks (*robljat zbytky*) like hiding a Course Paper a girl has been working on for months behind a poster on the wall, making a mess in the girls' rooms, and so on.

Mythological rites. They are mostly connected with "catching *khaliava*" (any freebie). This superstition is like a magical muse for students; she supports goofs and the students' "couldn't-care-less" attitude. *Khaliava* is a constant enemy of the *Dekanat* (the dean's office) which is hoping the students will want to focus on their research as opposed to pranks. So, if you want to be "*khaliava's favourite*", catch it:

— Lean out of the window at midnight and shout, "*Come khaliava*";

— Go out in the evening, open your student record book, raise it and shout, "*Come Khaliava*" three times. Back at home, put that book under your pillow and open it only during an examination.

There are also ***omens and prohibitions***:

— Before an examination put your student record book under your pillow and do not wash or cut your hair; otherwise you will wash and cut away all your knowledge.

— Sleep on the books.

— Do not open your record book during all the examination period. Also, do not shave or cut your nails (for the same reasons above).

— Do not come to the examination wearing new clothes.

— Never leave your books open, even for a short period of time. You should not drop them. If you do, sit on them for a little while.

Some of the legends are also connected with the poverty of students. Hence, a well-known depiction involves students who go to a café to have dinner after receiving their living allowances. They order one piece of meat and six forks. The joke is supposed to indicate that students are traditionally poor. Ukrainian students, like most around the world, are really in constant need of money. To suffice, they get part-time jobs to pay for attending universities or just to have more pocket money. On the other hand, most parents rent apartments for their children and financially support them.

Naturally, the above mentioned is only a small part of student life in Ukraine. Additionally, students take part in political activities occurring in the country, organize unions, help the sick and the poor, take part in every aspect of adult life, and take full responsibility for their actions. The students, as a separate subculture, take a special, important place in modern society. In the student subculture, young people face a very important task — to find their own way in the world and to become complete. It is during the student years that the formation of a personality takes place.

Comprehension Check

4. Discuss the text answering the following questions.
 1. Why are students considered to form a subculture?
 2. How do students in our country react to social changes?
 3. Is the life of Ukrainian students different from the life of students abroad? In what aspect?
 4. How is International Student's Day celebrated in other countries?
 5. What are other traditions observed by students in Ukraine?
 6. Should students be involved in political life? To what extent?
 7. Are the students of foreign cultures superstitious as the Ukrainian students? Give examples of some foreign students' superstitions.
5. Study information about *culturonyms*, words indicating cultural phenomena of different countries. They are divided into:
 - ***Polyonyms***, which are culturonyms that indicate universal elements of different cultures, e.g. school, army, soldier etc.

- **Idionyms** — are culturonyms indicating specific elements of a specific culture, e.g. *tsar*, the *Mayflower*, *cowboy* etc.
- **Xenonyms**, which are language units that indicate elements of foreign cultures, e.g. *pharaon*, *Hercules*, *boyar* etc.

6. Match the culturonyms italicized in the text with the definitions below. Then divide them into 3 groups: (a) polyonyms; (b) idionyms; (c) xenonyms.
- a phenomenon or occurrence regarded as a sign of future happiness or disaster;
 - the act of prohibiting or state of being prohibited;
 - something provided without charge;
 - the unwritten literature of a people as expressed in folk tales, proverbs, riddles, songs, etc; the body of stories and legends attached to a particular place, group, activity, etc;
 - an entertainment of Japanese origin in which people take turns singing well-known songs over a prerecorded backing tape;
 - an organization of students who join together to make funny and witty performances;
 - any of the free warrior-peasants of chiefly East Slavonic descent who lived in communes, esp. in Ukraine, and served as cavalry under the tsars;
 - a first-year student at college or university;
 - written exercises, oral questions, or practical tasks, set to test a student's knowledge and skill;
 - known to be true independently of or in advance of experience of the subject matter; requiring no evidence for its validation or support;
 - a subdivision of a national culture or an enclave within it with a distinct integrated network of behaviour, beliefs, and attitudes;
 - a document conferring a degree, recording success in examinations or successful completion of a course of study;
 - a person following a course of study, as in a school, college, or university
7. Interview a student in your class who has had the experience of being an exchange student abroad. Ask him or her about the following:
1. The variety of student subcultures: their appearance, behaviour, principles;
 2. The quality of student life: how hard students study, the way they have fun;
 3. Involvement into social life: student organizations and their influence on the life of students.

In 10 sentences, describe the interviewee's experience as an exchange student.

Listening

8. Before listening to the text **Ukrainian Family**, answer the questions:
- What is an ideal family in your opinion?
 - What are the main family values in Ukrainian culture?

Comprehension Check

9. Listen to the text **Ukrainian Family**. Say whether the following statements are **True** or **False**. If false, give the true information.
- A traditional Ukrainian family is not large, and it consists of parents and children.
 - Ukrainian women get married before finishing their education.
 - A single twenty-year-old girl is usually called an old spinster.
 - In Ukraine, it used to be sinful for young people to live together before marriage.
 - Every year about 200,000 marriages are registered and about 100,000 couples get divorced.
 - Absence of children is not a common reason for divorce.
 - It is easy to find a family with three or more children.
 - Nowadays in Ukraine the decline in the birthrate is not officially registered.
 - Social stigmas attached to single parenthood have lessened in recent years.
10. Choose the best option to complete the sentence.
- A.** Relationships in the traditional Ukrainian family...
- were not regulated by norms of common law.
 - were characterized by a collective household.
 - were regulated by norms of common law.
 - were not controlled by the head of the family.
- B.** A girl in western Ukrainian villages was considered an old spinster because
- she had children but was not married.
 - she was married but had no children.
 - she was single in her late twenties.
 - she was married in her early thirties.
- C.** The word "simya" means "seven members in the family" that includes...
- a mother, a father, mother's parents, father's parents, and a child.
 - parents, grandparents, and three children.
 - parents and five children.
 - parents, grandparent's, an uncle and two children.

11. Dictionary Work. An extensive kinship terminology in Ukrainian reflects the complexity of the kinship system. For example, there exist special terms for relatives-in-law. Study the following vocabulary and provide the equivalents in English and other European languages.

Term	Meaning	In English	In other European languages
svekrukha	the husband's mother	mother-in-law	
svekor	the husband's father		
teshcha	the wife's mother		
test	the wife's father		
zyat	the daughter's husband		
nevistka	the son's wife		
shurnyn	a wife's brother		
diver	a husband's brother		
zovytsia	a husband's sister		
svoyachka	a wife's sister		
yatrivka	the wife of husband's brother		

Extension

Research and Presentation

12. Read the definition of "values" as one of the elements of culture.

Values are cultural standards, judgements or the things which are considered of great worth or value in a particular culture.

Study the list of moral values below and decide what Ukrainian cultural values they suggest. List values with a brief explanation of each one as many as you can.

*freedom	*family	*friendship
*material wealth	*love of nature	*private property
*moral strength	*responsibility	*sense of duty
*self-sacrifice	*cultural awareness and tolerance	*hard work
*patriotism	*health	*other

Now look at them again from a modern perspective and prioritize them; which values (personal or cultural) are important in today's world. Give examples.

- 13.** Do research and find what dominant values are in Ukraine and in some other European country. Make a comparative presentation, including the following points.

Suggested presentation plan:

- Rationale for choice of the country
- Similarities vs. Differences
- Suggestions for overcoming differences

- 14.** Find some information about the social projects supporting and protecting the institution of family in Ukraine. Be ready to give a presentation in class.

E.g. There is a joint project of the European Union, the Swedish International Development Agency (SIDA), and the United Nations Development Programme (UNDP) which is called "Equal Opportunities and Women's Rights in Ukraine". The general purpose of the project is to support public and civil society institutions in ensuring gender equality in Ukraine. The project runs from 2008 until 2011.

Project Work

- 15.** Students who have a particular worldview tend to unite in subculture groups. Read the descriptions of different subculture groups and name them. Provide additional information of the presented subcultures.

- Reserved, aloof, aggressive. Close cropped often shaved off hair, leather jackets, and jackboots. Wear many tattoos. Form groups characterized by a defiant behaviour, aggressive to people of different nationalities and races.
- Pessimistic, very original. Black hair often with pink locks. Wear a lot of piercing or tunnels (often in the lips or nostrils, eyebrows or bridge of nose) and black make-up for both male and female group representatives. Favourite colours are black and pink. Typical nicknames are: broken heart, teddy-bear, lonely star, etc.
- Optimistic yet claiming to be different from everybody else. Wear long hair hiding the face, wear tight-fitting pants, and unusual footwear. They protest against conventions, rules, and limits. They are a parody to a glossy image or subculture.
- Serious, confident, purposeful. Wear conservative clothes, mostly neckties and pants for women. The subculture consists of people whose life and future is mostly influenced by their powerful and high-ranking parents.
- Funny, authentic, though sometimes aggressive. Combine national clothes with jeans.

What subcultures can be found in Ukraine? Provide brief profiles.

16. Today, the term “traditional family” is open to dispute. With more and more couples choosing not to get married, and with the number of divorces the idea of the “traditional family” (two married parents, children, grandparents living nearby) is disappearing.

What are the most common reasons for divorce in Ukraine? Place them according to your own scale of values. Explain your choice.

17. Prepare statistics in today’s Ukraine on the following topics:

- strong marriages and families
- remarriage and stepfamilies
- divorce
- cohabitation
- single parent families

What do official statistics tell about the institution of marriage in European countries or in the USA?

Pantomime

18. From the information given in the section texts, it is easy to conclude that creating a family and getting an education are the most important life plans for an average Ukrainian. As Ukrainians traditionally get married at an early age, sometimes they have to combine studying with managing a family. Thus appeared a “student family”, the term is used to describe a family where both spouses study at university.

Try to imagine a typical day of a student family and make up a dialogue between the spouses. Start with early morning, when the working day begins and our students have to go to classes.

Essay Writing

19. Read the essay topics below. Choose one and write an essay about it.

- The importance of higher education nowadays: why study?
- The importance of marriage for modern young people.
- Does observing traditions help people live and stay in touch with ancestors?
- Your attitude to the processes of globalization and integration.
- Being a single mother as the choice of modern young women.
- How to combine carving a career and managing a family: a guidebook of life.
- Your attitude to same-sex marriages. Should we hate or accept them?

CHAPTER TWO

UKRAINIAN CUSTOMS AND TRADITIONS

**Tetyana Pan'kova
Iryna Pavlyuk**

PART ONE

rites & beliefs

Before You Read

Every country and every society has its own customs and traditions. Traditions distinguish a nation. Some of them date back to pagan times and a lot of people observe them; others are a part of everyday life. Many of Ukrainian customs and traditions have a long history. Some are amusing and some are odd. But they all are worth remembering. One important set of customs and traditions are those related to wedding.

Every country has its own wedding traditions. Many European countries have similar forms of wedding ceremony. Difference in wedding traditions stems from differences in social and cultural history and beliefs.

Marriage as one of the earliest institutions and ceremonies of marriage is observed in every historically known society. Marriage is a legally and socially sanctioned union. It is regulated by laws, rules, customs, beliefs, and attitudes that prescribe the rights and duties of the partners and the status of the offspring. Wedding customs and traditions have undergone many changes during the centuries, some of them have been changed to suit society's present needs.

The most universal ritual is one that symbolises a sacred union. This may be expressed by the joining of hands, an exchange of rings or chains, or the tying of garments.

In many respects, traditional Ukrainian marriage rituals confirm to universal practices, but at the same time, certain features of Ukrainian social and private life have always been an integral part of their marriage customs.

1. Check your knowledge of wedding traditions. Many of these customs are well known around the world but do you know their origin or initial meaning? Choose the appropriate answer.

1. The original duty of the groomsmen was:
 - a) to talk on behalf of the groom at an engagement
 - b) to help him kidnap the bride
 - c) to entertain the guest

2. Which ancient civilization started stag parties?
 - a) Egyptian
 - b) Greek
 - c) Roman

3. Long ago brides could wear wedding dresses of any colour. Who established the tradition of a white wedding dress?
 - a) Mary Queen of Scots
 - b) Queen Antoinette
 - c) Queen Victoria

4. Which civilization started the custom of placing the wedding ring on the fourth finger?
 - a) Gothic German
 - b) Roman
 - c) Hebrew

5. The custom of giving away the bride initially meant:
 - a) to sell to a wealthier man
 - b) to make peace with a hostile tribe
 - c) to culminate a contract marriage

6. The bride stands on the groom's left because he has:
 - a) to shake hands with guests
 - b) to defend his bride with the a sword
 - c) to give presents to his in-laws

7. Which Pope underlined the importance of a couple's mutual agreement to marry?
 - a) Pope Nicholas I
 - b) Pope John III
 - c) Pope Leo V

8. Which civilization was the first to acknowledge that spouses have equal rights?
 - a) Greek
 - b) Roman
 - c) Egyptian

2. Study the **Glossary** below with culture-specific references before reading the text. What are the reasons for using them in the text? Which of these words and phrases do you know?

svatannia	— matchmaking
korovai	— a large round braided bread, traditionally baked from wheat flour and decorated with symbolic figurines, such as suns, moons, birds, animals, and pine cones; wheat stalks, herbs, nuts, flowers and fruit are used to embellish the korovai
vinok	— a wreath made of periwinkle or myrtle
rushnyk	— a Ukrainian embroidered towel. The word comes from 'ruka' meaning 'hand'. Rushnyk is currently used in a double meaning: it retains its simple meaning of “towel” and it has also acquired the meaning of a ritual object which serves different purposes: to secure the future of the couple, to dispatch the deceased to the world of the dead, to protect the home and insure the prosperity, and fertility of the inhabitants of the household.
starosty	— two friends or family members who preside over the wedding as official witnesses and masters of the ceremony. In the past they were also matchmakers
holubtsi	— cabbage rolls stuffed with meat and rice or buckwheat and often covered with a thin tomato sauce
pyrohy	— boiled dumplings filled with meat, potatoes, cabbage, and sometimes mushrooms, sour cherries or sweetened cottage cheese and raisins as a dessert
borshch	— a vegetable soup made of beets, cabbage, meat, beans, and carrots
kulesha	— Ukrainian polenta usually served with sheep cheese and sour cream
salo	— salted or smoked pork fat with garlic or other spices
kolomiyka	— a traditional Ukrainian dance and song usually performed at the wedding party
give somebody a pumpkin	— refuse to get married
pokryvannia	— a ritual of covering the bride’s head with a white scarf
give somebody an embroidered towel	— agree to marry

Close Reading

3. Read the text below.

UKRAINIAN WEDDING

From *Rituals and Traditions of the Ukrainian Wedding* based on an essay by Tetyana Poshyvaylo, *Welcome to Ukraine*, 1(43)'2008. Retrieved from <http://www.wumag.kiev.ua>

The traditional Ukrainian wedding is a well-organised ceremonial drama, in which the leading roles are played by the groom and the bride and other 'supporting' roles (such as bridesmaids and groomsmen), by their parents, relatives and friends. The wedding blends the major forms of folk art — the spoken word, dance, song, music and visual arts — into a harmonious integrity. It is reminiscent of traditions and customs, which have lost their initial, mainly magical, meaning and have become just a play. Gradually, the church ceremony has acquired the central place in the wedding.

Rituals of the wedding party diverge in different regions of Ukraine, that's why we have decided to focus on those that are common to the Western part of the country. Nowadays, mutual feelings of love between the prospective husband and wife are more important in contracting the marriage than parents' final word. In modern Ukrainian society it is acceptable that young people have the right and freedom to date whoever they wish.

Wedding preparation may range from two weeks to several months before the wedding itself. The pre-wedding phase begins with '*svatannia*', when representatives of both families meet to make a marriage contract. The groom has to ask the parents of the bride for her hand. The groom, with his parents and friends, come to their would-be relatives' with an embroidered towel and a loaf of bread with salt on it.

Usually, it is the bride's father who gives the answer after asking his daughter's decision. If she wishes to marry this young man, she gives him an embroidered towel as a sign of her agreement. But, if she does not want to be his wife, she '*gives him a pumpkin*'.

The bride and the groom, with their friends, go with invitation cards asking people to come to their wedding. They usually say, "My mother, and my father, and I, too, ask you to come to my wedding".

The suitable days of the week for weddings are Saturday and Sunday. During the last week preceding the wedding, the final preparations take place. On Friday, the *korovai* and other ritual cakes and sweets are baked.

On the wedding day, the bride is usually wearing a white wedding dress and the groom wears a black suit. Ukrainian elements are often integrated into their clothing. One may notice either a piece of embroidery on the groom's shirt or a bridal headpiece in the shape of a *vinok* or a wreath.

The prospective spouses are blessed by their parents at the bride's home before the wedding ceremony. As a rule, the young people kneel on an embroidered ritual towel (*rushnyk*) and ask the parents to grant them blessing for a long, happy, and wealthy life. The latter bless their children three times with the *korovai*, lifting it to touch their heads.

The bride and the groom drive to the church separately which shows that they are not married. The marriage service usually occurs in the afternoon. The first part of the Ukrainian wedding, the Betrothal, is held in the rear vestibule of the church. During the Betrothal, the bride and the groom confirm that they are both entering the union freely and as equals. It is at this point that the priest blesses the wedding bands and places them on the fingers of the couple.

During the ceremony, the *starosty* hold the icons of Jesus and Mother of God. These icons will then take up an honourable place in the home of the newlyweds and serve

as the spiritual centre of their family. The bride and the groom kneel on the *rushnyk*, put their right hands on the Gospel and exchange the wedding vows. The final and the most interesting and sacred ceremony is the Crowning. The priest places crowns or wreaths on the heads of the couple to signify that they have become husband and wife in the eyes of God. Then he binds their hands with the *rushnyk* and they follow him walking around the small altar three times, which symbolises that their marriage is a lifelong union and that God is at the centre of it. After that they take three sips of wine to admit the importance of the Holy Trinity and to remind us about Christ's first miracle at the wedding at Cana. The wine also means the sweetness of love that flows from God.

Once the bride and the groom are joined in holy matrimony and have signed all the necessary documents, they walk out of the church. The bride holds a basket of sweets to throw to children and the crowd. The groom carries her down the stairs.

The reception may occur in different places, depending on a number of factors. In villages it mostly takes place at the bride's house, in towns — in cafes or restaurants. At the beginning of the reception the bride and the groom stand behind the presentation table and receive the gifts prepared by the guests. All of this is accompanied by special wedding marches played to announce each guest.

The festive supper is served for all the wedding guests at a designated time. The food on the menu strongly retains national elements, and often consists of ham, *salo*, herring, *holubtsi*, *kulesha*, *pyrohy*, *borshch*, broth with meat, and other dishes. Different kinds of sweets and spirits are also provided.

A formal programme usually follows the meal. A specially appointed Master of Ceremonies or one of the *starosty* presents the people who are sitting at the head of the table. The typical entertainment programme consists of drinking toasts to the newlyweds given by a member of the bridal party, a relative, or a friend.

During the party, people sing various songs, most of which include good wishes for a long prosperous life of the couple, a word of thanks to the parents, asking God to bestow a happy destiny upon the spouses, and the parents' expressions of sorrow who are parting with their children. Some of the songs have quite a bawdry and teasing nature.

After the supper, the newlyweds perform their first waltz together. The wedding guests are the second, and the parents of the newly married couple are the third to dance. During the rest of the evening everyone is welcome to dance on the dance floor. Many dances are performed in circles, especially *kolomyika*, which is considered to be the classical wedding dance. Around midnight, the bride may be stolen, and the guests will ask the groom to pay ransom for her shoe or even for the bride herself.

At the end of the reception, the guests may observe the ritual of *pokryvannia*. At first the bride is to dance with all of the unmarried girls present. She places her veil on their heads and dances. It symbolises her hopes that they will wed soon as well. After that the girls stand in a line to catch a bunch of flowers. The one, who catches it, is likely to be the next to get married. In such a way the bride says "good bye" to her unmarried life and female friends. The girls uncover her veil and place it on a round loaf. Then a chair with a pillow is placed in the centre of the reception hall. The groom sits on the chair

holding the bride on his lap. The groom's mother comes up to them, and tries to cover her daughter-in-law's head with a white scarf. The bride must pretend she is unwilling to part with her freedom and so she will throw the scarf twice on the floor, while her mother-in-law will often put money in it to entice her new daughter to wear it. All this 'theatrical performance' is done to the accompaniment of music and observed by the guests. The last wedding ceremony is *rozpodil*, when everybody present at the reception is given a piece of *korovai*, the newlyweds included.

Finally, all the guests stand up and sing "*Mnohaia Lita*" to thank the newlyweds, their parents, and everyone who has been involved in the wedding party preparation.

Comprehension Check

4. Answer the questions.
 1. Why is a Ukrainian wedding compared to a well-organised ceremonial drama?
 2. What are the main stages of the Ukrainian wedding? Which one is the most important? Why?
 3. What do the bride and the groom say when they invite people to their wedding party?
 4. What national elements can be integrated into the bride's dress and the groom's suit?
 5. What does the priest do before starting the official ceremony of marriage?
 6. Who are the *starosty*? What is their part in the ceremony?
 7. What dishes are served at the reception?
 8. What is the usual entertainment programme at the wedding reception?
 9. Why does the bride dance with all the unmarried girls present?
 10. What ritual symbolises the turning of a girl into a married woman?
 11. How do the guests thank the couple and everyone who has been involved in hosting the wedding reception?

5. Complete the chart below by describing weddings in Ukraine.

Stages	<ul style="list-style-type: none"> • svatannia • • •
Participants	<ul style="list-style-type: none"> • • • •

Elements	<ul style="list-style-type: none"> • • • •
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6. In small groups, discuss the following issues:
1. Would you like to have a white wedding dress or an unconventional one? What kind of wedding dress is common in your region? Why?
 2. Have you ever attended a non-traditional wedding ceremony? If so, give a short summary of it.
 3. Do you consider marriage a must if a couple live together?
 4. What do wedding traditions and customs mean to you?
 5. Will you observe established traditions when you marry?
 6. Which marriage rituals do you find funny or odd?
 7. What is your attitude towards a church marriage? Would you like to have a religious ceremony or a civil one? Why?
 8. What wedding superstitions do you know? Do you believe in them? Why?
 9. How would you entertain the guests at your wedding party?

Listening

7. Study the **Glossary** below. Then listen to the text ***Ivan Kupala Day***.

- Daszbog** — the Slavic God of the Sun
kupalni — special songs sung by girls on Ivan Kupala Day
kupaily — a branch of a cherry tree or willow, with candles, flowers, and ribbons decorated on Ivan Kupala Day
horovod — a traditional dance performed by girls in a circle

Comprehension Check

8. Say whether the statements are **True or False**:

1. The pre-Christian rite of Ivan Kupala signifies the connection of people with the Slavic God of the Sun.

2. On Ivan Kupala day people bathe in a river, pond, or lake, in order to clean themselves from negative energies.
3. Celebrations usually take place at night, most often in the countryside.
4. According to the legend, the higher the couple jump over the fire, the longer they will stay together.

9. Complete the sentences:

1. The name "Kupala" stands for
2. The most popular entertainment for boys and girls on Ivan Kupala evening is
3. A traditional dance which girls perform when singing about their beloved ones is called a
4. Christianity brought new meaning to the holiday, and now it is commemorated as the birthday of

10. Choose the best answer:

1. To tell their fortunes girls
 - a) float a flower garland on the water
 - b) jump over the flames of bonfires
 - c) disguise themselves as witches and play tricks on the villagers

2. Songs called "kupalni" are sung with references to
 - a) good harvest
 - b) protection against evil forces
 - c) love and marriage

3. On the morning after the *Ivan Kupala* celebration, participants of the holiday take home ... which are believed to have the power to protect against bad luck and evil forces.
 - a) flowers of the fern
 - b) fire ashes
 - c) branches of a cherry tree or a willow

4. According to the legend, Ivan Kupala night is the only one of the year when you can see ... glow in the dark.
 - a) trees
 - b) candles
 - c) flowers of the fern

Extension

Role Play

11. Pretend that you are a wedding planner. Stage a dress rehearsal of the wedding reception. Assign roles to your group-mates.
12. Pretend that you are a matchmaker who must explain to the prospective bridal parents the procedure of finding a son/daughter-in-law. Ask the parents about the characteristics they would wish the latter to have.

Writing

13. Pretend that you are a manager of a wedding planning company which is conducting market research to improve its standards of service. The company wants to know young people's opinions about ceremonies and traditions which prospective newly-weds would like to see at their wedding reception. Assign roles to your group-mates. Ask them to explain their preferences and reasons for them.
14. Use one of the following topics to write an essay. Present your essay in class. Be prepared to answer questions.
 - Marriage has many pains, as they say, but celibacy has no pleasures.
 - A white wedding dress versus an unconventional one.
15. Complete the chart **Wedding Traditions: A Cultural Aspect** given below. You will find here some additional facts about Ukrainian weddings. Compare them with wedding traditions in different regions of the country.

Wedding Traditions: A Cultural Aspect

Wedding traditions in Ukraine	Varieties in the regions
(1) A couple's family life is compared to a wedding ring. If a ring is smooth, so your family life will be easy and happy, and vice versa if a ring is uneven, so your relationship will be unequal. Ukrainian wedding bands are worn on the fourth finger of the right hand.	

(2) When the groom arrives at the bride's home he is asked to pay a ransom for her. All of this is done to the accompaniment of cheerful music and jokes. Only after she agrees he can enter the house.	
(3) The couple steps on the rushnyk at the wedding ceremony. The one who steps on it first is believed to rule the family. Similarly, at the wedding reception, the couple is given a kalach (a small cake). It is said that the one who tears off the bigger piece will be in charge of the family.	
(4) The day after the wedding, close friends and relatives come to see the newlyweds' place. The newlyweds were like "guests" at the reception the night before. But now, the couple has to prove that they are good hosts. They are to serve food to their guests and entertain them.	

Project Work

- 16.** Surf the Internet to find pictures and descriptions of traditional weddings in India, Israel, China and the USA. Compare them with wedding traditions in Ukraine. Focus on what impressed you most in these cultures' customs or what you would borrow from them, and what would be considered unsuitable in Ukrainian culture.

To complete this task, you may want to consult the following Internet links:

http://www.weddigneventsindia.com/wedding_traditions.htm

<http://www.weddingtraditions.com>

<http://www.jewfaq.org/marrage.htm>

<http://www.weddingscenter.com/wedding-ceremony.html>

<http://www.chinabridal.com/etiquette/guide.htm>

PART TWO

FOLK ARTS

Before You Read

Folk arts are the very heart of a nation. They reflect the nation's traditions, spirit, and cultural continuity. They encourage national awareness and build links with age-old national traditions. All this is due to the inexhaustible inspiration of folk artists who create lively images with their works. Bursting with inner life and emanating energy, these images have a deep symbolic meaning. It is not with words but with touch that their creators ponder the eternal questions: Good and Evil, Life and Death, Justice and Injustice, Truth and Lies. Sometimes the aim of folk arts is visual appeal, but most often folk arts serve the everyday needs of people, being used as household objects. Endowed with their own character and individual traits, they cannot fail to bring luxury into everyday life.

Ukraine is known the world over for such folk arts as embroidery, ceramics, wood carving, blacksmith's craft, icon painting and many others. The designs of the items have a long history. Their ornamental motifs and compositions may vary depending on where they are made in Ukraine, but together they reveal an amazing heritage sustained for hundreds of years.

1. Find the definitions of traditional Ukrainian folk arts. Then complete the chart below.

Folk Arts	Definitions
embroidery	
ceramics	
wood carving	
blacksmith's craft	the art of creating objects from iron or steel by forging the metal
icon painting	

2. Study the **Glossary** below before reading the text.

What are the reasons for using culture-bound items in the text? Which of these words do you know?

- vyshyvka** — the Ukrainian art of embroidery
khrestyk — the most popular technique for implementing patterns in Ukrainian embroidery
rushnyk (pl. *rushnyky*) (see PART ONE, Task 2)

Close Reading

3. Read the text below.

UKRAINIAN CRAFTS

Many items of Ukrainian folk art are unique among world cultures. Among these are Kosiv ceramics, Podillyan rugs, embroidered towels and shirts with regional designs.

Among Ukrainian decorative arts an important place is occupied by the *vyshyvka*. Appearing all across the country, it varies in design, depending on the region of origin. The variations have developed over the course of time and include ornamental motifs and compositions, as well as ranges of colour and types of stitches. An ancient and symbolic tradition, Ukrainian embroidery goes back to the 11th century. Representations of embroidery can be seen on ancient frescos and miniature icons in Saint Sophia Cathedral in Kyiv.

Ukrainian embroidery was an everyday art among common people until the 19th century, when it became more of a craft. Embroidered items (various clothes and household objects) are used for symbolic purposes in ceremonies and rituals throughout Ukraine. On festive occasions, for example, Ukrainians wear embroidered blouses and shirts. Pieces of embroidery can also be found on pillowcases and tablecloths. They are often placed near household religious icons or used to cover Easter baskets.

Over 200 stitching techniques have been identified in Ukrainian embroidery art, the *khrestyk* being the most popular. It is a simple stitch and yet very conducive to creating various complex patterns. Ornamental styles and colour ranges vary from place to place, at once delicate and diverse and yet remarkably detailed. The “tree of life” motif, for example, symbolises longevity. It also represents the connection of three realms: heaven, earth, and the underworld. Bees symbolise spiritual purity, roses stand for love, a cherry tree represents beauty, and sunflowers recall the sun. Motifs and designs within Ukrainian embroidery are so numerous that one may actually speak of their endless variation.

One of the most popular embroidered products made in Ukraine is a *rushnyk*, an item which functions as both a decorative and a ritual cloth. Made of linen or cotton it usually represents woven or embroidered designs that cover both ends of the cloth.

Due to their frequent use in numerous ceremonies *rushnyky* are rich in embroidery designs and colour schemes. Since old times they were an indispensable part of traditional folk rituals. The *rushnyk* was always a symbol of hospitality: bread and salt placed on it were offered to respected guests; new-born babies were put on it as a sign of protection against evil.

As a symbol of faithfulness *rushnyky* have always been an integral part of wedding ceremonies. In the past, embroidered *rushnyky*, blouses and shirts made up a dowry which a girl had to prepare before the wedding. The beauty and complexity of their patterns offered proof of the bride's diligence. Bringing couples together matchmakers couldn't do without *rushnyky* either. This ritual cloth was used by young people to kneel on and intone their wedding vows.

Apart from being used for ceremonial purposes, *rushnyky* are also used for decoration. Some are draped over picture frames or icons in Ukrainian homes; others are kept as precious family heirlooms. A *rushnyk* given as a gift is sure to hearten love, friendship, and prosperity.

In the multicoloured gallery of Ukrainian arts a special place is given to the art of *koval'stvo*, a sophisticated art form in Ukraine since the times of Kyivan Rus. The art requires not only much time to master, but also necessary equipment and materials. In olden days, when every piece of metal was precious, the craft existed mostly among the elite. In the XIVth and XVth centuries the techniques were further elaborated. XVIIIth century large-scale production of decorative and monumental works, often associated with architecture, was another important step in the development of this art. *Koval'stvo* was used in the production of gates, door braces, latches and handles.

Ukraine has always been a land of farmers who cultivated the country's rich, black soil. In every village there used to be a blacksmith who would forge tools for agricultural workers: spades, ploughs, scythes, sickles and crotches. Thus a blacksmith was the "heart" of the village, one who helped the villagers to feed their families.

Modern Ukrainian blacksmiths create objects from iron or steel by forging the metal. Forging objects from metal is not easy. Iron should first be brought to a certain temperature to make it soft; then the blacksmith starts shaping it with a hammer or chisel. In this way Ukrainian blacksmiths produce various kinds of wrought iron gates, grills, railings, tools, decorative and religious items, cooking utensils, horse-shoes and even jewellery.

Today artistic forging has become very common and is in great demand in comparison with woodcarved items, due to the longevity of the material. Blacksmiths art festivals take place annually in Ukraine and draw an international audience.

The evolution of contemporary art has involved a reevaluation of folk art forms. The desire to create new forms and the importance of the use of traditional signs and techniques has cleared the way for appreciation, understanding and further elaboration of the folk art forms in present-day Ukrainian culture.

Comprehension Check

4. Now that you've read the text, answer the following questions:
1. Where can the first, ancient pieces of Ukrainian *vyshyvka* be found? What century do they go back to?
 2. What household objects are pieces of embroidery used on?
 3. What ornamental styles and motifs can be found on Ukrainian embroidered clothes and table linen?
 4. What is the most popular embroidered product in Ukraine? What do they use it for?
 5. What did you learn about the history of Ukrainian *koval'stvo*?
 6. What caused the demand for the art of forging in different parts of Ukraine?
 7. What objects do modern Ukrainian blacksmiths create?
5. Choose the best answer.
1. Numerous ornamental motifs and compositions, colour ranges and types of stitches found in traditional Ukrainian embroidery ...
 - a) prove that objects on which they can be found are used on festive, religious and regular occasions
 - b) are evidence of a long history of the art
 - c) are a matter of preference of an embroideress
 2. In the past, a girl prepared embroidered *rushnyky*, blouses and shirts as a dowry for herself. The beauty of their patterns ...
 - a) indicated that she wanted to make lovely ornaments for her new home
 - b) showed that the girl was hard-working
 - c) proved her interest in folk arts
 3. Because in Kyivan Rus every piece of metal was ..., blacksmith's craft existed mostly among the elite.
 - a) rare and worth a lot of money
 - b) in great demand
 - c) in short supply
 4. Due to its ..., artistic forging is even in greater demand today than wood carving.
 - a) value
 - b) sophisticated patterns
 - c) long period of use
6. Read about traditional Ukrainian embroidery motifs, then complete the chart by identifying their symbolic meaning. Look for some other motifs popular in your region, define their meaning and say what they represent in Ukrainian culture.

Embroidery motifs	Symbolic meaning
tree of life	
bees	
roses	
cherry tree	
sunflower	
etc.	

7. *Rushnyky* are the most popular embroidered products made in Ukraine. They commonly function as decorative and ritual cloths.

Fill in the chart with the purposes and meaning of *rushnyk*.

Purposes of <i>rushnyk</i>	Its meaning
	symbol of hospitality / faithfulness / sign of protection against evil
dowry	
	relic as a memory of one's people and home
gift	

8. Among the most popular forged items found in modern Ukrainian households are wrought iron gates, railings and staircases; chairs and tables; doorknockers and hinges; cooking utensils such as bowls and bottle openers, and even jewellery.

What forged objects can be found in the homes of your region?

Listening

Archaeologists and historians believe that many modern Ukrainian objects have similarities to ornamental patterns used by people of the thousand-year-old Trypillian culture. A number of symbols that can be seen on Trypillian artefacts appear in traditional Ukrainian folk art created many centuries later.

9. Read the definition of 'artefacts' as one of the elements of culture.

Artefacts are the things people make and use, or those which were made in the past to show cultural behaviour, or give information about the culture of their creator.

Complete the list of artefacts in characterising culture and add some of your own.
Why is it important to learn the artefacts of a specific country?

What do these terms mean to you? How do they relate to Ukrainian culture?

a picture coat of arms ancient objects wood-carvings tools ...

10. Study the **Glossary** below, then listen to the text **The Trypillian Culture**.

Trypillya — a culture that is believed to have existed between 6000–2000 BC, occupying a large territory of today's Ukraine and stretching into Romania and Moldova.

Comprehension Check

Now that you've listened to the text, complete the following tasks:

11. Say whether these statements are **True** or **False**.

1. The Trypillian culture existed for a couple of centuries and disappeared in the mid-third millennium BC.
2. Among agricultural tools excavated near Trypillian settlements were sickles and axes made of stone and iron.
3. Judging by few unearthed weapons, scientists have come to a conclusion that the Trypillian people had a peaceful disposition.
4. Some of the burials suggest that the Trypillian people had chieftains from the clergy.

12. Finish up the sentences.

1. The ... left by the Trypillian people are clear evidence of what may be called a civilization rather than just an ancient culture.
2. Ukrainians are considered to be ... from the Trypillian people, whose culture flourished several thousand years ago in the territory of Ukraine.
3. Archaeologists were lucky to unearth some Those were of the type used fairly recently in the present-day Ukraine.
4. Modern Ukrainian embroideries, Easter eggs and other elements reveal close affinity with ... and designs found in Trypillian artefacts.

13. Choose the option that best fits each gap.

1. Pottery shards unearthed by archaeologists might have been used ...
a) as bowls for keeping some liquid

- b) for grain storage
- c) as a prototype of the modern pot

2. The Trypillian people occupied ... houses.

- a) long rectangular
- b) low rectangular
- c) long square

3. The Trypillian people practised ... agriculture.

- a) organic
- b) peasant
- c) shifting

4. One of the most important discoveries of the Trypillian culture, which speaks of its high development, was

- a) a potter's wheel
- b) a pottery shard
- c) a ceramic pot

14. Artefacts left by the Trypillian people suggest that the Trypillian culture was of a high level of development.

Read about the characteristics of the culture. Then complete the chart with unearthed objects that give proof to these characteristics.

Characteristics of the Trypillian Culture	Trypillian artefacts
agricultural	
artisanal	
with written language	

Extension

Topics for discussion

15. In our days blacksmiths create ornamental and functional objects by applying traditional and modern specialised techniques to form, shape and join metals.

What do you think is the effect of combining several hundred-year-old techniques with modern ones? Will it preserve the “old” art or is it a sign of the appearance of a new one? Think of examples.

16. Trypillian culture enthusiasts make souvenirs which are close in spirit to the originals. Some think that such souvenirs may lead to cheapening of the ancient culture. Others believe that they might evoke and sustain modern Ukrainians’ interest in their ancestors’ culture and history.

Do you think that ancient motifs used in souvenirs, costume jewellery or fashion design can help to sustain a culture? What other ways of expanding an ancient culture can you suggest?

17. Ancient cultures always leave something to learn by. They teach us lessons that we, however, don’t often follow.

Do you agree that a culture may be renewed? Is it necessary to forge links so that the new culture may recreate the ancient one?

18. In small groups discuss the following items:

- Do you think that authentic folk tradition will always be in demand? Or has the time come to concentrate on entirely contemporary expressions of arts and crafts? Provide examples to support your statement.
- Folk arts help to shape the artistic landscape of human life. Why do you think people try to master the secrets of metal and wood or other things? How does a hobby develop into a trade?

Role Play

19. Put yourself in the role of a folk art master. Invite your guests (groupmates) to your home where they will ask you questions about how long you’ve been practising the craft, where you draw inspiration from, and what individual techniques and favourite motifs you implement in them. Be prepared to answer these questions.

20. Pick some Ukrainian fairy tale that tells about a folk artist (craftsman). Then act it out in class. Choose a suitable costume and create an atmosphere through scenery.

Project Work

21. In groups of three or four prepare and then present a report about a craft that flourished in Ukraine a few decades or centuries ago. Research and then present

to the class the autobiography of some famous artists who practised the art. Bring pictures of their works. If possible, interview a descendant, record it, and present it in class.

Writing

22. Use one of the following topics to write an essay. Present your essay to the class. Be prepared to answer questions.

- “He who doesn’t know his culture has no future.” Why is it important to know the culture of your nation? Do you think this knowledge may help us to understand modern life better?
- A piece of folk art may express the feelings of its creator more vividly than his words. Write about the magical power of art to speak without words.
- The modern world imposes new requirements on the authentic folk tradition which it sometimes fails to meet. Do you think that folk tradition will always be in demand? Or has the time come to start seeking a contemporary expression of some crafts? Prove your idea.
- Write a letter to a friend describing some recently visited folk art exhibition. Ask him to tell you about a similar cultural event that he visited in his area.

23. At one time, the most popular embroidery style in Ukraine was ‘white-on-white’. When people began to use coloured threads, the embroideries made with them were believed to give people strength, longevity and vital energy. There are now colour preferences in different parts of Ukraine.

- How can colours used on different items ‘speak’ for the homeland of folk art, its creators and their works? Can colours symbolise the lifestyle of certain parts of a country? Can colours symbolise a nation?
- What colour codes are predominant in your region?
- Complete the chart with colours, fabrics, or ornamental patterns and motifs typical of different parts of Ukraine.

Part of Ukraine	Fabrics	Ornamental patterns and motifs	Colours

24. Cities tend to be centres of mass production; therefore, traditional folk art tends to move to towns and villages. It is here that talented craftsmen are born and secret techniques of the craft are passed from one generation to the next.

Why do you think rural districts become centres of folk art?

Can you name any historic (geographic) factors that caused the appearance of folk arts in certain parts of Ukraine? Provide examples.

CHAPTER THREE

TOURISM AND MIGRATION IN UKRAINE

**Tetyana Skibitska
Oksana Petryna
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PART ONE

TOURISM DEVELOPMENT

Before You Read

The Ukrainian tourism industry has confidently entered the world tourist market and nowadays it is one of the fastest growing branches of the Ukrainian economy.

The following features are considered to be advantageous to the development of tourism in Ukraine: a rich historical and cultural legacy; natural conditions in temperate regions conducive to recreation; ethnic originality in many regions of Ukraine; availability of river and sea cruises, and mountaineering in the Crimean and Carpathian mountains. Besides, all the historical and cultural landmarks in urban and rural areas, the parks, scenic nature, and ethnic peculiarities help to promote Ukrainian tourism.

Branches of tourism are varied as well: cultural and educational (at historical sites); therapeutic and sports-related (at sea, in forest and mountain regions), ecological and green (on landscapes territories), rural and agrotourism (in rural areas). Most of them are concentrated in certain tourist clusters, and within rest and recreation complexes. Foreign and domestic investors have a good choice of places and facilities to invest in.

For the strategic purpose of development of tourist industry in Ukraine it is necessary to enhance its competitiveness on a world market. Tourist services should be able to satisfy the tourist needs of country's population and on this basis to secure complex development of the country's territories, to encourage them to keep ecological balance and historical cultural environment.

There are several strategic points in tourism promotion. Firstly, the tourist services must be in of high quality that makes them worthy of being advertised. With the help of marketing research it can be determined how to perfect them. Secondly, target tourist markets should be considered. Thirdly, ways of presenting tourist possibilities to the potential customers should be worked out. It involves participation in tourist exhibitions,

advertisement through the local media, cooperation with local tourist operators, production of good-quality advertisement materials, and their distribution.

1. In small groups, comment on the pieces of information given below by using points for discussion about tourism development in Ukraine.

Key information from the text	Suggested points for discussion
1 There are many features in Ukraine which are advantageous to the development of tourism.	• Determine favourable conditions for the development of tourism in Ukraine.
2 There are many varieties of tourism in Ukraine.	• Define the varieties of tourism in Ukraine.
3 Foreign and domestic investors have a good choice of places and facilities to invest in.	• Analyze the tourist infrastructure in Ukraine and determine what places and facilities need investments. Decide what kinds of investments (foreign or domestic) are better.
4 There are several strategic points in tourism promotion.	• Define the most important strategic points in tourism promotion. Support your answer.

2. Spend a minute writing down all of the different words you associate with the word "tourism". Share your words with your partner(s) and talk about them.

Close Reading

3. Read the text below.

TOURISM TRENDS IN UKRAINE

From *Tourism in Ukraine* by V. Tsybukh, Chairman of the State Tourist Administration of Ukraine, *Welcome to Ukraine*, 1(23)'2003, 25–27.

As the Ukrainian people work to strengthen and develop their independent state, they have taken up a national and cultural revival. Firstly, this revival serves as the effective means of uniting the society. Secondly, it ensures progress toward a more perfect state, and finally, the revival integrates Ukraine into the world's advanced civilization. Also, tourism has proven to be an important factor in the cooperation and improvement of market relations within the industry. Therefore, tourism is directly linked with the intellectual, cultural, and economic potential of Ukraine.

A new tourism-related state body of the executive power of Ukraine was set up in December 2001. The State Tourism Administration of Ukraine (STAU) was designed to promote and realize state policies in the sphere of tourism. Such an organization initiates new ways of dealing with the issues of developing tourism in Ukraine at a state government level, as well as solving problems comprehensively. It would be wrong to say that full-scale development of tourism in Ukraine began after the STAU was founded, but analysing the achievements of its first fourteen months, one can declare with confidence, the considerable changes both in tourism and recreational spheres.

One of the prominent aims was to create a favourable tax and normative climate for the development of infrastructure. In this respect, Ukraine has also managed to take several important steps. For example, the State Tourism Administration of Ukraine worked with public organizations to initiate or abolish the hotel tax. These groups have lobbied this issue for quite some time, and now submitted it for consideration by the Verkhovna Rada. The traditionally high Ukrainian hotel tax is detrimental to the country's hotel industry, and makes the industry incompetent in the presence of global players. As long as the tax exists, it hinders the investment processes in the hotel business.

Naturally, one of the most important problems facing a newly created Ministry of Tourism was to map out the ten-year strategy outlined by the State Programme of Tourism Development for 2002–2010. The Cabinet of Ministers adopted it on April 29, 2002. The main strategic goal was the creation of a national tourism industry capable of producing a competitive tourism product. After independence, Ukraine inherited the powerful Soviet system of sustaining tourism and health treatment. The inheritance included more than 4,500 hotels, tourist complexes, and health resorts. As a Soviet Republic, Ukraine was a major centre for preventative and therapeutic treatments, tourism, and children's recreation. Still, the new demands of the market call for a 90 % overhaul of the infrastructure. It will take considerable investments for reconstruction.

Ukraine receives a growing number of foreign tourists, and it is important to create the conditions necessary for attracting large investments, which would contribute to the development of the tourist sphere. Annually, a number of attractive projects that can be invested in by all those who would like to make some money on the tourist potential are offered. Among the particularly attractive projects is the *Zolota Pidkova Ukrayiny* (Golden Horseshoe of Ukraine) tourist route that takes tourists to ancient castles. Investments would help build hotels, cafes, and country houses along this route. Another attractive project is to revamp a hotel in the vicinity of the chateau in Pidhirtsi, Hetmansky Zayizd, the oldest among the hotels of Ukraine, which dates from the 18th century, and turn it into a three-star European-style hotel. Another interesting project would be a reconstruction of the castle in Slouchy turning it into a restaurant.

As to the foreign investments, a joint Ukrainian-Polish project called, "The Tourist Potential of Western Ukraine" was launched in mid-2002. The Polish-American-Ukrainian Cooperation Initiative Foundation financially supported it. Three research centres worked out the project: the Warsaw Institute of Tourism, the Ivan Franko Lviv National University, and the Kyiv Tourism, Economics and Law University. The local

authorities in Lviv, Ivano-Frankivsk, and Trans-Carpathian Regions continue to be actively engaged in this project.

To popularize Ukraine as a tourist country, STAU managed to establish a full-fledged cooperation with a number of leading newspapers and magazines, which began regularly publishing articles about the problems and potential of Ukrainian tourism. Some of the notable publications — a regular column about tourism in the newspaper *The Day* and the publication of *Ukraine Incognita*, a book that shines a light on lesser known parts of Ukraine and non-prominent events in its history. Finally, the cooperation between STAU and the Ministry of Foreign Affairs helps promote and disseminate information about the tourism industry.

Recently, the market for tourism has been actively expanding. The number of companies in the industry has grown greatly, and now it is in excess of 5,000 such companies in Ukraine. If the country proceeds, solely from these figures, it can be concluded that the Ukrainian tourism industry may be fully formed. However, the main problem lies with the tourism services currently offered. Constructing these services involves several things: an efficiently coordinated, tourism-friendly transportation system; a multitude of cafes and restaurants; effective maintenance and sanitation of beaches and parks; restoration of historical landmarks and monuments; functioning museums; and prolific souvenir production. Also, there should be new, additional services for tourists, such as yacht clubs, golf courses, aqua-parks, and entertainment centres. So far, the Ukrainian national tourism industry has occupied an insignificant place in a rather developed market of tourism services, and it may hardly contest with the offers of competitor-states that often have better quality sometimes at a lower price. Thus, the demand for Ukraine's tourism-related goods and services, and the place Ukraine occupies in the world tourism market has not been satisfactory.

However, Ukrainian tourism has persisted spontaneously, without comprehensive support from the state. The tourism industry's very foundation, consisting of recreation complexes and accommodations (hotels, resorts, etc.), has been apart from any kind of executive power in charge of tourism. The current law on tourism does not offer a legal foundation for the activity aimed at providing services in accommodating tourists. This encourages the emergence of a powerful "shadow" market of hotel services, which, in turn, damages law-abiding hotels economically.

Another important growth in the tourism industry includes strengthening cooperation with the Ministry of Culture and the Arts with local authorities whose goal is effective utilization, maintenance, and preservation of cultural and historical landmarks and monuments. Castles and fortresses are part of the Ukrainian cultural heritage, and their protection should be made a national priority. Unfortunately, Ukraine's castles and palaces are in poor condition. Many are abandoned because of insufficient financing. Often, these historical landmarks are subject to privatization, which has its opponents and advocates.

Ukrainians are still undecided as to what is better: leave these landmarks in the public domain, restore them gradually, and live with the losses; or allow wealthy people to ac-

quire them. These people will carry out the restoration works quickly, but will use the landmarks for their own purposes. Even so, the government does not seem overly concerned that they are being quickly destroyed by the ravages of time. A number of measures have already been adopted on the regional level. Of course, this is not enough, especially considering the great cultural need to explore these architectural masterpieces. Last year alone, more than 100,000 tourists visited the newly restored Uzhhorod Castle.

However, legislative changes are needed to make these efforts systematic and adequate. A law should be passed to help regulate and accelerate budgetary allocations for the restoration of Ukraine's architectural monuments. Lists of architectural sites under state protection must be updated. This question was discussed at the press conference held in conjunction with the launch of the Year of Castles and Palaces which took place in the Golden Hall of Pototski Palace in Lviv in 2008.

In conclusion, Ukraine should carefully analyze the prospects of developing the tourist industry in Ukraine. It would have a powerful impact. Tourism has the potential to save and develop cultural potential. Tourism could provide a conducive and harmonious setting between different countries and people. Finally, tourism can encourage governments, public organisations, and business corporations to actively participate in saving businesses and making the environment better.

Comprehension Check

4. Answer the following questions based on the text.
 1. Why has Ukrainian tourism proved to be an important factor in the cooperation and improvement of market relations within the industry?
 2. What was the State Tourism Administration of Ukraine (STAU) designed for? Discuss its primary and secondary aims.
 3. Talk about the role of STAU and the Ukrainian National Tourism Organization in promoting the tourism industry.
 4. What are the reasons for Ukraine's tourism services being seen as insignificant in the developed world?
 5. What are the advantages for Ukrainian tourism if the joint Ukrainian-Polish project produces positive results?
 6. What projects does Ukraine wish to find investment for?
 7. In what condition are Ukraine's castles and palaces? How are they being treated?
 8. In what way do you think Ukraine's Ministry of Culture and Arts can contribute to the effective utilization and preservation of cultural and historical landmarks?
 9. Define the main problems the Ukrainian tourism industry faces.
 10. What has been done to popularize Ukraine as a tourist destination country?
5. Read carefully the following statements and questions and decide which option suits them best.

- 1 One of the prominent aims of the STAU is
 - a. to improve the quality of recreational services
 - b. to get the allocations for the tourism to become more qualitative
 - c. to create a favourable tax and normative climate for the development of infrastructure
 - d. to start cooperation with a number of foreign organizations

- 2 Recently the market for tourism
 - a. has been facing new difficulties
 - b. has been getting worse in quality in comparison with the world tourism market
 - c. has been looking for more investments
 - d. has been actively expanding

- 3 The main goal of the State Programme of Tourism Development for 2002–2010 was
 - a. to create a powerful national tourism industry
 - b. to improve Ukraine’s tourism services jointly with the foreign partners
 - c. to make tourism industry in the country attractive to the world
 - d. to invite a greater number of investments

- 4 Castles and fortresses as part of the Ukrainian cultural heritage should
 - a. be given to privatization
 - b. be taken under the state protection
 - c. be restored gradually
 - d. be sold to the foreign businessmen or organizations to be used for their own purposes

6. Find in the text phrases and sentences that say
 - a....Tourism is directly linked with the intellectual, cultural, and economic potential of Ukraine
 - b....The main strategic goal is the creation of a national tourism industry capable of producing a competitive tourism product
 - c....Also, there should be new, additional services for tourists
 - d....This encourages the emergence of a powerful “shadow” market of hotel services
 - e....A number of measures have already been adopted on the regional level

7. Read the information below and discuss what the government of Ukraine is doing. Add more to the list. Arrange them in order of importance based on your own judgement. Be prepared to explain your opinion, using specific reasons and examples.

In Ukraine, the government is working on developing more Ukrainian tourism services, which would help Ukraine compete in the global market.

Suggested plan:

- an efficiently coordinated, tourism-friendly transportation system
- a multitude of cafes and restaurants
- effective maintenance and sanitation of beaches and parks
- restoration of historical landmarks and monuments
- functioning museums
- prolific souvenir production
- other _____

8. Read the additional information about castles of Ukraine and fill in the gaps with the appropriate words.

fortress, jewels, embellishment, prison, craftsmanship, robust, decorative, monarchy, nobles, insight into, elaborate, adornments

Generally speaking the castles in Ukraine have a more _____ appearance, since their primary purpose was one of defense. They may have doubled as a _____ during the course of their history and they are usually situated on a hill of some sort. Over time, however, more _____ and _____ additions have been made to some of these _____ and this has given them a legacy worth taking note of. Many have been turned into museums that now give the public _____ a bygone era in a most imaginative and creative way. The palaces in Ukraine are mainly royal residences which, while providing adequate protection for the _____, have also been designed to ensure that those who live here do so in comfort and luxury. Architectural _____ may be lavish and expensive and it isn't uncommon to find gold-plated arches, gold-tinted artwork and solid gold furniture and utensils decorated with _____ in these dwellings. These expensive _____ also tend to reflect the masterful _____ that was popular during a given era of Ukraine's history. They not only make a journey through such an establishment enchanting, but also provide insight into the way that these _____ lived in days gone by.

Listening

9. Listen to the text ***Green Tourism in Ukraine***.

Say whether the following statements are **True** or **False**. Provide the arguments and cite the text to back up your choice.

1. The green tourism infrastructure is best developed in eastern Ukraine.
2. The western part of Ukraine is rich in history and in ethnographic variety.
3. In *svitlytsya* you can see icons decorated with *rushnyky*, the beams of the low ceiling, and wooden walls with bags of fragrant herbs hanging here and there.

4. The interior of the house is a faithful reconstruction of a typical Ukrainian fortress.
5. *Samohonka* is a sort of a health-improving infusion since it has been infused with berries.
6. There are many other curious things to be seen, which, in fact, is a sort of a museum of the Ukrainian rural everyday life in the times of old.
7. The central and eastern parts of Ukraine do not seem to care much for green tourism.
8. Rural areas still lack many of the features typical of the urban areas.
9. The absence of many of these features or their low development has resulted in a much better preservation of nature.
10. The less "civilized" the villages are, the less tourists want to go there.

10. Choose the best option to answer a question or to complete a sentence.

1. Green tourism in Ukraine began in :
 - a. Eastern Ukraine
 - b. Southern Ukraine
 - c. Western Ukraine
 - d. Northern Ukraine
2. When you enter the *svitlytsya*, you will be invited...
 - a. to watch TV
 - b. to sit down at the table
 - c. to smoke
 - d. to wash dishes
3. In *svitlytsya* you can see wooden benches covered with...
 - a. table-cloth
 - b. *rushnyky*
 - c. home-made cloth
 - d. carpets
4. Traditional Ukrainian dishes are...
 - a. cooked in the oven
 - b. cooked on the open fire
 - c. cooked on the stove
 - d. not cooked
5. If you feel like a drink of alcohol, you can have a glass of...
 - a. beer
 - b. whisky
 - c. vodka
 - d. *samohonka*

6. The Carpathians and the Carpathian region account for about... of green tourism in Ukraine.
- a. 80 %
 - b. 70 %
 - c. 50 %
 - d. 90 %
7. Green tourism provides...
- a. new jobs
 - b. new ecological ideas
 - c. new tourist guides
 - d. new enthusiasts of green tourism
8. Among the things that primarily attract tourists are...
- a. scenic landscapes
 - b. industrial noise
 - c. absence of people
 - d. silence

11. Complete the chart **Green Tourism: A Cultural Aspect** given below to appreciate characteristic features of green tourism industry. Make a mini presentation of specific features of green tourism in Ukraine.

Points for discussion	In Ukraine
Perspective regions for green tourism	
Characteristic features of green tourism	
Activities of green tourism	Horseback riding, fishing, hunting, mountaineering, rafting, hang gliding, rappel, sightseeing
Peculiarities of household	
Advantages of green tourism	

Extension

12. **DISCUSSION:** In pairs/groups, decide which of these topics are most interesting and which are most boring.

Tourism industry / tourist attractions / jobs in tourism industry / cultural tourism / educational tourism / adventure tourism / wine tourism / comical things / history of tourism

Have a chat about the topic you liked. For more conversation, change topics and partners frequently.

13. MEDIA: In pairs/groups, discuss the advantages and disadvantages of using the following media for advertisement in tourism industry:

- Television
- Internet
- Radio
- Sporting events
- Newspapers
- Movies
- Billboard posters
- Leaflets handed out in the street

14. Complete the chart *Tourism Industry: A Cultural Aspect* given below to appreciate characteristic features of tourism industry development.

Suggested points for discussion	Tourism industry in Ukraine
Directions of infrastructure development	
The major domestic/foreign projects	
Strong sides	
Weak sides/difficulties	
Advantageous parts for green tourism	
Characteristic features of green tourism	

15. Conduct a marketing research what countries are the most attractive for your fellow students. Prepare a report about them from tourist point of view according to the suggested plan:

- geographical position (it is attractive for tourists because of sea, mountains and so on)
- climate (seasons attractive for tourists);
- developed kinds of tourism;
- places of interest.

16. Imagine that you are an owner of a local tourist agency and

- a. define its major and additional services,
- b. make up a SWOT-analysis of it using the following information.

SWOT analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project or in a business venture. It involves specifying the objective of the business venture or project and identifying

the internal and external factors that are favorable and unfavorable to achieve that objective. A SWOT analysis must first start with defining a desired end state or objective.

- Strengths: attributes of the person or company that is helpful to achieving the objective(s).
- Weaknesses: attributes of the person or company that is harmful to achieving the objective(s).
- Opportunities: *external* conditions that are helpful to achieving the objective(s).
- Threats: *external* conditions which could do damage to the objective(s).

Strengths	Weaknesses
1 location	1 insufficient personnel qualification
2	2
3	3
4	4
5	5
Opportunities	Threats
1 creation of network	1 strong competitors
2	2
3	3
4	4
5	5

17. Make a poster advertising the delights in Ukraine. Include all the things you want visitors to see. Show your poster to your classmates in the next class. Which poster(s) did you like most and why?

Project Work

18. Choose one topic of the greatest interest to you and discuss it in small groups.

- Name the reasons for green tourism popularity.
- Suggest the ways of green tourism promotion.
- In many European countries green tourism is promoted and sponsored by the government, with households that receive tourists getting all kinds of privileges, tax privileges included. Which of them do you consider to be effective? Explain your answer.

- Are there certain standards that the households which provide green tourist services must meet?
- Does green tourism encourage promotion of environmental protection awareness?

Each group presents a report on the issues discussed. In class, summarize the presentations.

Essay Writing

19. Choose one of the following topics to write an essay. Present your essay in class for questions, comments and further discussion.

- Restoration of castles and palaces as a responsible step forward in the cultural enrichment of the nation.
- The problem of privatization of historical monuments in Ukraine.
- What would you personally do to help your nation preserve culturally important values?
- The role of tourism in increasing understanding between nations.

PART TWO

MIGRATION POLICY

Before You Read

POLITICAL AND GEOGRAPHICAL BACKGROUND

Ukraine, one of 15 republics of the Union of Soviet Socialist Republics (USSR), appeared on the political map as an independent state in 1991 after the USSR collapsed. Opened borders and market reforms transformed the economy and allowed new migration patterns to develop. Some of these changes appeared as a result of significant geopolitical changes, others arose from the traditional migration turnover among Soviet Republics.

Since becoming independent, Ukraine has developed migration policies, created state migration services, and integrated recognized international norms (e.g. freedom of movement and refugee protection) into its national legislation.

At the same time, lack of governmental experience as well as persistent Soviet stereotypes, which view migration solely as a way to provide a labour force, have caused failures and missteps in Ukraine's migration regime.

The immigration of numerous ethnic Ukrainians, representatives of ethnic minorities, and their descendants — along with economic emigration to Russia, Western Europe, and elsewhere — also poses challenges for the government. Another problem is the trafficking of Ukrainian women into sexual slavery.

Ukraine, which borders on three new European Union (EU) Member States, is also struggling to control the flow of migrants from Asia and Africa who transit through the country on their way to the EU. Recognizing Ukraine's geopolitical importance, the EU provides Ukraine with significant technical and financial support for Ukraine's border enforcement controls. It also helps train immigration professionals and promotes international cooperation.

1. When you see or hear the word 'immigrant', what do you think about? Write down words or ideas as they come into your mind. Spend one minute writing down the words and then share them with your partner(s) and talk about them. Together, put the words into different categories.
2. In your opinion, is immigration good or bad — socially, economically, etc.?
3. Do you know anyone who lives in immigration? If yes, how does / did that person describe his / her life experience as an immigrant?
4. In pairs or groups, decide which of these topics or words from the article are most fascinating and which are most boring:

migration / politics / legislation / statistics / population / diaspora / human trafficking / refugees / repatriation

Have a chat about the topics you liked. Change topics and partners often.

5. Complete the chart below and speak about migration in Ukraine.

Migration	In Ukraine
sources of immigration	— repatriation, ...
types of migration	— labour migration, ...
unresolved problems	— practical support for repatriation (except for the deported earlier Crimean Tatars, who came back to the Crimea) has not been provided, — the country has not made it easier for Ukrainians working abroad to remit money, — weak rights of Ukrainian workers abroad, ...

6. Study the **Glossary** below before reading the article. Do they denote different things? Make up sentences with them to illustrate migration in your country.

diaspora — people who come from a particular nation, or whose ancestors came from it, but who now live in many different parts of the world

- trafficking** — illegal trade in something
- migration** — the movement of large numbers of people, birds or animals from one place to another
- immigration** — the movement of non-native people into a country in order to settle there
- emigration** — the process of leaving one place or country, especially one's native country, in order to settle in another
- transit** — the act of going through a place on the way to somewhere else
- deportation** — the act of forcing somebody to leave a country, usually because they have broken the law or because they have no legal right to be there
- repatriation** — sending or bringing somebody back to their own country
- population outflow / inflow** — a large amount of people moving from one place to another or into a place

Close Reading

7. Read the article below.

UKRAINE: MIGRATION POLICY

From an adapted article *Caught Between East and West, Ukraine Struggles with Its Migration Policy* by Olena Malynovska, *Migration Information Service*, January 2006

Historical Background

Since time immemorial, people have moved across continents for a number of reasons in search of better life. Over 10 percent of the population of Western Ukraine, then part of the Austro-Hungarian Empire, immigrated to the United States, Canada, and Latin American countries between the end of the 19th and the beginning of 20th century. In the interwar period, when the western Ukrainian territories belonged to Poland and Romania, emigration continued apace.

Economic emigration was complemented by two waves of political emigration to the West. The first was caused by the defeat of the 1917–1920 national revolution while the second was the result of the Soviet administration's oppression of the resistance movement by the Ukrainian Insurgent Army during World War II and afterwards.

These migrations caused a large Ukrainian diaspora to form in the Western hemisphere. Today, the largest Ukrainian diasporas live in the US, Canada and Brazil.

Emigration from eastern Ukraine, which belonged to the Russian empire, was also strong. At the beginning of the 20th century, the czarist government transferred Ukrainian peasants to Kazakhstan and the Russian Far East, providing them with land plots in order to settle remote territories.

During Stalin's reign, force was increasingly used to resettle Ukrainians. At the time of collectivization farming households were "dekulakized" (a process whereby

purportedly wealthy peasants or *kulaks* were oppressed by Stalin for having capitalist tendencies) and forcibly deported.

Representatives of national minorities in Ukraine were oppressed along with ethnic Ukrainians. In the 1930s and 1940s, ethnic Germans and Crimean Tatars, as well as Poles, Bulgarians, Armenians, and Greeks were deported.

In addition to deportations, the regime actively used supposedly “voluntary” migration tactics, including the mobilization of youth for new building projects, centralized reallocation of new university graduates, and army service. In the Soviet era, the number of ethnic Ukrainians who lived within the USSR but outside of Ukraine grew consistently.

The population outflow from Ukraine, however, was accompanied by an even larger inflow from other parts of the USSR. During the Soviet era, Ukraine always had more immigration than emigration. However, as young people moved to Siberia and the far north of the USSR to work, mostly pensioners returned.

Migration also affected the ethnic composition of the population. Ethnic Ukrainians made up the largest proportion of those leaving, while the incoming population was to a large extent represented by other ethnicities, in most cases ethnic Russians.

Immigration during the Era of Ukrainian Independence

The collapse of the USSR and the first years of Ukrainian independence are associated with large-scale immigration into Ukraine.

According to the State Committee of Ukraine for Statistics, which registers incoming/outgoing permanent residents, over one million individuals immigrated to Ukraine between the beginning of 1991 and the end of 1992. Most of them moved from the former Soviet Union (FSU), and many came from Central European countries (these were mostly military personnel of the Soviet army divisions and their family members).

Immigration is now regulated by the “Law on Immigration” (2001), which foresees quotas and a preference system. Quotas are defined by the national government on an annual basis. Preferences are given to those with historical roots in Ukraine and highly qualified professionals.

Repatriation

The majority of immigrants who arrived in the years immediately after independence were repatriated ethnic Ukrainians from Siberia, the Russian Far East, and Kazakhstan, as well as people of other ethnicities who had historically lived in Ukraine. Migration policy during the Soviet era had created substantial ethnic Ukrainian populations outside Ukraine. Additionally, ethnic Ukrainians who had been forcibly deported to other parts of the Soviet Union as well as representatives of ethnic minorities deported by the Soviet regime (Crimean Tatars, Armenians, Bulgarians, Germans, and Greeks) started returning.

The “Law on Citizenship” (1991) actively promoted repatriation of individuals with historic roots in Ukraine. It guaranteed citizenship to the emigrants from Ukraine and their descendants (not just ethnic Ukrainians).

Refugees

In the early 1990s, armed conflicts and ethnic tension in some post-Soviet states became another important source of immigration to Ukraine. A randomly conducted survey by the State Committee for Statistics revealed that 12 percent of immigrants from the FSU residing in Ukraine were prompted to move as result of ethnic tension in their native countries.

The 2001 census shows that compared to 1989, there was an increase in the number of people from countries of the Commonwealth of Independent States (CIS) that are involved in war, mostly from Azerbaijan, Georgia and Armenia.

In December 1993, the Ukrainian parliament passed the "Law on Refugees," which reflected the spirit and principles of the 1951 Geneva Convention. In order to implement this regulation, a national migration service was created in 1994, and a procedure for considering asylum seekers' applications was initiated.

In 2001, a revised version of the Law on Refugees was adopted, which met all international standards. In 2002, this allowed Ukraine to join the 1951 Geneva Refugee Convention and the 1967 Protocol relating to the Status of Refugees.

Emigration in the Era of Independence

The Ukrainian government abolished all exit restrictions in January 1993, and, in February 1994, the "Law on the Order of Exit from Ukraine and Entrance to Ukraine for the Citizens of Ukraine" was adopted. It guaranteed Ukrainian citizens the right to freely depart and return to its territory. Additional guarantees of free movement are provided by the 2003 "Law on Freedom of Movement and Free Choice of Residence in Ukraine."

As a result of the liberalization of the emigration regime, the democratization of public life, and the demise of political, religious, and ethnic causes of emigration, the number of people emigrating from Ukraine has decreased by almost five times since the early 1990s.

The decline in emigration can also be attributed to Ukrainian citizens no longer being able to obtain political asylum in the West. Although refugee acceptance programs for Jews from post-Soviet countries still exist in the US and Germany, only a few entry permits are given.

The 2001 census showed that emigration of ethnic Russians to mainly Russia led to the decrease of their share in Ukraine's total population from 22.1 percent to 17.3 percent, while their absolute number decreased by 26.6 percent. Because of the better economic situation in Russia, not only Russians but also ethnic Ukrainians and other ethnic groups have left for the Russian Federation.

Although general emigration is shrinking, the share of those leaving for the West has increased. In the early 1990s, 20 percent of emigrants headed to the West, a number that rose to 33 percent in 2004.

Labour Migration

The newfound openness of borders has created opportunities for Ukrainians to improve their quality of life through labour migration. The adoption of the "Law on Exit and Entry (1994), along with the "Law on Employment of the Population" safeguarded the right of Ukrainian citizens to move and work abroad.

In the 1990s, the petty trade of so-called “shuttle” traders became the most widespread form of labour migration. These people purchase small quantities of consumer goods abroad (predominantly in Poland, Hungary, Turkey, and even China) and then sell them back in Ukraine. In the years of economic crisis in the mid 1990s, such trade helped many unemployed Ukrainian citizens survive. Shuttling became a source of capital that many shuttle traders later invested in small businesses. Experience gained during such trips abroad as well as new cross-border business contacts helped many Ukrainians enter the international labour market.

In the context of low salaries and unemployment within Ukraine, labour migration became a mass phenomenon at the end of the 1990s. Although estimates vary, approximately two to three million Ukrainian citizens are currently working abroad, most of them illegally, in construction, service, housekeeping, and agriculture industries.

Ukrainian embassies report that Ukrainian citizens are mostly working in Poland, Italy, the Czech Republic, Portugal, Spain, Turkey and the US. The largest number of Ukrainian workers abroad are in the Russian Federation.

Since so many Ukrainian emigrants have no legal status in the countries where they live and work, the Ukrainian government has been trying to make it easier for them to migrate legally. In the 1990s, the government had already signed temporary employment agreements with the Russian Federation, Belarus, Moldova, Armenia, Latvia, Lithuania, Poland, the Czech Republic (no longer valid), Slovakia, and Vietnam.

In 2003, the Ukrainian Parliament ratified the “Treaty on Temporary Labour Migration” with Portugal, which allows Ukrainians to get placed in jobs offered by Portuguese employers. Ukraine has also initiated negotiations on similar agreements with Italy, Spain, and Greece.

In addition, Ukraine has repeatedly asked the EU to introduce a simplified visa regime for Ukrainian citizens. To show its openness, since May 2005 Ukraine has unilaterally cancelled short-term entry visas for EU and US citizens. The government has also cancelled them for citizens of Canada, Japan, Switzerland, and the European Economic Area (EEA) countries, which include Norway and Iceland.

Thus far, most of the new EU Member States — including Poland, the Czech Republic, Slovakia, Hungary, Estonia, Latvia, and Lithuania — have responded to Ukraine’s measures by issuing visas for Ukrainians free of charge.

Transit, Illegal Migration, and Human Trafficking

Ukraine’s geopolitical position, the absence of well-regulated borders with the newly independent states of the FSU, and increased border and immigration security within the European Union (EU) have turned Ukraine into a transit country for illegal migrants from Asia and Africa seeking entrance to Western Europe. The majority who are apprehended are citizens of China, India, Pakistan, and Afghanistan.

In order to prevent illegal migration, the government has launched a number of state programs that aim to improve border control and the visa process, as well as internal control. As a result, the number of detainees has started to decrease.

The worst form of illegal migration — human trafficking, in particular of young women — has become an increasing phenomenon in Ukraine. Feminization of unemployment and poverty in the early 1990s caused women migrate. But their increasing numbers created a market for human traffickers, who usually sell them into sexual slavery in Western Europe, the Balkans, and the Near East.

In her 2003 Special Report, Ukraine's independent human rights ombudsman (a constitutionally mandated position that provides unrestricted access to all public officials) stated that over 100,000 Ukrainian women became victims of human trafficking in the 1990s. Only 15 percent of them were aware of what fate awaited them abroad. The remaining 85 percent believed they would be employed as waitresses, dancers, or maids in hotels.

As a response, in 1998, the government amended the country's criminal code to improve prevention of human trafficking. Further legislative reforms reinforced the criminal liability for this offense, making it possible for traffickers to serve prison sentences of up to eight years. In 2000, Ukraine joined the UN Convention against Transnational Organized Crime as well as the supplementing protocols on smuggling and trafficking.

Comprehension Check

8. Find information in the article concerning emigrants from different parts of Ukraine (East and West). What countries did they emigrate to? Find the countries on the map.
9. Work with a dictionary. Explain the difference in meanings of the following verbs. Use them in the situations from the article:

to settle (a territory); to transfer; to transit; to resettle somebody; to deport

10. Make sure you know the following abbreviations: US, USSR, FSU, CIS, EEA, EU, ID, UN. Some of them are explained in the article, for others consult a dictionary. What context are they used in?
11. **IMMIGRATION:** Do many people from other countries arrive in Ukraine to live? Discuss this with your partner(s). Use the items below to guide your discussions:
 - culture
 - language
 - wealth
 - festivals
 - tax
 - housing
 - crime
 - food and restaurants
 - tolerance
 - other _____

12. QUICK DEBATE: Work in two groups. Students A think people should live in their own countries. Students B think migration creates a better and more cosmopolitan world. Change partners often. After your debates, share what you talked about.

13. STUDENT IMMIGRATION SURVEY: Write five GOOD questions about immigration in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you have found out. Change partners often.
- Make mini-presentations to other groups on your findings.

Listening

14. Study the **Glossary** below, then listen to the text ***Loving and Leaving My Homeland***.

The October Revolution (also known as the **Russian Revolution**, **Great October Socialist Revolution**, **Red October** or the **Bolshevik Revolution**) was a political revolution and a part of the Russian Revolution of 1917. It took place in Petrograd on 25 October 1917 Julian calendar (7 November 1917 Gregorian calendar). The October Revolution in Petrograd overthrew the Russian Provisional Government and gave the power to the local soviets dominated by Bolsheviks.

The Holodomor (murder by hunger) was a famine in the Ukrainian SSR from 1932–1933, during which millions of people starved to death as a result of the economic and trade policies instituted by Joseph Stalin.

Joseph Vissarionovich Stalin (18 December 1878–5 March 1953) was the first General Secretary of the Communist Party of the Soviet Union's Central Committee from 1922 until his death in 1953. In the years following Lenin's death in 1924, he rose to become the leader of the Soviet Union.

In history and political science, a **purge** is the removal of people who are considered undesirable by those in power from a government, from another organization, or from society as a whole. Purges can be peaceful or violent; many will end with the imprisonment or exile of those purged, but in some cases they will simply be removed from office. Restoring people who have been purged is known as **rehabilitation**.

World War I was a military conflict that lasted from 1914 to 1918 and involved most of the world's great powers, assembled in two opposing alliances: the Allies (centred around the Triple Entente) and the Central Powers.

World War II or the **Second World War** was a war in a global scale between 1939 and 1945. It was the fighting between two military alliances: the Allied Powers and the Axis Powers.

Borshchahivka is a suburban territory located to the west and south-west of Kyiv, Ukraine. Flats there are the cheapest in Kyiv.

Even a cook can rule the country — a well know Soviet-era adage ascribed to Vladimir Lenin (a Russian revolutionary and communist politician who led the October Revolution of 1917)

Comprehension Check

15. Now that you've read one article and listened to another, say whether the following statements are **True or False** according to the information given. Provide arguments and cite the article to back up your choice.
- The article has it that anyone can rule the country
 - All young Ukrainians want to emigrate
 - Reasons for so many educated Ukrainians living abroad are historical, political and economic
 - There were three waves of political emigration to the West
 - "Voluntary" migration is another phrase for deportation
 - During the Soviet Era Ukrainians emigrated mostly to the West
 - Most Ukrainian women became victims of human trafficking without realizing what was going to happen to them

16. Choose the best option to answer a question or complete a sentence.

1. The synonym to the word “purge” mentioned in the article is:
 - a. extermination
 - b. clearing away
 - c. scourer
 - d. purgative

2. A well-known Soviet maxim had it that “ ____ can rule the country”
 - a. a professional
 - b. a thief
 - c. a cook
 - d. a coward

3. “Exodus” mentioned in the text refers to:
 - a. the departure of the Israelites from Egypt led by Moses
 - b. Ukrainians coming back home
 - c. the second book of the Old Testament
 - d. the mass emigration of Ukrainians

4. The problem young Ukrainians face which was NOT mentioned is:
 - a. buying a flat
 - b. getting a good education
 - c. paying off a bank loan
 - d. inflation of the hryvnia

5. What possible desperate solution was NOT suggested by the author:
 - a. mercenary marriage
 - b. to accept the situation
 - c. to steal
 - d. to move to Kyiv

17. What connotation does the maxim ‘Even a cook can rule the country’ have in the countries of the former Soviet Union? Is it positive or negative? Can it sound offensive to some people? To whom and why?

18. Discussion Topics

STUDENT A’s QUESTIONS (Do not show these to student B)

- a. What is your opinion on immigration?
- b. Why might people want to migrate to Ukraine?
- c. Does Ukraine have a problem with immigration?

d. What strain do immigrants put on a country's infrastructure and public services?

STUDENT B's QUESTIONS (Do not show these to student A)

- a. What's the difference between immigration and emigration?
- b. Would you like to emigrate? If 'yes', where to?
- c. Do you think all countries should always open doors to refugees?
- d. Do you think immigration is a good or bad thing?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- a. What was the most interesting thing you heard?
- b. Was there a question you didn't like?
- c. Was there something you totally disagreed with?
- d. What did you like talking about?

Extension

19. Study the following chart dealing with pros and cons of immigration. Add your own ideas. Think of the arguments to support or oppose them.

For	Against
Immigrants enrich the receiving country's <ul style="list-style-type: none">• economy;• social life;• culture. They fill the least popular jobs.	If population is too large, immigration causes discomfort. Immigration may present a risk of staining racial relations Labour outflow from the native country.

20. Imagine that for some reasons you would have to emigrate. What could these reasons be? What country would you choose to go to? Why? Think of the difficulties you might encounter.

Role Play

21. Work in pairs.

Student A is a visa applicant, **Student B** is a foreign embassy official.

Student A: think of the country you want to go to, the reason for your going there.

Student B: the procedure of getting a visa is very complicated, you ask different questions and check all the information.

Writing

22. ESSAY WRITING: Use one of the following topics to write an essay. Be prepared to present your essay in class for questions, comments and further discussion.

- Has illegal immigration become a global issue? Is it inevitable in the modern world? Or should governments step in and put an end to (illegal) immigration?
- Have you ever been refused a visa? If yes, on what grounds?
- Do you think that fingerprinting of visa applicants is a good idea? Why?

23. MAGAZINE ARTICLE: Write a magazine article about the effects of immigration in Ukraine. Include imaginary interviews with government ministers who support and oppose immigration.

Read what you wrote to your group mates. Which article was best and why?

24. LETTER: Write a letter to the leader of your country. Ask them three questions about immigration. Give them three pieces of advice on what kind of immigration policy your country should have. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

Project Work

25. Make a poster comparing levels of immigration in Ukraine and a country near it. What are the pros and cons? Show your poster to your group mates in the next lesson. Did you all find out similar things?

CHAPTER FOUR

LATEST DEVELOPMENTS IN SOCIAL LIFE

**Nataliya Telegina
Ella Mintsys**

PART ONE

EUROPEAN STANDARDS IN EDUCATION AND SCIENCE

Since independence, Ukraine has been developing ever closer ties with Europe. This European integration has left its imprint on all spheres of Ukrainian society. One of the spheres in which notable changes took place is education. Ukraine's joining in the Bologna Process provided great opportunities for reform. These reforms are related not only to technical issues but involve the mode of teaching and the quality of educational material which produces changes in mentality, opening new prospects for mutual understanding and intercultural communication.

Some important changes in education are highlighted in this part of the chapter.

Before You Read

1. Study the information below to increase the understanding of the text and to be able to do the exercises following it.

Ralph Waldo Ellison (March 1, 1914 — April 16, 1994), an American novelist, literary critic, scholar and writer is best known for his novel *Invisible Man*, which won the National Book Award in 1953.

Benjamin Franklin (January 17, 1706 — April 17, 1790), a famous politician, scientist, musician, statesman, and diplomat, was the Governor of Pennsylvania from 1785 to 1788.

Sara Lawrence-Lightfoot, an American sociologist, has been a professor at the Harvard Graduate School of Education since the 1970s.

Stanislaw Orlikowski (1513–1566) was an outstanding Ukrainian-Polish humanist, orator, publicist, philosopher, historian, and polemist. Among his key philosophic interests were issues related to politics and ethics.

Robert Lee Frost (March 26, 1874 — January 29, 1963) was one of the most popular and respected American poets of his generation, who received four Pulitzer Prizes for Poetry.

Ann Radcliffe (9 July 1764 — 7 February 1823) was an English author and a pioneer of the Gothic novel.

Alexander Pope (21 May 1688 — 30 May 1744) was an 18th-century English poet, best known for his satirical verse and for his translation of Homer.

Alvin Toffler (born October 4, 1928) — an American writer and futurist, known for his works discussing the digital revolution, communication revolution, corporate revolution and technological singularity.

Vasyl Sukhomlynskiy (28 September 1918 — 2 September 1970) — a Ukrainian pedagogue, publicist, poet, writer, author of many books, articles and stories for children.

Leonardo Buscaglia (31 March 1924 — 12 June 1998) — an American author, a professor at the Department of Special Education, University of Southern California.

Gilbert Keith Chesterton (29 May 1874 — 14 June 1936) was an English writer, author of verse, essays, novels, and short stories. Between 1900 and 1936 Chesterton published about one hundred books.

Abigail Adams (22 November 1744 — 28 October 1818) — the wife of John Adams, who was the second President of the United States.

Nelson R. Mandela (born 18 July 1918) — a South African anti-apartheid activist and politician who was the President of South Africa from 1994 to 1999. In 1993 he was awarded the Nobel Peace Prize.

George Washington Carver (January 1864 — 5 January 1943) — an American scientist, botanist, educator, and inventor.

Horace Mann (4 May 1796 — 2 August 1859) — an American education reformer.

Frederick the Great (24 January 1712 — 17 August 1786) — King in Prussia (1740–1786).

William James Durant (5 November 1885 — 7 November 1981) — an American writer, historian, and philosopher, who together with his co-author was awarded the Pulitzer Prize for General Non-Fiction.

William Butler Yeats (13 June 1865 — 28 January 1939) — an Irish poet and one of the foremost figures of the 20th century literature. In 1923 he was awarded the Nobel Prize in Literature.

The Sorbonne — an edifice of the Latin Quarter, in Paris, France, which has been the historical house of the former University of Paris. Nowadays, it houses several higher education and research institutions.

ESIB (the European Students' Union) is the umbrella organisation of 47 national unions of students from 38 countries.

2. Answer the following questions to check your comprehension of the information given above.

(a) Which of the personalities mentioned above were previously familiar to you? Can you supply additional information about them?

(b) Which of those personalities were writers; poets; pedagogues; public figures; philosophers?

(c) Which of the above-mentioned famous people were awarded the Nobel Prize; the Pulitzer Prize?

(d) What do you know about the ESIB and its aim?

(e) What countries are represented in the ESIB?

Close Reading

3. Read **Text 1**.

Education is all a matter of building bridges.
(Ralph Ellison)

In 2005, in an effort to raise the international legitimacy of its higher education system, Ukraine joined in the Bologna Process. By doing so, it committed to an international effort to harmonise higher education that involved redesigning the curricula, shifting to a three-cycle degree structure and submitting to cross-national mechanisms of quality assurance.

When Ukraine embraced the Bologna reforms, the universities entered a period of radical change in the educational process. It involved changes in the design of the curricula, the academic calendar and student grading procedures. One of the outcomes of this change is that academic staff were expected to shift from teacher-oriented to student-centred instruction and to respond to a greater emphasis on research. The national and institutional commitment to comply with the Bologna goals adds complexity to the working lives of faculty and administrators.

After so many years of an exclusive focus on teaching, it is unreasonable to expect academics to quickly embrace research in the same way their colleagues do in the West. But most of higher educational staff members realize the necessity of shifting from teacher-centered to student-centered education. As "it is possible to store the mind with a million facts and still be entirely uneducated" (Alec Bourne). That's why the higher education staff's task nowadays is inspiring thirst for knowledge and readiness to search for it rather than stuffing their students' minds with facts and ready answers. They should be guided by the motto: "Teaching is helping students learn how to tolerate ambiguity, consider possibilities, and ask questions that are unanswerable" (Sara Lawrence Lightfoot).

The main goal of the Bologna Conference was a coordination of demands and criteria for all the European national higher school systems in order to create a common educational and scientific area by 2010. This goal had been formulated in concordance with the Lisbon Convention adopted in 1997 which presupposed the acknowledgement of other countries' diplomas and in concordance with the following Sorbonne Declaration in 1998, oriented at coordination of higher school systems in Europe. A well-known European higher school analyst Guy Hang determined two fundamental principles for the process of European cooperation in higher education. The first one was that all European students must have the right to study at any European university they choose. The second principle said that students should be provided with all the necessary sources and means to acquire proper qualifications. It is important to mention here that the access to the abovementioned Declaration was open not only to the countries of the European Union but also to any country in Europe and in the whole world.

In 2005, Ukraine became a member country in the Bologna Process and started a series of multinational educational reforms intended to create a barrier-free European Higher Education Area (EHEA). The EHEA is to be characterized by "compatibility and comparability" among higher education systems while preserving educational and linguistic diversity. On the one hand, Bologna membership may strengthen Ukraine's standing in Europe, and facilitate goals of European integration. On the other hand, this agreement raises concerns about the consequences for the Ukrainian educational system as it converges with the Bologna model.

The crux of the Bologna Process is a series of reforms designed to make it easier for students to study abroad. Member countries are expected to implement a 3–2–3-cycle of education: a three-year Bachelor's, a 2-year Master's, and a 3-year Doctorate. Syllabi formats are to conform to Bologna guidelines. Diplomas or diploma supplements should be standardized and available in English. A European Credit Transfer and Accumulation System (ECTS) establishes a common grading scale, credits for degree completion, and learning outcome guidelines for all member universities who use the system. These moves towards European education system should be balanced with maintenance of diversity of cultures and languages and the diversity of the higher education systems.

Educational sector, including higher education, is considered to be a strategic importance sphere and the priority significance in the development of society and state of Ukraine. Since 2005 the important steps in realizing the regulations of Bologna Process have been implemented in the higher education system of Ukraine. In 2006 there was created the National Team of Bologna Promoters in Ukraine, in which specialists from the leading universities of Ukraine were included. They organize training seminars in Ukraine in the following basic directions:

- Quality Assurance (QA)
- three cycle system of education;
- Qualifications Framework (system of qualifications) in the European Educational Area.

All-Ukrainian Council of Students, created at the Ministry of Education and Science of Ukraine, became a candidate for the members of the National Union of Students in Europe (ESIB).

The Ministry of Education and Science of Ukraine has taken the following measures directed at the formation and implementation of the National Qualifications Framework: on the governmental level there have been developed and adopted a number of bachelor training programmes where the existing European experience is taken into account. At present, in Ukraine there exist the post-bachelor programme of Master of Science and the so-called "Specialist" programme, which is oriented mostly to practical activity. In the course of discussion of such programs by higher education institutions and employers, the following two variants have been proposed:

- to leave only the Master training programme at the II cycle;
- to elaborate two variants of the Master programme — of academic and professional profiles.

According to the structured doctoral programmes, the mechanisms of implementation of the Doctoral training as the III Bologna cycle are developed:

- a three year standard course of full-time doctoral studies;
- doctoral study programme including both lectures and independent scientific research.

All qualifications of the first cycle give an access to several programmes of the second cycle, and all the following ones give an access to at least one programme of the third cycle practically without any transition (bridge) programmes.

Ukraine was severely hit by the global economic crisis. This has resulted in raising tuition fees and in difficulties with securing research funds from the government and other outside sources. No matter how severe the economic crisis is, the authorities should remember the well-known dictum by Benjamin Franklin "An investment in knowledge pays the best interest."

Comprehension Check

4. Following the pattern of the text above, arrange the sentences in the logical order.
 - a. It is important to mention here that the access to the abovementioned Declaration was open not only to the countries of the European Union but also to any country in Europe and in the whole world.
 - b. Ukraine was severely hit by the global economic crisis. This has resulted in raising tuition fees and in difficulties with securing research funds from the government and other outside sources.
 - c. That's why the higher education staff's task nowadays is inspiring thirst for knowledge and readiness to search for it rather than stuffing their students' minds with facts and ready answers.

- d. A well-known European higher school analyst Guy Hang determined two fundamental principles for the process of European cooperation in higher education.
 - e. At present, in Ukraine there exist the post-bachelor programme of Master of Science and the so called "Specialist" programme, which is oriented mostly to practical activity.
5. Answer the questions on the text.
 1. When did Ukraine join in the Bologna Process?
 2. What is the Bologna Process aimed at?
 3. What is the essence of the Bologna reforms?
 4. How can the Bologna Process implementation influence Ukraine's relations with the countries of the EU?
 5. What emphasis does the Bologna Process expect?
 6. What diversities should be balanced due to Ukraine's embracing the Bologna reforms?
 6. Problems for discussion.
 1. The difficulties Ukraine's education system faces in the process of carrying out the Bologna reforms.
 2. Students' reaction to the changes caused by the Bologna reforms.
 3. The Bologna Process and students' mobility.
 7. Explain what the author of the quotation meant. Elaborate upon its subject.
 1. Education in the broad sense is the constant spiritual enrichment and renewal both of those who are educated and of those who educate. (V. A. Sukhomlinsky)
 2. If a man neglects education, he will not accomplish anything worth praising. (Stanislav Orikhovkiy)
 3. It is the mark of an educated mind to be able to entertain a thought without accepting it. (Aristotle)
 4. Education is the ability to listen to almost anything without losing your temper or your self-confidence. (Robert Frost)
 5. He who opens a school door, closes a prison. (Victor Hugo)
 6. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't. (Anatole France)
 7. A well-informed mind is the best security against the contagion of folly and vice. The vacant mind is ever on the watch for relief, and ready to plunge into error, to escape from the languor of idleness. (Ann Radcliffe)
 8. The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn. (Alvin Toffler)
 9. Change is the end result of all true learning. (Leo Buscaglia)

8. Try to find English equivalents or analogies of the following Ukrainian sayings on education. Choose one of them and illustrate it by examples.

1. Освіта — сила.
2. Учителя і дерево пізнають по плодах.
3. Здобудеш освіту — побачиш більше світу.
4. Мудрий ніхто не родився, а навчився.
5. Не кажи — не вмію, а кажи — навчусь.
6. Шануй учителя краще родителя.
7. Корінь науки гіркий, а плід смачний.
8. Добре того вчить, хто слухає.
9. Учись змолоду — пригодиться під старість.
10. Книга вчить, як на світі жити.

9. The chart below contains questions about the way the Bologna process is developing.

Do research on the implementation of the Bologna process in Ukraine and in EU countries and fill in the columns. Compare the information in both columns and make your comments and conclusions.

Questions	In Ukraine	In EU countries
When did the Bologna process start?		
What should the Bologna process help to facilitate?		
Have tuition fees been raised lately?		
Are student organizations involved in the problems of education reforms? Name them.		
What student organizations participate in the work of the International Student Union?		
Have the educational reforms begun to solve the problems of corruption?		
What degrees can be obtained?		

What is the system of grading and testing like?		
What is more important for students: grades or knowledge?		

Listening

10. Study the information below. Then listen to the text ***World Without Borders***, which highlights some aspects of intercultural communication.

AIESEC — an international student organization that enables young people to explore and develop their leadership potential; the goal is for young people to make a positive impact on society (abbreviation from French — Association Internationale des Étudiants en Sciences Économiques et Commerciales)

Marshall Cavendish — subsidiary of “Times Publishing Group” founded in the UK in 1968 by Norman Marshall and Patrick Cavendish. In Ukraine it is famous for publishing the “Tree of Knowledge” and “Basics of Health” magazines.

“Tree of Knowledge” — a magazine published all over the world since 1975, when it was first released in the UK. In Ukraine it was first published in 2001.

Comprehension Check

11. Choose the right answer.

- 1.** What was the occasion for the press-conference held on September 29 in Kyiv?
 - a.** the international project World Without Borders
 - b.** the release in Ukraine of the Tree of Knowledge scientific and educational magazine
 - c.** the establishment of the international student organization AIESEC
 - d.** the work of the European Commission in Ukraine

- 2.** What did 52 scholars and teachers from 22 countries of the world study in classes held in 2005?
 - a.** law and history
 - b.** history and culture
 - c.** culture and literature
 - d.** law and literature

3. How were guests and journalists entertained after the press-conference?
 - a. a reception and concert
 - b. a culture show and a trip around the city
 - c. a concert
 - d. a reception

4. How many consulates of foreign countries supported the Tree of Knowledge programme?
 - a. 25
 - b. 32
 - c. 22
 - d. 42

5. Embassies of which countries participated in the joint conference?
 - a. Georgia and France
 - b. Poland and Germany
 - c. Poland and Georgia
 - d. Georgia and Moldova

6. What other event did the start of the project coincide with?
 - a. Eurovision song contest
 - b. the release of the Tree of Knowledge magazine
 - c. the conference of AIESEC
 - d. the start of the publishing house Marshall Cavendish Ukraine conference

7. What is the main aim of the project?
 - a. to acquaint Ukrainian students with other cultures
 - b. to solve economic problems
 - c. to make up plans for future cooperation
 - d. to conduct classes

12. Fill in the gaps according to the recording.

1. In addition regular schools, charity organizations,....., and boarding schools for children from..... were visited by project participants.
2. The project was initiated by the international student organization AIESEC and..... scientific and educational programme.
3. Representatives from the European..... met in Ukraine on September 29, 2005. At this time,..... was held; it included the international student organization AIESEC, the publishing house....., and the Georgian and Polish embassies in Ukraine.

4. The start of the project coincided with the Ukrainian..... of the Tree of Knowledge scientific and educational.....
5. The main aim of the project is to..... Ukrainian students with the basics of other cultures through..... contacts.
6. The international project, "World Without.....", was..... in Ukraine.

13. Read sentences **1–8** and decide which of them are **true (T)** and which are **false (F)** according to the recording.

1. 52 scholars and teachers from 22 countries conducted classes about history and culture.
2. Only regular schools and charitable organizations were visited by project participants.
3. The project was also supported by the Ministry of Education and Science of Ukraine.
4. The Tree of Knowledge is a medical magazine.
5. The project was initiated by the international student organization AIESEC, the Tree of Knowledge scientific and educational programme.
6. Representatives from the European Commission met in Ukraine on January 29, 2005.
7. After the press-conference, guests and journalists were entertained at a reception and a concert.
8. Such respect and understanding are vital in developing peaceful solutions to potential international problems.

14. Arrange the titles of the four paragraphs in the logical order:

- a. The main aims of the project.
- b. Various activities conducted within the framework of the project.
- c. The initiators and supporters of the project.
- d. The press-conference on September 29th.

15. Match words 1–10 with words a – j to form collocations:

- | | |
|------------------|-----------------|
| 1. international | a. organization |
| 2. conduct | b. families |
| 3. charity | c. programme |
| 4. boarding | d. project |
| 5. problem | e. school |
| 6. educational | f. classes |
| 7. joint | g. magazine |
| 8. scientific | h. conference |
| 9. face-to-face | i. solutions |
| 10. peaceful | j. contacts |

Extension

- 16.** Agree or disagree on the following statements and explain your answer.
1. Education is the best provision for old age. (Aristotle)
 2. Education is simply the soul of a society as it passes from one generation to another. (Gilbert K. Chesterton)
 3. Education is what survives when what has been learned has been forgotten. (B. F. Skinner)
 4. Learning is not attained by chance; it must be sought for with ardor and diligence. (Abigail Adams)
 5. Education is the most powerful weapon which you can use to change the world. (Nelson Mandela)
 6. Education is the key to unlock the golden door of freedom. (George Washington Carver)
 7. A human being is not attaining his full heights until he is educated. (Horace Mann)
 8. An educated people can be easily governed. (Frederick The Great)
 9. Education is a progressive discovery of our own ignorance. (Will Durant)

Role play

- 17.** Perform the following tasks.
- Your friend and you are to speak at a conference devoted to prospects for the European integration of Ukraine. But you cannot agree on a specific theme for your presentation. Think of a few interesting topics for the presentation, discuss them with your partner. Choose the best one. Explain your choice.
 - You are discussing different ways of assessing students' knowledge with your fellow student. He/she dislikes testing and draws your attention to its weak points. Discover other students' opinions, give your piece of mind and arrange a discussion.
 - Imagine that you are talking to a student from another country about the advantages and disadvantages of the Bologna process in Ukraine. Think of the questions you would like to ask your interlocutor.

Essay Writing

- 18.** Use one of the following topics to write an essay. Present your essay in class.
- Explain how you understand the statement by Alexander Pope "Some people will never learn anything, for this reason, because they understand everything too soon". Give examples.

- Do you agree that “Education is not the filling of a pail, but the lighting of a fire” (William Butler Yeats)? Give your reasons.
- Point out three things you would change in the system of higher education in your country. State your reasons.
- Which system do you favour for measuring students’ progress — final examinations or continuous assessment? Explain your answer.
- What does *World Without Borders* mean to you? Is it worth longing for? Should we aspire to such a world? Explain.

PART TWO

CULTURAL LIFE

The broadening of intercultural ties has caused considerable changes in Ukrainian cultural life, opening it to new ideas and forms. Part 2 will acquaint the reader with new developments within Ukrainian cultural life which were mostly absent before Ukraine started integrating with Europe. Under the influence of European culture, Ukrainian creativity has found new expressions. Some of those endeavours are highlighted in this unit: the work of Ukrainian designers, Viennese Balls, various international festivals, and new TV shows.

Before You Read

1. Study the information below before reading the text that follows.

Hugo Boss AG — a German fashion and lifestyle house based in Metzingen that specializes in high-quality men's and women's wear. It is named after its founder, Hugo Ferdinand Boss (1885–1948).

Kharkiv — the second largest city in Ukraine. It was founded in the middle of 17th century. The area of the city is 30 thousand hectares, the population — 1.5 million people.

Saint Martin's College of Art and Design — a leading British school of design. It was formed in 1989 from the merger of Central School of Art and Design (founded in 1896), and Saint Martin's School of Art (founded in 1854). Central Saint Martin's became a constituent College of the London Institute in 1986.

Ivano-Frankivsk — a city in Western Ukraine. It was founded as Stanisławów in 1662. In 1962, it was renamed to honour the Ukrainian writer Ivan Franko.

"Molodist" — an international film festival which is held annually in Kyiv during the last week of October and accepts student films.

UNICA — Union Internationale du Cinema, an international umbrella for national, non-commercial film making. Among other activities UNICA runs an annual week-long festival, each year in a different country.

“The World of Talents” — an international children’s festival sponsored by the public organization “Zhinka tretyoho tysyacholittya” (“Woman of the Third Millenium”). With proceeds going to charity, it is a contest of art, beauty, and talent held annually in Kyiv.

International Festival of Languages “Ecology of Communication” — the UN General Assembly proclaimed 2008 the International Year of Languages to promote multilingualism and unity in diversity. In Ukraine, the festival took place at locations throughout the country from April 11 to April 20, 2008. Participants in the festival, representing various world cultures introduced their language to the audience and made short performances promoting their traditions.

International Human Rights Festival — a documentary film festival. From October to December, 2009, documentaries highlighting child welfare issues were shown in 100 cities and towns within 24 oblasts (regions) of Ukraine.

The Maria Zankovetska Drama Theatre — a Ukrainian national theatre with a national and international repertoire. The historic building housing this theatre was once the biggest in Europe. The theatre is the oldest in Ukraine, having opened in 1842. In 1944, it was renamed in honour of the renowned Ukrainian actress Maria Zankovetska (1854–1934). Presently, the theatre’s repertoire includes 39 performances, modern and classic. Among them there are Shakespeare’s “Romeo and Juliet” and “Hamlet”; Flaubert’s “Madam Bovary”; Dostoyevsky’s “Idiot” and others. It is a theatre with a high reputation, unique theatrical traditions, a proud emblem of Ukraine’s history and culture.

Ash Wednesday is the first day of Lent in the Western Christian calendar. Celebrated on the Wednesday forty-six days before Easter, it is a moveable fast, falling on a different date each year. Ash Wednesday derives its name from the practice of placing ashes on the foreheads of adherents as a sign of repentance.

Deconstructivism — a style that dismantles complex forms by calling attention to them and then encouraging their free expression. As a school of thought, deconstructivism favours freedom of form over convention.

Close Reading

2. Read **Text 2**.

Thanks to recent democratic reforms in all areas of life, Ukraine has begun to share its cultural treasures with other European countries, actively taking part in various world-famous cultural events: art exhibitions, festivals, and talent contests. Worth mentioning is the work of Ukrainian designers. Having attended Ukrainian Fashion Week in October 2008, representatives from Prêt-a-Porter Paris chose several Ukrainian designers to present their works in Paris at one of the design world’s most famous catwalks,

"Atmospheres". This exhibit by the Ukrainian designers was called "Ukrainian Fashion Games" and served as a turning point for six of the designers: Olga Gromova, Oksana Karavanska, Andre Tan, Tetiana Zemskova, Olena Vorozhbyt and Olena Daz. In September 2009, at the conclusion of Paris Fashion Week, they were invited to show their collections at the international exhibition, Prêt-à-Porter "Heart of Fashion".

Out of these six designers the most renowned is Andre Tan, whose trademark line "andre TAN" appeared on the Ukrainian market in 2000. The major feature of Andre Tan's work is deconstruction, the wrecking of universally recognized structures with cuts that flatter the woman's body. Andre's biography is one of few stories where the brand and designer blossom together. At the age of 11 Andre began attending pattern and sewing courses. Later he entered Kharkiv Textile Technical School. He did not have any money to produce his first collection of clothes so he made a deal with models whom he knew: they gave him money for the fabric and in return they were allowed to take any dress they liked. Upon graduating from Technical School, Andre entered Kyiv University of Technology and Design. During his studies he managed to work as a stylist on TV, open his own design studio in Kyiv, and create a collection for Ruslana, the Ukrainian singer, for her appearances in "Eurovision 2005". Andre's talent gave him the opportunity to study at the "Hugo Boss" factory in Germany and at St. Martin's College of Art in London. Andre Tan soon became very accomplished and received great recognition for his work, having won the Grand Prix, by the age of 27. Moreover, he was registered in the Ukrainian Book of Records as the youngest and most promising designer in the country. During the show "Fall-Winter 2006–2007", Andre Tan introduced a new direction in fashion — Smart Couture. Smart Couture is intellectual fashion meant to appeal to the modern day woman. Many people of fashion in Ukraine and abroad have chosen Smart Couture as the basis of their personal style.

Aside from the successful development of its fashion industry, Ukraine can boast of an increasing number of international festivals held on its territory. The broadening of intercultural ties has pushed open the geographical borders of many international festivals into Ukrainian host cities and towns. Their aim is to discover new talents in Ukraine and to garner international attention. For example, since 2002, the Blacksmith Festival, featuring the work of creative blacksmith artists the world over, has been held annually in Ivano-Frankivsk. The blacksmiths create their masterpieces in the open air before the eyes of spectators. The festival was launched by Sergij Polubotko, a member of the Ukrainian Union of Blacksmith Artists. In 2009, the Seventh International Blacksmith Festival greeted more than 300 blacksmith artists from 25 countries. The opening of the festival was started by the unveiling of a three-metre-high iron Happiness Tree. The tree holds many whimsical objects within its branches and can be found on a walking path in Ivano-Frankivsk. The sculpture was created as a gift to the citizens of Ivano-Frankivsk to celebrate "City Day". On May 4–6, 2012, Ivano-Frankivsk hosted the Tenth International Blacksmiths' Festival to mark the City's 350th anniversary.

International festivals held in Ukraine contribute much to cross-cultural communication. An international children's festival "The World of Talents" is aimed at gifted children. In 2008 the sixth such festival, held in Kyiv, brought together 400 children from 5 to 17 years of age, from Germany, Greece, Poland, Hungary and other countries. The gala show included performances by the young dancers, singers and actors as well as by young designers.

In 2003 Ukraine debuted in the Eurovision Song Contest and was the winner in 2004 being represented by the famous singer Ruslana. So in 2005 Kyiv was the host of the next Eurovision Song Contest. Besides, in 2006 Ukraine took part in the Junior Eurovision Song Contest for the first time. Its best result came in 2012 when Anastasiya Petryk won the Contest with her song "Nebo" ("The Sky"). Her sister Victoria Petryk came 2nd at the Junior Eurovision Song Contest 2008.

An innovative way of showcasing the work of talented children is the show "Dancing for You", the brainchild of "1+1" television. Famous Ukrainian singers, actors, and athletes took part in it. Prizes were awarded to support the dreams of some of Ukraine's most talented children. For example, in the international music category, the prize went to young musician Roman Gero. Not only was he awarded a silver flute, but he also won the chance to perform in Asti, Italy in February 2010 at the annual Verdi contest. Playing his prize silver flute, he won!

The integration of Ukrainian and European cultures has been accelerated by a number of festivals such as the International Youth Film Festival "Unika", the International Festival of Languages "Ecology of Communication", and the International Film Festival dedicated to human rights "In Fight for More Freedom". Ukrainian singers and dancers have successfully participated in various contests held in Europe. For example, Ruslana, a Ukrainian singer, won the acclaimed Eurovision competition in 2004. This win allowed Ukraine to host the following year's competition. It was the 50th edition of the Eurovision Song Contest, and it was held at the Kyiv Palace of Sports. The slogan for the show was "Awakening", which symbolized Ukraine's unveiling to the rest of Europe.

Since 2001 Europe Days have been held in Ukraine. Ukraine is the only country not being an EU member, where the Day of Europe is marked on the state level. In Europe this day is celebrated on May 9 starting from 1985.

Some traditions of European high life have been adopted by Ukrainian high society. One example is the Vienna Opera Ball, an annual Austrian social event which takes place in the building of the Vienna State Opera on the Thursday preceding Ash Wednesday. The dress code is white tie and tails for men and floor-length gowns for women. From 2001 to 2004 the Austrian Embassy organized splendid diplomatic receptions on the National Day of Austria. Understandably, dances are not the main part of the program. This stately event has been graced by the presence of diplomats and politicians, who convened in a relaxed atmosphere to discuss issues of mutual concern. The Viennese Ball was held in Ukraine for the first time in 2005 under the initiative of the Austrian Embassy in Ukraine. This event, held at the Kyiv Opera, was attended by 1500 prominent guests: politicians, diplomats, businessmen and artists. The ball, which ended early

in the morning, was held in the style of the Vienna Opera Ball and became an annual event in Kyiv.

In 2005 a Viennese Ball was also held in Lviv to honour Austria Day. The ball took place in the Maria Zankovetska National Academic Theatre and was attended by more than 500 politicians, businessmen, diplomats, and cultural representatives from Ukraine, Poland, Austria, Russia, France, Canada and Italy.

Strengthening intercultural communication fosters changes in people's consciousness, their interests, and priorities. It also influences the popular culture. Ukrainian popular culture is now widely highlighted on TV and in a number of magazines. On May 10, 2005 on "Tonis" television, the show "High Life Chronicles" aired for the first time. Its hostess, Kateryna Osadcha, in a strange hat and glittering cocktail dress, got into the car and drove to Lucciano Pavarotti's concert at the "Palace of Ukraine". VIP visitors of the expensive concert were thrown off guard when approached by the young hostess, who asked them to name their favourite works by maestro Pavarotti and remember the operas they had previously attended. Moreover, the organizers of the concert became indignant when Kateryna Osadcha mentioned the price of the tickets. Here for the first time on Ukrainian TV, viewers witnessed a kind of provocation. The program became immediately popular, and the high life of celebrities has become a subject of discussion on Ukrainian television ever since.

Comprehension Check

3. Answer the following questions on the text.
 1. Where and when were Ukrainian designers invited to showcase their work? Which designers were chosen?
 2. What is the philosophy of Andre Tan's design?
 3. How did his career develop?
 4. Who started the tradition of the festival of blacksmithing in Ivano-Frankivsk and when did it happen?
 5. What is the aim of the International Children's Festival "The World of Talents"?
 6. Which festivals have contributed to Ukraine's integration with European culture?
 7. When are the Vienna Opera Balls held in Austria?
 8. In what form did the Viennese Ball first appear in modern Ukraine? What was it like?
 9. What was the slogan of the European Song Contest 2005 held in Kyiv and what did it symbolize?
 10. Why did the programme "High Life Chronicles" become popular in Ukraine?
4. 10 questions for discussion:
 1. Name the best fashion designers of Ukraine. Do they take part in Paris Fashion Weeks?

2. What new directions/trends in fashion did Ukraine's most famous designers introduce?
 3. What international festivals are held in Ukraine and in EU countries?
 4. Has Ukraine ever hosted "Eurovision Song Contest"? Speak about EU countries' participation in this contest.
 5. How is "Eurovision" perceived in Ukraine? Is it considered to be significant for the singers' careers?
 6. What international contests have been won by performers from Ukraine?
 7. Are Viennese Balls held in Ukraine? Are there any other kinds of balls arranged there? What dress code is accepted for them?
 8. Are there programmes covering celebrity life on European countries' television?
 9. What changes caused by broadening intercultural communication are observed in Ukraine?
5. The following sentences taken from the text extend your knowledge of Ukrainian culture. Translate them into Ukrainian.
1. Ukraine has begun to share its cultural treasures with other European countries, actively taking part in various world-famous cultural events.
 2. Having attended Ukrainian Fashion Week in October 2008, representatives from Prêt-à-Porter Paris chose several Ukrainian designers to present their works in Paris at one of the design world's most famous catwalks, "Atmospheres".
 3. The exhibit by the Ukrainian designers was called "Ukrainian Fashion Games" and served as a turning point for six of the designers.
 4. The major feature of Andre Tan's work is deconstruction, the wrecking of universally recognized structures with cuts that flatter the woman's body.
 5. He didn't have any money to produce his first collection of clothes so he made a deal with models whom he knew: they gave him money for the fabric and in return they were allowed to take any dress they liked.
 6. Smart Couture is intellectual fashion that is meant to appeal to the modern day woman.
 7. The blacksmiths create their masterpieces in the open air before the eyes of spectators.
 8. Some traditions of European high life have been adopted by Ukrainian high society. One example is the Vienna Opera Ball, an annual Austrian social event which takes place in the building of the Vienna State Opera on the Thursday preceding Ash Wednesday.
 9. Ukrainian singers and dancers have successfully participated in various contests held in Europe. Ruslana, a famous Ukrainian singer, won the acclaimed Eurovision competition in 2004.

6. Match the following crosscultural terms to their definitions.

1 Prêt-à-porter	a) type of product made by a particular company, that has a particular name or design
2 Couture	b) the fashion design term for factory-made clothing marketed in a finished condition in standardized sizes (off the rack or "off-the-peg")
3 Brand	c) a standard of what you should wear for a particular situation
4 Dress code	d) the design and production of exclusive custom-fitted fashions, expensive and fashionable clothes or the clothes themselves
5 Fashion	e) a style of clothes, hair, and personal ornaments that is popular at a particular time

7. The charts below present information concerning Ukraine's participation in the Eurovision Contests and in the Junior Eurovision Song Contests. Do the necessary research to fill in the blanks in the charts.

Year	Artist	Song	Final
2003		"Hasta la Vista"	14
2004	Ruslana	"Wild Dances"	1
2005	GreenJolly		19
2006	Tina Karol	"Show Me Your Love"	
2007		"Dancing Lasha Tumbai"	2
2008	Ani Lorak	"Shady Lady"	
2009	Svetlana Loboda		12
2010		"Sweet People"	10
2011	Mika Newton		4
2012	Gaitana	"Be My Guest"	

Year	Artist	Song	Place
2006	Nazar Slyusarchuk		9
2007	Ilona Halytska	«Lesson of Glamour"	

Year	Artist	Song	Place
2008	Viktoria Petryk	"Sailors"	2
2009		"Three Poplars, Three Trumpets"	5
2010	Yulia Gurska		14
2011		"Europe"	11
2012	Anastasiya Petryk	"Sky"	1

Listening

8. Listen to the text ***Eurovision Song Contest*** aimed at developing your intercultural competence.

Comprehension Check

9. Choose the correct answer
1. The Eurovision Song Contest 2005 was held in
 - a. May
 - b. June
 - c. August

 2. The finale took place in the
 - a. Palace of Sports
 - b. Drama Theater
 - c. Opera and Ballet House

 3. A true discovery for many viewers was
 - a. the Ukrainian rap group
 - b. the Polish duo
 - c. the Moldavian group

 4. The winner was Greece's "My Number One", performed by singer Helena Paparizou, who scored
 - a. 230 points
 - b. 150 points
 - c. 192 points

5. Journalists, guests and tourists came to Kyiv either
 - a. to perform in the contest or to enjoy it
 - b. to enjoy the contest or cover it for the various media
 - c. to cover it for the various media or to perform in it

10. Read sentences 1–5. Decide whether each sentence is **true (T)** or **false (F)** according to the recording.

1. More than 1,700 radio, TV, newspaper journalists and literary critics were among the press corps.
2. More than 150 million television viewers watched the show on their TVs.
3. Spain, Great Britain, Germany and France were the founders of the Eurovision Song Contest 2005.
4. Poland was represented in the Eurovision Song Contest 2005 with the song “Czarna dziewczyna”.
5. Chiara, a singer from Malta, won the competition.

11. Arrange the statements in a logical order.

1. Spain, Great Britain, Germany and France didn’t win the contest.
2. Ukraine enhanced its prestige through the Eurovision Song Contest.
3. Poland took the 25th position in the semi-final
4. There were a lot of guests, journalists and tourists at the European Song Contest in Kyiv.
5. The Moldovan group’s performance was amazing.

Extension

Role play

12. Perform the following tasks.

- Try to persuade the mayor of your city/town to help with arranging a ball, the profits from which will be spent on supporting the talents of gifted children.
- Research and report about two Ukrainian popular fashion designers. Remember to mention everything that might be interesting to a student from another country. Role-play an interview with a partner who plays the part of the designer in question.
- Prepare an episode of TV shows “Fashion Verdict” and “Celebrities at Home”. Act them out in class.

Essay Writing & Presentation

- 13.** Use one of the following topics to write an essay. Present your essay in class. Be prepared to answer questions.
- Do you need to see designers' clothes in the flesh to appreciate them? Give your arguments.
 - What international festival would you organize in your city? Explain your choice.
 - Describe the most popular festival in Ukraine / abroad. What makes it notable?
 - How is the life of public figures highlighted on television in Ukraine? Do you think it should be done?
 - Invent ways of discovering new talents.
- 14.** Write an essay or make a presentation that provides directions for preparing a film/song festival. Be sure to include the reason for every action whose purpose is not obvious.

Project Work

- 15.** Form small groups and get ready to discuss the following issues.
- What famous international festivals, contests and fashion shows do you know?
 - What can you say about Ukraine's participation in them?
 - How do they contribute to the development of the national culture?
 - Has Ukraine ever hosted an international song contest, film festival, or fashion show? Describe one of them.
 - What would you choose to organize an international song contest, a film festival, or a fashion show?
 - How do the spectators from Ukraine differ from those in other countries?

Compare your results with other groups and make conclusions.

Research

- 16.** Research the answers to the following questions and write an essay about Ukraine's fashion products:
- a. Is Ukraine famous for any fashion products? Which ones? How are they marketed?
 - b. Which products advertised on TV in Ukraine represent women's/men's fashion?
- 17.** Use your findings to write a newspaper article *International Festivals, Contests and Fashion Shows: A Way to Intercultural Communication*.

CHAPTER FIVE

UKRAINIAN FICTION IN ENGLISH TRANSLATION

**Olga Kulchytska
Yakiv Bystrov**

PART ONE

SHORT STORIES

Handy Tips

Before you proceed with the unit, familiarize yourself with these key elements of fiction. They will help you better understand the stories that follow.

Elements of Fiction

Plot — the framework of a story. It is developed through:

- **exposition** — background information about the characters, previous events and setting; hints at the theme typically found at the beginning of the story
- **setting** — time and place of action
- **conflict** — problems that characters face, often leading to *complications* (plot development); can include conflict with other characters, with society, within oneself, with nature, with the unknown (God, fate and magic forces)
- **climax** — the turning point at which an important change occurs
- **resolution** — conflict unravelling, for the better or for the worse; although a resolution ostensibly answers all questions, typically a reader must discover the answers for himself / herself

Tone and mood — feelings experienced both by the author and by the reader:

- **tone** — author's attitude that creates or conveys a certain feeling
- **mood** — the feeling itself sensed by readers

Theme — the topic and underlying message of the story

Point of view (narration) — perspective from which the story is presented

The author may choose:

- **third-person narration** — the author acts as an unseen, omniscient narrator
- **first-person narration** — one or several characters present the story each from his / her own perspective
- **personalized narration** — the narrator acts as a storyteller, though he/she is not a character of the story

Character — a person in a book, play, film whose appearance, behaviour, actions, thoughts, feelings and emotions, attitude to other characters and things give us an idea of his/her qualities and personality traits.

- **protagonist** — the central character of the story who conveys the author's ideas
- **antagonist** — the central character's opponent

Symbols — images that help convey the story's themes and ideas; can include objects, situations, rituals and traditions, actions, settings, characters, names, etc.

Before You Read

HRYHIR TYUTYUNNYK

Hryhir Tyutyunnyk (1931–1980), a prominent Ukrainian writer, is best known for his short stories marked by unique style and deep psychological insight. Tyutyunnyk wrote a lot about hard life in the Ukrainian village; the central theme of his short stories and novels is kindness and love that stand out particularly vividly against the harsh social background of the time. Tyutyunnyk never openly positioned himself as a dissident but the truth of his writings was never welcome by the official censorship. The pressure put on him was so intolerable that at one point in his life, being only 49 years old, he chose self-destruction.

1. Study the **Glossary** below before reading the short story.

Which of these culture words (realia) are still popular in Ukraine? Compare the typical lifestyle features (including clothes, occupation and social activities) of the first half of the past century to those of today.

- threshing machine** — used to separate grains of wheat, corn, etc. from the rest of the plant
- scytheman** — a person who cuts grain or long grass using
- a scythe** — a tool with a long blade on a long wooden handle
- sheaf** (pl. *sheaves*) — a bunch of wheat, corn, etc. cut and bound together
- rick** — a haystack kept in a field
- halushky** — a special sort of dumplings, a dish of Ukrainian cuisine
(pl., sing. — *halushka*)

togs	— (pl., <i>informal</i>) clothes
bandura	— a popular Ukrainian folk musical instrument

Close Reading

2. Read the short story below. Then answer the questions and do the tasks.

THREE CUCKOO BIRDS WITH SONGS AND KIND REGARDS

by Hryhir Tyutyunnyk

Adapted from the translation by Olexandr Panasyev, *Welcome to Ukraine*, 4(31)'2004

Dedicated to Love Supreme

I stride past the community centre. I am wearing a brand-new but cheap suit (to earn enough money for it I worked nights unloading freight trains in a team with other students like myself). Also, I am carrying a battered suitcase. I walk around the corner and the first thing that comes into view is Karpo Yarkovy's house with even rows of little, young pines in front of it. On the porch of Karpo's house stands Marfa Yarkova who immediately spots me. As I keep walking, she follows me with her eyes. She is standing there without a scarf on her head, her lush hair grey. Her braids used to shine like gold but there is no lustre left in her hair. The hair, I think, seems to die earlier than the person whose head it covers...

I come closer and say, passing in front of the young pines,
"Good day to you, Aunt Marfa."

Marfa's lips move but no sounds reach me. I know her eyes are on me as I walk away into a pine grove. These pines are usually referred to as "the big ones," or as "those that your father once planted."

My mother is overjoyed to see me, she weeps with joy, offering her pale lips for a kiss.

I tell my mother whatever little there is to tell about my student's life, "See, I've bought a new suit!" And then I ask,

"Mother, why does Marfa Yarkova always look at me in such a strange way?"

Mother does not answer; then sighs after a long silence and says, "She loved your father very much. And you look very much like him."

Marfa (she was of a short stature and when she was young people called her *The Little One*) always felt when a letter from my father was about to come. When her heart told her a letter had arrived, she would go to the post office, sit down on the porch, lissom and svelte, wearing an old but neat embroidered shirt and plated skirt, her feet bare. She would sit there, on the post office porch, her hair that showed from under the dark headscarf shining bright yellow. To start her vigil at the post office, she had to sneak

away from her work at the threshing machine, or in the grain field where she followed a scytheman picking up what he mowed and tying it into sheaves, or at the meadows where she helped pile hay into ricks.

She sat there, stripping a daisy of its petals, and murmuring as each petal was torn off, "Yes, there is a letter, no there is not, yes there is..."

When at last the postman, Levko, one-armed, very tall, lean to the point of gauntness, the strap of his tarpaulin mail bag over his shoulder that stuck upwards at a jaunty angle, walked out of the post office door, Marfa would spring up to her feet, rush to him and ask in a low voice, looking up from her low height into the man's eyes, "Uncle Levko, Uncle Levko, is there a letter from Myshko?"

"No, no letters from him," the postman said, blinking and, to avoid Marfa's eyes, looking into the distance above her head of golden hair that stuck out from under the black scarf.

"Uncle Levko, you must be lying, I know for sure there is."

"No, no letters... well, there is. But it's not for you, anyway, it's for Sofia."

"Uncle Levko, Uncle Levko, please, may I just hold it in my hands?"

"No, you may not. Somebody else's letters must not be given to anyone except the addressee. It's just forbidden you know."

"I'm not going to read it, I'll just hold it for a few moments, and I'll give it back to you."

Tears began to well up in Marfa's blue eyes, which are looking up beseechingly at Levko; the eyes, now sparkling with tears, seem to be even bluer than before.

Levko looks around, sees no one, sighs feebly, his weak chest rising and falling slightly, and beckons Marfa to follow him. They walk around the post office, and when they are behind it, he pulls a letter out of his bag and offers it to Marfa.

"All right, here it is. But tell no one that I've let you hold it... or I'll lose my job."

"Oh, Uncle Levko, no, no, no, no, of course I won't tell anyone!" In her earnestness Marfa speaks so fast the separate words become almost indistinguishable. She is overwhelmed with gratitude. "I swear by the Holy Cross!" And she makes a quick sign of the cross over her chest.

She snatches the letter from Levko's hand, copious tears rolling down her cheeks, and presses the letter to her bosom. Then she brings it to her lips and kisses the return address.

"Careful with your tears. Don't let them smudge the ink," Levko mutters, turning away and waiting.

If there is still no one in sight, she holds on to the letter for some more time, keeping it pressed to her bosom, and whispering feverishly, "See, I've done no damage to it... Thank you so much, Uncle Levko, thank you. It's so kind of you... Now, take this, please, and have a drink to his health, please."

She pulls a crumpled one-ruble bill from the bosom of her shirt, and quickly shoves it into Levko's hand.

"If it were not for drinking his health, I'd never take it..." Levko mumbles.

And he shuffles off in the direction of the village, his right shoulder with the strap of the almost empty bag over it, sticking angularly upwards.

Marfa takes off too, running back to her work, back to tying straw sheaves. She's almost flying, light as a bird, and the wind keeps trying and failing to dry her tears.

"Mother, who told you about all this? Uncle Levko?"

"No, he wouldn't dare. I saw a lot myself, and I heard a lot... See, I often followed her when she slipped away from work. I took a slightly different route, through the ravines, but when I got to the post office she'd already be there, sitting on the porch, waiting... She was the first one to guess that there was a message from your father."

"Weren't you mad at her?"

"How can you be angry with someone who is distressed and sorrowing? Woe does not invite anger, only pity."

"But how come she could guess when the letter would be coming and you did not?"

"I don't know, son, why it was like this. Each person's heart feels differently. Her heart let her know, and mine was different... She was much younger than your father. He was thirty three and she was nineteen... A couple of years of life with her Karpo was like a hundred for her... And your father did not seem to get older at all. He looked the same at twenty and at thirty. He was stately! Sun-tanned, his black eyes like coals, burning into you. When he just glanced at you, you felt your heart miss a beat. That is probably why he so rarely raised his eyes to look at people. More often he would put his hand over his brow thinking something over. The last time though when I saw his eyes, it was in the town of Romny where he was taken and where I followed him. And then... That last time his eyes did not burn into me, they were gentle, they only caressed. And they were very sad. He stared at me as though through a haze..."

They, Karpo and Marfa that is, used to come to our place for visits. In fact, almost every night. The three of us — your father, Marfa and I chattered and gossiped and sang keeping our voices down a bit. Your father had a singing baritone, Marfa was in the lead, and I followed her in singing. Her voice was like she herself, tender and thin, it seemed it might snap like a twig at any moment, but she could sing, oh, so well! And that Karpo of hers was good for nothing. He'd just sit there, at the table, staring at the ceiling. Or, he'd blow air through his moustache, to sort of fluff it up. First on one side, then on the other. But I tell you he was one for eating! I'd give him a big plateful of hot *halushky*, thrust a tablespoon into his hand, and tell him, 'Go ahead, help yourself!' And while we sang, he'd dig in with great gusto. He bent his head low over the plate, catching the steam with his moustache as they say, and gobbled up what was in it so fast as though instead of the mouth he were throwing *halushky* over the shoulder. And he huffed and puffed so much that he'd almost blow out the flame of our little oil lamp on the other end of the table. 'Yeah,' he would repeat once in a while, 'I love them *halushky*. Only you should put more potatoes into them.' And what a meaty face he had! His legs were like heavy stumps. And his hair was the colour of old straw. By his side, Marfa looked like a tender quail... She would glance at him, bent low over his *halusky*, slurping, sigh in the middle of a song and turn away, with tears in her eyes... Her eyes were like two blue candles... And all the

time they were on your father. I saw that. And he would just go on singing, with his hand over his brow. Once in a while he would smile at you, lying in your cradle, and rock it gently.

Later, I'd tell him, "Mykhailo, why don't you ever look at her, just give her a glance! Can't you see the way she lights up in your presence?" And all he said was, "Why should I make things worse for her than they are? Isn't she suffering enough?"

When she is telling me all this, my mother's eyes are dry, her voice does not tremble, and I know that these recollections do not rend her heart, do not hurt any longer — they've become petrified.

My father's last letter to my mother

"My dear Sofia, my sweet Sonya,

Yesterday a friend of mine gave me a splinter of a looking-glass, and when I looked into it I could not recognize myself. Not only the hair on my head, but even my eyebrows have gone grey. I even thought it must be hoarfrost — I was out of doors at that moment — but I passed my palm over the hair and discovered it was not the hoarfrost after all.

I won't look at myself in a mirror ever again.

I often dream at night of my carpentering. In my dreams I make window frames, fancy doors, tables, and benches. After I wake up, my hands are itching to do some work, so much that I carve wooden spoons for the boys. But I seem to be all thumbs when I do it. The trees here provide very good timber — palaces could be built with it. But the timber's not dry enough. Besides, here I don't have carpenter instruments like the ones I have at home. Have you sold my instruments yet? If you find yourself in dire straits, don't hesitate, sell them. When I return, we'll earn for new instruments.

Sonya, if you only knew how I want to survive. But it's such a long way home.

You asked me in your letter what they feed us with and what clothes we get for the winter. They give us such good slops that Karpo Yarkovy would put away a dozen platefuls at one sitting, and would ask for another helping! Togs that they give us are all right too, nothing the have-nots from the countryside like us would complain about.

The previous night in my dream I saw the pine I had planted. It must be waist high, or even taller now. And there, in the distance I saw a blue stretch of the river, like a bird's wing. But neither you, nor my son, the apple of my eye, come to me in my night dreams. I see you in my visions when I am awake instead.

The man who sleeps next door to me in our dugout mumbles prayers in his sleep, but he never utters the name of God he is praying to.

Sonya, my dearest,

Do not judge me too harshly. I've never told anyone a lie, and I'll tell the truth now too — everyday I feel Marfa's soul wandering somewhere near me. She's so heartsick. Sonya, do me a favour — go to her place and tell her I've sent her three cuckoo birds with three little songs and kind regards, songs like the ones the puny little *bandura*-player sang at the fairs, remember? But I am not sure though these three birds will be able

to fly all the way from Siberia which is so vast, so impassable, so cold, and reach her. They may be nipped in flight by the fierce cold.

("Siberia which is so vast..." is crossed out thickly in blue ink with an unsure hand, but above the crossed-out words, it is written anew, "Siberia which is so vast...").

Please, go see her, my Sonya, my only one. Maybe she'll call her soul to come back to her, and then I'll have peace, at least for a little while."

I embrace you, and I'll carry my son in his cradle in my heart, as long as I live..."

It was a long time ago, but I keep wondering, Isn't it amazing how close they, Marfa and my father, were to each other in feeling? How do things like this happen?

And also I can't help thinking, Why didn't they get married if there was an invisible but such a strong bond between them?

And the answer comes in a whisper from the tall "Father's pine," rustling in the wind, "If they had married, there would be no you."

Comprehension Check

3. Choose the best option to complete the statements and answer the questions.

NOTE: there are no wrong choices. Though you should provide reasons to back up your choice or cite the text to support your interpretation.

- 1.** The story is about _____.
 - a.** two neighbouring families
 - b.** true love
 - c.** unrequited love
 - d.** life of Ukrainians in the Siberian exile
 - e.** Your interpretation

- 2.** What is the implication of the title of Tyutyunnyk's story?
 - a.** Deep in his heart, Mykhailo loves Marfa and misses her in his exile.
 - b.** It is a folk charm to make a person fall out of love.
 - c.** Cuckoo Bird is a poetic symbol in Ukrainian culture.
 - d.** Mykhailo is a kind man and gives regards to his friends back in Ukraine.
 - e.** Your version.

- 3.** Sofia doesn't seem to be jealous of Marfa because _____.
 - a.** Mykhailo is too far away
 - b.** she is confident of her husband's affection
 - c.** she wants to put her husband's love to test
 - d.** she feels sorry for her unsuccessful rival
 - e.** Your interpretation

4. Why does the postman break the rule and let Marfa hold Mykhailo's letters "for a few moments"?
- The postman is a drunkard tempted by a bribe.
 - He hopes no harm will be done.
 - He feels sorry for Marfa.
 - The postman knows Sofia does not object.
 - Your interpretation.
5. Waiting for the postman, Marfa strips a daisy of its petals. What does the act imply?
- She fumbles with a flower to calm down.
 - A daisy stripped of its petals is a symbol of Marfa's broken heart.
 - It is an allusion to a folk fortune telling ritual — "loves me, loves me not".
 - The daisy is the symbol of purity.
 - Your interpretation.
6. Pines and timber are a significant detail in the story because _____.
- Mykhailo is a carpenter
 - he loves the beauty of nature and likes to work
 - the tall "Father's pines" show how much time has passed since it all happened
 - they help to create the setting of the story
 - Your version
7. Why doesn't the author tell us what happened to Marfa's husband Karpo?
- Karpo is an uninteresting character.
 - This minor character is not important for the plot and theme development.
 - The most likely inference is that nothing actually happened to him.
 - Karpo is such a repulsive personality that the author refuses to develop his personal story.
 - Your interpretation.

Interpreting Characters

4. In his short stories, Hryhir Tyutyunnyk presents vivid images of the characters.

In your opinion, which of the characters of *Three Cuckoo Birds with Songs and Kind Regards* — Mykhailo, Sofia, their son, or Marfa — is the protagonist? Is there any antagonist in this short story?

Fill in the chart below to give a character sketch of Marfa.

Sketching Out the Character

Marfa	The words of the author	Your interpretation
1. appearance (face, eyes, hair, stature/height)	<i>e.g. Eyes Tears begin to well up in Marfa's blue eyes which are looking up beseechingly at Levko; the eyes, now sparkling with tears, seem to be even bluer than before.</i>	<i>Blue eyes are associated with innocence. Marfa cries because she loves Mykhailo against hope. She looks beseechingly at the postman because she is not supposed to take Mykhailo's letters to his wife. But her feelings are pure and she means no harm.</i>
2. social background		
3. occupation		
4. life story		
5. relationships with other characters		
6. feelings and attitudes		
7. philosophy of life		
8. significant details		
9. her speech		

The Author's Voice and Point of View

5. In the text, find the parts presented as first-person narration (three characters present the story each from their own perspective) and third person narration. (See *Handy Tips* at the beginning of this unit).

The beginning and the end of the story is presented by the same narrator (though within the story the narrators change).

1. What do we call such a mode of presentation?
2. Which part of the story is presented by the omniscient narrator? by Sofia?
3. How does Mykhailo's letters fit into the story?

4. Why does the author resort to such a complicated type of narration?
5. Whose voice can you hear through the last words of the short story: "And the answer comes in a whisper from the tall "Father's pine," rustling in the wind, "If they had married, there would be no you.""

Plot

6. Short as it is, Tyutyunnyk's *Three Cuckoo Birds with Songs and Kind Regards* is a piece of narration whose complexity may be compared to that of a novel. Answer the questions and do the tasks below.

1. The chronology of the events in the story is mixed. How can you account for the non-linear chronology of the narration?
2. Produce the schema of the story presenting events in their chronological order, include the events which are missed, just hinted at or inferred from the narration, for instance, Marfa's marriage, Mykhailo's death, etc.
3. What parts of the story correspond to the traditional elements of composition of a literary work — exposition, conflict and complications, crisis and climax, resolution?
4. What elements of composition are skipped in *Three Cuckoo Birds* due to the non-linear organization of events in the text and to the complicated type of narration (see *The Author's Voice and Point of View*)?
5. Are there any flashbacks or foreshadowing?
6. *Three Cuckoo Birds with Songs and Kind Regards* is actually four stories within the main story. Name them (the first one is done for you as an example):
 - a. the life of Mykhailo's son who has grown up without his father
 - b. _____
 - c. _____
 - d. _____
7. Do you find the end of the story predictable? Is it an open-ended story?
8. What types of conflicts are there in this short story? Is there any conflict between Marfa and Sofia? Would you call the conflict between Marfa and Mykhailo insoluble?

7. Reread the passage from Tyutyunnyk's short story "*Marfa (she was a short stature...)... and the wind keeps trying and fails to dry her tears*". Say what is the climax of the passage. Then answer the following questions (see *Handy Tips* at the beginning of this unit):

1. How does the climax stand out against the rest of the narration?
2. How does the author build up to the climax? What precedes the climax?
3. What is the resolution of the conflict and emotional tension in the passage?
4. Does the climax of this passage coincide with the climax of the whole story?
5. What, in your opinion, is the climax of the whole story?

Setting

8. Where and when is the action set? What is the opening scene of the story?

Hryhir Tyutyunnyk is a great master of detail. In *Three Cuckoo Birds with Songs and Kind Regards*, pick out details which create or bring out the setting of the action — objects, buildings, colours, articles of clothes, tools and machines, plants, etc.

How do these details add to _____?

- a. the depiction of the time and place of action
- b. the way we perceive the characters
- c. the framing of the short story

Themes and Mood

9. Name the leading theme(s) of the story? Why, in your opinion, couldn't Tyutyunnyk confine to just one theme?

Cite the text to provide evidence that *Three Cuckoo Birds with Songs and Kind Regards* is _____.

- a love story
- a social drama

Comment on the dedication *To Love Supreme*.

10. What parts of the text (sentences) have distinct lyrical / dramatic / ironic / tragic / optimistic colouring? What, in your opinion, is the prevailing mood in the story?

Interpreting Symbolism of the Short Story

11. Fill in the table and interpret the symbols of the story. Some of them are done for you as examples.

Symbolism of *Three Cuckoo Birds with Songs and Kind Regards*

Passages from "Three Cuckoo Birds..." by Hryhir Tyutyunnyk	The symbol's meaning
1 [...] her lush hair grey. Her braids used to shine like gold but there is no lustre left in her hair.	
2 an embroidered shirt	

3 [...] stripping a daisy of its petals	
4 "I swear by the Holly Cross!" And she makes a quick sign of the cross over her chest.	
5 She snatches the letter from Levko's hand [...] and presses the letter to her bosom. Then she brings it to her lips and kisses the return address.	
6 [...] have a drink to his health [...]	
7 The three of us — your father, Marfa and I [...] sang keeping our voices down a bit. Your father had a singing baritone, Marfa was in the lead, and I followed her in singing. * * * [...] songs like the ones the puny little bandura-player sang at the fairs [...]	
8 And that Karpo of hers was good for nothing. [...] But I tell you he was one for eating! [...] He bent his head low over the plate [...] and gobbled up what was in it so fast as though instead of the mouth he were throwing halushky over the shoulder.	
9 Once in a while he would smile at you, lying in your cradle, and rock it gently. * * * [...] my son, the apple of my eye [...]	
10 [...] Marfa looked like a tender quail	<i>Poetic comparison. Quail is perceived as a harmless and tender creature</i>
11 Her eyes were like two blue candles...	

<p>12 I often dream at night of my carpentering. In my dreams I make window frames, fancy doors, tables, and benches. After I wake up, my hands are itching to do some work, so much so that I carve wooden spoons for the boys.</p>	
<p>13 [...] I've sent her three cuckoo birds with three little songs and kind regards [...]</p>	<p><i>It's a folk spell performed to make someone forget about their love. Sending good wishes ("kind regards") is a code for unwanted love</i></p>
<p>14 [...] I walk away into a pine grove. These pines are usually referred to as "the big ones," or as "those that your father once planted." * * * [...] the tall "Father's pine"</p>	<p><i>Pine tree symbolism includes native home; pines are usually referred to as 'those that your father once planted'</i></p>

Listening

12. Listen to the short story **Lasochka** by Hryhir Tyutyunnyk.

Comprehension Check

13. Answer the questions below and check your understanding of the author's message.

1. The word "lasochka" in Ukrainian is a diminutive from "laska" — "a weasel", and the term of endearment.

What is the implication of the title of the story? How does it help to understand the theme of the story? Does it reveal the author's attitude to his character, Arsen? How does it tune the reader into the mood of the story?

2. Consider the author's metaphors:
 - the sun began to paint the eastern sky red
 - the boat bristled with fishing rods
 - the forest was filled with morning mist, pierced here and there by the golden rays of the rising sun

- winter froze the river, put rime on the branches of the trees, and dropped snow on the ground
 - the howling of the wind and the wolves
3. Being quite simple, the story looks as if it's written for small children. If so, would it be better to say, for instance, *Arsen had a lot of fishing rods in his boat, or the river got frozen in winter, or the wind blew and the wolves howled?*

What is the difference between the author's metaphorical expressions and the matter-of-fact ones (written in italics)?

4. Do the second listening, pay attention to the description of the fox, its behaviour, and its relations with Arsen.
In this respect, what can you say about Arsen's philosophy of life? What's the author's attitude to wild life and nature?
5. When we first meet Lasochka, she is still a fox cub; at the end of the short story she brings along her own cub "to introduce" it to Arsen.
How do the images of baby animals contribute to the theme and the mood of Tyutyunnyk's short story?
6. From the point of view of their composition, *Three Cuckoo Birds with Songs and Kind Regards* and *Lasochka* are two opposites — the composition of the former is rather complex and the latter looks too simplistic. Do these short stories have anything in common — themes, ideas, characters, etc.?

Extension

Writing

14. Much has been written about true love.
Name some world authors who wrote about great love and big hearts.
Write a short essay about one of the authors and his/her work. You might want to cover the following items:
- a. the author; the culture and historical period he/she belongs to
 - b. his/her major work(s)
 - c. the plot of a book/story/poem
 - d. the main themes and characters

- e. the author's point
- f. your comment

Present your essay in class for questions, comments and further discussion.

Project Work

15. Work in small groups.

Choose a classical and a modern author writing about the power of love and make comparative analysis of their works. Your task is to find out if the notion of true love has changed with time.

Make a presentation of the results of your study. Consider presenting citations, illustrations, portraits of those by whom the authors were inspired, pictures of the artefacts of the time, etc.

Discussion

16. In class, summarize the presentations. Try and answer the following questions:

1. What are the most typical conflicts in the stories you've read or listened to?
2. How many of the stories have a happy end?
3. Do the characters have to sacrifice anything for their love?
4. Are love stories still important/interesting in the modern high-tech world?

PART TWO

POSTMODERNIST FICTION

Before You Read

YURI ANDRUKHOVYCH

Yuri Andrukhovych was born in 1960 in the city of Stanislav, now called Ivano-Frankivsk, Ukraine. He is considered to be one of the best contemporary Ukrainian authors. Andrukhovych writes prose, poetry, plays, and essays, and translates literary works; he is the patriarch of Bu-Ba-Bu literary group and a founder of the Association of Ukrainian Authors. In 2001, he received the Herder Prize and the Antonovych Prize in literature. His works have been translated into Belarusian, Bulgarian, English, Finnish, French, German, Hungarian, Italian, Polish, Russian, and Serbian.

Yuri Andrukhovych's works cause argument and debates both within professional literary circles and in the public at large. Opinions of him are often polar. Some claim him a "living classic" while others have dubbed him a "postmodern troublemaker".

In *Perverzion* (1996), his third novel, Yuri Andrukhovych breaks out of the traditional circle of Ukrainian themes. The book presents an amalgam of grotesquery, irony, parody, mysticism, erotica, and verbal play — all this against the background of a spy story set in the wondrous city of Venice. *Perverzion* met with great acclaim among Ukrainian readers; later it was translated into English, Polish, Russian, Serbian, and Finnish where it found new audiences of receptive readers.

Close Reading

1. Read the following paragraph and then **Excerpt 1** from *Perverzion* by Yuri Andrukhovych. Then answer the questions.

The main character of *Perverzion* is Stanislav Perfetsky, a Ukrainian poet and an outstanding figure of the Ukrainian literary underground. We first met him in Munich, Germany, on Ash Wednesday, the first day following the end of carnival season. Seeking entertainment, Perfetsky finds himself in a strange apartment where an unusual musical interlude is unfolding.

Excerpt 1.

Translated by Martha Kuchar

So we finally end up in a smoke-filled apartment packed with folks and incense of various equatorial flavors and illuminated by green and red lamps, where everyone without exception is singing...

It took me a while to figure out what sort of apartment this was. My lungs choked on the sweet smoke, I felt as if I were made of wax, the singing emanated from everywhere, from every room; all these people were still in yesterday's carnival clothes, as if they'd rummaged through the trash for them; my bronze temptress dissolved into a crowd of women: mulattoes, Arabs, Turks, Chinese, Indians; everyone was decorating the apartment with live green sprigs, bits of fabric in hot colors, and countless little holy pictures, which I didn't manage to get a good look at...

Seated in every room on rugs, on couches, and right on the floor was a horde of costumed throwbacks, the carnival revelers, all of them singing, singing nonstop, from the minute I walked into the place, singing without end, in broken German, something like psalms or hymns, their grammatical dissonance audible even to my ear, although the melody itself was rather lovely, a wildly lovely melody, inventive, a mixture of Celtic and Coptic with a little Brazilian, Armenian, Maghrebi, and Romanian mixed in. I felt unhinged by this music, I myself tried to chime in, but now and again one of the crooners shot me a nasty look, as if to say, don't butt in, this ain't for you, and I shut up...

Just the voices, of men and women, of kids and seniors, some sort of half-crazed prayer to some other god, something about forests, honey, woods, fields, orchards, mountains, meadows, grasses, gates...

2. A. Before you reread the text, try and answer these questions:

- a.** What are these people doing?
- b.** What language do they use?
- c.** What are the people singing about?
- d.** How are they dressed?
- e.** What does the apartment look like?
- f.** How does it smell?

Now go back and check your answers against the text.

- B.** Why do you think this scene is so richly detailed? Why does the author pay so much attention to people singing hymns from their native lands?
- C.** Why, in your opinion, does the author choose to describe a non-European carnival in Germany? Why does he set it in Munich?

- 3.** Yuri Andrukhovych's *Perverzion* has a highly complicated plot and mode of narration. It also presents an extensive range of themes: from the worldly and spiritual life of an intellectual and Bosch-like underworld grotesques, to love that alone "can save us from death". The story begins with an invitation for Stanislav Perfetsky to participate in a seminar to be held in Venice after the carnival. The theme of the seminar is "*The Postcarnival Absurdity of the World: What Is on the Horizon?*"

Read the excerpts below; they are built around two topics — **Venice** and **A Trend in Modern Performance Art**. For the purpose of this unit, passages from various sections of Andrukhovych's book are put together in one excerpt.

Excerpt 2: Venice

Translated by Martha Kuchar

2.1.

"Venice is expiring, Mr. Perfekcy¹. I feel this in the marrow of my old bones. She is dying..."

And composing his further pauses, Mr. Casallegra continued as follows (to indicate a pause, I use the symbol [...]; I am using Mrs. Tsitrina's translation.)

"Venice was dealt its first blow 500 years ago, when that idiot Columbus discovered his chimerical America..."

"In a split second, this great seafaring nation stopped being so great..."

"The future course of the world's explorations and expeditions was altered..."

"All the gold of the Old World, accumulated by Venice, weighed nothing against the gold of the New World..."

"Landing on American shores, those golden empires of the West, crossing the Atlantic — we couldn't manage it..."

"Moreover, our conquests on the Mediterranean were getting harder to manage..."

"The Turks, the Spaniards. Genoa. The spread of maritime piracy..."

"There were too few of us to make it all work..."

"Considerable worsening of weather conditions: storms, fog, siroccos, wrecked ships..."

¹ The speaker mispronounces Perfetsky's name

"The submergence of whole islands, churches, buildings, underground galleries and wine cellars..."

"The submergence of warehouses, cellars, basements with treasures and loot..."

"Illness that erodes stone. Mold spreading aggressively. Pollution in the sky, oil stains on the water, the stench of August in alleys and museums. Walls crumbling. The picturesque destroyed..."

"Ada, translate properly. I want him to understand..."

"Just the same we knew how not to worry about the obvious state of affairs..."

"To thwart every sadness — psychological, physical, moral, namely foreign-made; every circumstance and mortal enemy; every venereal and rabid disease; to thwart the East and the West, and everything in the world and the world itself, we proclaimed a Holiday..."

"We became a lovely diversion, we amazed everyone, we attracted students from everywhere: students of love, of art, of sailing, of slavery, of music, of chiromancy, of wine pressing, of incest, of architecture, of sodomy, of culinary arts, of the inquisition, of horoscope writing and violin concerts, of all sorts of other trades like jewelry, espionage, and glass-blowing, but above all, again and again, of love, every kind of love... but always love as pure, passionate, and transcendent..."

2.2.

Translated by Martha Kuchar

A streak of sunlight upon the furniture, chandeliers, silverware, *mio caro signore, tut-to e per Lei*, a typical Venetian scene unfolds, which we can call "Joy of Being, or *Dolce vita*." There's the lapping of water, the scent of perfumes, almond pastries, chapels on piles, a poem of Rilke's dedicated to Richard Beer-Hofmann, sharp-quilled grasses in inner courtyards, a thimbleful of sludgy hellish coffee, learned erudites and bookworms, brazen older women who look you in the eye, ten thousand churches, palaces, wine cellars, museums, bordellos, four hundred bridges from each of which you are invited to spit, schools of mysterious trades, street tenors singing romances, and of course, the most triumphal of all Venetian phenomena: the ubiquitous flapping of laundry that never dries.

2.3.

Translated by Martha Kuchar

Ada bought our way out of the labyrinth with a couple hundred lire: at a kiosk where at last we found a map — not the kind of map she left at the hotel, no, this map looked much older, as if printed in the 1550's when mapmakers still believed in the Goatfish, the Fish-hen, the Dagon and the Eight-Eyed Serpent of the Sea, for on the newly-purchased map all these creatures were depicted in the waters surrounding the lagoon,

depicted moreover in minutest physiographic detail and as if in motion; even a Nereid could be seen rising from the waters of the Great Canal not far from today's post office and vegetable market. In general, it was the sort of map you wanted to peer at forever, it showed more than just the canals, side streets, town squares, and wharfs. Here and there you could spot an enclosed yard, individual buildings, loggias, trees, bushes, and more than that, even particular passers-by or people on boats floating by, among whom the most clearly drawn figures were musicians steering their boats at right angles from the Rio di San Barnaba and thus signaling to other oarsmen in thick gravelly voices. The musicians had oboes, flutes, and tambourines in their hands. They were a motley bunch — young and old, some just adolescent boys, others — weather-beaten old-timers whose faces, furrowed with scars, looked more like bandits than musicians, like some sort of pirates from Dalmatia or wherever, with rings in their ears and drunken lascivious eyes.

2.4.

Translated by Martha Kuchar

The water rose so high that even gondolas could freely paddle around St. Mark's Square. As for pedestrians, they had to walk over specially placed boards or on stilts. Even the atrium of the basilica was flooded; we easily repaired there by boat and floated around for a good hour (until the water perceptibly receded, such that our boat started to scrape the stone floor plates).

The sun sparkled on the waters below us and on the mosaics above. The lapping of water echoed throughout the basilica. Stanislav pointed out every ceiling stone depicting the Bible — from the creation of the world to the exodus from Egypt. We spent a little time at each of the seven small naves where all kinds of multitudinous wonders wafted by alongside us, over us and even through us, the sort of things that in less bitter circumstances one would hardly notice: black and white Jerusalem columns with eagles and lions, the marble mother-of-pearl arcade, fifteen depictions of the flooding of the world, very *à propos* at present.

Old apostles, Saint Mark in raptures, the rest of the evangelists, prophets, the floors also inlaid with mosaics that sparkled forth from under the water, the death of Noah spayed out over the floors and over us, the towers of Babylon, the judgment of Solomon, the life of Joseph — all this quavered arc-like, ending in the Gate of Flowers (...).

Comprehension Check

4. Suggest your titles for the numbered parts of the excerpt.

2.1 _____

2.2 _____

2.3 _____

2.4 _____

Now read statements **a – d** below. Try and match them to the parts of the text. Then compare them to your set of titles.

- a. A Glimpse of Venice.
- b. A High Tide Tour of St. Mark's Cathedral.
- c. History and Spirit of Venice.
- d. A Medieval Map.

How do your titles and the titles above compare in form? In meaning?

Now choose four best titles from either set. Why are these titles best?

5. The author makes many historical and cultural allusions (references to well-known facts, persons, events, things).
- a. Say what you know about:
 - (2.1) * Columbus' discovery of America
 - * the Old World / the New World
 - * Venice's conquests in the Mediterranean area
 - * Venice's relations with the Turks, Spaniards, Genoans
 - (2.3) * the Grand Canal
 - (2.4) * St. Mark's Square
 - * the basilica (in St. Mark's Square)
 - * St. Mark
 - b. Describe the mosaics of St. Mark's Cathedral (St. Mark's Basilica) as seen by Stanislav Perfetsky and his companion Ada.
 - c. Find out whether the following statements represent facts or the author's fantasy:
 - (2.4) "The water rose so high that even gondolas could freely paddle around St. Mark's Square. As for pedestrians, they had to walk over specially placed boards or on stilts."
 - d. Research the sinking of Venice. What kinds of solutions have been proposed?
6. Complete the multiple choice test below to check your understanding of the elements of Andrukhovych's fiction (see *Handy Tips* at the beginning of the unit). Choose the answer that applies best. Be prepared to support your choice by citing evidence from the text.

NOTE: More than one answer may apply. Be prepared to defend your interpretation.

Excerpt 2. Venice

Theme

1. The leading theme of **Excerpt 2** is _____.
 - a. the history of Venice
 - b. the spirit of Venice
 - c. the past and present of Venice
 - d. the masterpieces of St. Mark's Cathedral
2. Venice is described as _____.
 - a. a city of musicians
 - b. a city of many crafts and entertainment
 - c. a city of unique geography, history, cultural heritage, and style of life
 - d. a once glorious city facing an ecological and financial crisis

Tone

3. The tone of Excerpt **2.1** can be best described as _____.
 - a. pessimistic
 - b. concerned
 - c. melancholy
 - d. exultant
4. The tone of Excerpt **2.4** is _____.
 - a. optimistic
 - b. introspective
 - c. festive
 - d. contemplative

Symbolism

5. Venice is the symbol of _____.
 - a. arts and beauty
 - b. past glory
 - c. a holiday spirit
 - d. decline
6. "The most triumphal of the Venetian sights — the omnipresent quivering of a never-dry wash" is the symbol of _____.
 - a. working Venice
 - b. the poverty of Venice

- c. many-faced Venice
- d. everyday life of the citizens of Venice

7. Think of a remarkable place in Ukraine whose history and cultural heritage are worth studying. Describe it as illustrated in the table that follows. Then choose two or three places from the list below to analyze similarly. Fill in the table below with your descriptions.

- Stratford-upon-Avon, England
- The Forbidden City, China
- Washington, DC
- Jerusalem, Israel
- Egypt
- Machu Picchu, Peru

World's Most Popular Sites

Place/country	Short historical background	Things to see
Venice, Italy	Founded in 421 AD. 10–16th c. — geographical and economic expansion of the Venetian Republic over the Mediterranean area. A remarkable cultural centre of Europe. 1797 — surrender to Napoleon; the fall of the Republic. — joining the Italian Kingdom	St. Mark's Square St. Mark's Cathedral The Doge's Palace The Bridge of Sighs The Grand Canal The Rialto Bridge The Academy Gallery
..., Ukraine		
Remarkable places in other countries		

Listening

This section discusses the theme of modern performance art as presented in Andruk-hovych's *Perverzion*. The author describes a premiere of "Orpheus in Venice", an "opera buffa" created by a fictional composer named Mathew Kulikoff.

Excerpt 3. Modern Performance Art

Translated by Martha Kuchar

3.1. This is how Mathew Kulikoff is described to the Venetian public.

Matthew KULIKOFF (born 1956) — one of the most renowned opera directors and reformers in the world today. The aesthetic credo of this master of stage sensations lies in the return of theatre to theatricality by the presence of a lively, passionate element of ever childlike astonishment and even shock. The viewer of Kulikoff's performances should feel overwhelmed and shattered to bits. "Only then, from these broken bits, can he be built anew and even better," says the director speaking about his goals.

3.2. And these are the director's own words about his creation.

Matthew KULIKOFF

The idea of staging an opera in such a legendary city was terribly attractive to me. To wit, it is precisely here, in this island nation, a place so cluttered with culture and its imitations, that it is utterly appropriate for me to embody one of my craziest ideas — to create an opera to top all operas, an opera of operas, where the very element of operaness, its internal reality, its substance, is parodied, reconceptualized, and, if you will, elevated higher yet.

After the performance Mathew Kulikoff says, Believe me, there was something there to boast about! I was amazing like never before.

3.3. This is how the director recounts the preparation for the premiere and the performance itself:

I have to admit that of the 3000 in attendance, among whom the most honored seats went to members and guests of both dubious groups¹, quite a few were dissatisfied. There's a strata of opera connoisseurs — various purported aristocrats — who always resent everything I do. True, the performers' voices were barely audible, they didn't catch all the *half-notes*, well, and the orchestra didn't always keep pace with the scene changes, and besides, having quarrelled last February with the principal conductor, the scent of whose eau-de-cologne upset Alex², I was forced to replace him with a specially designed robot. They delivered him from Japan the day before the premier. However, right before the start of the performance, hapless "Herbert" shorted out, a sure sign of the Venetian dampness. Consequently, the orchestra was left undirected. Just for show I put an extra juggler on the dais facing the orchestra and asked him to wave his arms as energetically as possible, such that those who could see him would think he was about to take flight. However, this angered the music lovers. Even the recitatives that I'd written, so full of carefully contrived fantasy, couldn't save the day.

¹ seminars held in Venice at that time

² Kulikoff's lady friend

I called for a brief consultation with the Grand Inquisitor¹, the main hydraulics engineer, the third assistant for airborne structures, and the rosin-master in charge. We managed to open the second act in a livelier manner; the crocodiles, pythons and dragons, nimbly manoeuvred by means of radio waves, turned out to be the indubitable ornament of the first episode. The crowd was out for blood. (*Chuckles.*) Mine included.

8. Now listen to the text describing the performance from the audience's perspective. (Excerpt 3.4.)

Comprehension Check

9. Interpret the words used by and about director Kulikoff to describe him. What do they tell us about him?
- Kulikoff is referred to as "one of the... reformers in the world today".
 - His credo "lies in the return of theatre to theatricality".
 - His viewer should be "shattered to bits", "only then... can he be built anew and even better".
 - He wants to create "an opera to top all operas, an opera of operas".
10. Reread excerpts (3.1), (3.2), (3.3), then listen to excerpt (3.4) again and do the following tasks.
- a. Say what gimmicks the director uses to attract the attention of the audience.
- b. Speak on the quality of the performance. What is meant by:
- "... the stage filled up with folks and a mish-mash of clothing that particularly cried bad taste".
 - "... the orchestra didn't always keep pace with the scene changes".
 - "... chunks of various operas were stitched together quite well and seamlessly, ... noticed quite easily with what thick threads the whole fabric was sewn together".
- c. Spot instances of irony and satire in the description of the "opera of operas".
11. Complete the multiple choice test below to analyze some elements of Andrukho-vych's fiction (see *Handy Tips* at the beginning of the unit). Consider the parts assigned for both reading (3.1), (3.2), (3.3) and listening (3.4). Several options may apply. Choose the answer that applies best. Support your choice by citing evidence from the text.

³ a character of the opera

Excerpt 3. Modern Performance Art

Theme

1. The main theme of **Excerpt 3** is _____.
 - a. operatic art
 - b. a way to success in art
 - c. the author's skepticism as regards plagiarism and abuse of special effects
 - d. some modern forms of art
 - e. innovations and advancements in modern art

2. Which of the following words best express the theme of the excerpt?
 - a. "stage sensation"
 - b. "culture and its imitations"
 - c. "opera of operas"
 - d. "the substance of opera elevated higher yet"

Tone

- The tone of **Excerpt 3** is best described as _____.
- e. jubilant
 - f. defiant
 - g. humorous
 - h. satirical

Point of View (Type of Narration)

3. The story is presented _____.
 - a. from many perspectives
 - b. by an omniscient narrator
 - c. as a first-person narration
 - d. from the point of view of the audience

4. How does Mathew Kulikoff sound (parts **3.2, 3.3**)?
 - a. feverish
 - b. boastful
 - c. excited
 - d. pathetic

5. The viewers' attitude to the performance may be described as _____.
 - a. overwhelmed
 - b. indifferent

- c. critical
- d. conciliatory

Symbolism

6. The operatic performance may be regarded as a symbol of _____.
- a. modern art
 - b. absurdity in modern art
 - c. elevation of modern art
 - d. degradation of modern art

12. As you might have guessed, the performance described in *Pervezion* is a satire.

Now let’s turn to the real-world high art of opera. To fill in the table below, you will need to research some of the world’s greatest opera houses, some highly renowned names of composers and performers, and the most popular operas of all time. Make sure you include information about Ukrainian composers and performers. Be prepared to defend your answers.

The Art of Opera

World’s famous opera houses (city/country)	World’s greatest composers	World’s best operas	World’s most renowned performers

Extension

13. Research postmodernism as a trend in contemporary world literature and fill in the table below. Include information about Ukrainian authors.

Postmodernism in Literature

Author / Titles	Country	Themes and ideas

Writing

- 14.** Write an opera review. To do so, first watch a live opera or watch an opera on DVD, or from the Internet. You may choose a classical opera, a modern one, or a musical show. Study the directions before you write the review.

INSTRUCTION:

HOW TO WRITE A GOOD REVIEW

- choose an appropriate performance
- if possible, watch it more than once
- discuss your impressions with others

While watching the performance pay attention to:

- the plot
- the music
- the direction and the performances of singers and dancers
- special effects, if any
- costumes

It is also essential to know:

- the name of the composer
- the year of creation
- genre classification
- the opera house or the film studio producing the opera
- the names of the director, conductor, and the performers

A good review should include the following elements:

- background information
- a brief account of the plot
- reviewer's critical comments about the music, cast, direction, conducting, performance
- personal opinion and recommendations

Project Work & Presentation

- 15. A.** Work in pairs. Pretend you work for a travel agency in your city or town. They ask you to produce a short English guidebook for international tourists. Include information about the history and cultural heritage of your place and a map or photos to illustrate your guidebook.

You may want to consider the following topics:

- location / how to get there
- history
- city map
- places to see
- entertainments
- accommodation
- where to eat
- transportation

Working as a team, assemble the visual, graphic, and text information you have collected. Present the guidebook with an explanation.

B. Now choose a famous place you've visited or would like to visit, for example: Paris, Rome, Tokyo, Marrakech, etc. Employ the same strategy to design a tailor-made guidebook of the place. Make a presentation.

TRANSCRIPTS

Chapter One

Part 1

PRESS AT A PRICE by *Molly Smith*

It was late when I arrived at my hotel on the south side of Lviv. So, I crashed wearing the same suit I had on before I hurriedly grabbed my “go bag” to catch the red-eye. I dreamed that I was that iconic anchor who reported on Chernobyl in 1986 when Ukraine was under Soviet rule. The anchor had that stereotypical short haircut, dyed reddish orange, that matched her heavy orange suit almost too perfectly. She very neatly stated that there had been simply “an accident at the Chernobyl Nuclear Power Plant.” Of course, a complete understatement because Chernobyl was devastating.

Sweat poured down my forehead when I awoke. I knew my job as a journalist was serious. I inform people — I help create an educated society that isn’t afraid of questioning everything and everyone. This idea was a fairly new concept in Ukraine. Freedom of press was one of the things garnered after the Orange Revolution, a peaceful revolution in 2004. After Ukrainians feared election fraud, they revolted in the streets for months, a mass of orange between historical buildings, until the government issued a recount and a more western-minded candidate took the presidency.

I looked for solace from my nightmare by clicking on the TV. Dead bodies on one station, fear mongering on another — this looked more like the tabloids. Is this what happens under the freedom of press? I thought it was about checks and balances on those in power in order to regulate any one person or group from becoming too powerful.

When I left the hotel, I saw the effects of that lurid news coverage of the H1N1 flu virus. The political finger pointing and the countrywide mandatory quarantine had inset fear into the daily lives of the people. No one left their house, and the streets were apocalyptically quiet.

I was reminded of George Gongadze, the journalist, who inspired me to take up the trade. According to some reports, his death was the catalyst for the Orange Revolution. He was known for writing stories that challenged corruption in the government. He was a hero, a symbol because he was not afraid to tell a true story. He died serving the fourth estate as an investigative journalist.

I wanted to write that kind of story. A story that would challenge the powerful and serve the people, but I was finding it hard to write any story. Given this new epiphany about the ways the freedom of press is used to create fear and sell newspapers, it made me question my ability to write a truthful story. This is a time when the media are needed most to disseminate truthful information to the people, and they, no, we are not doing our job.

Part 2

UKRAINIAN FAMILY

Today, Ukrainian families are different from those that existed centuries ago. Many things have changed over time to include family values and priorities. The traditional Ukrainian family was large and extended, composed of several generations, and was characterized by a collective household and common property. The relationships in the family were regulated by norms of common law, and the head (usually the oldest man in the family) saw to it that these laws were observed.

Since the eighteenth century to the present, a small family, consisting of parents and children, has been the primary type. The average age of newly-weds in Ukraine has increased over time, with women usually waiting until after finishing their education before getting married. The days when a single twenty-year-old girl was considered an old spinster (which used to be prominent in western villages) are almost gone. There have appeared relatively happy, yet single women in their late twenties and not less happy bachelors in early thirties.

Ukraine is considered to be a very religious nation, which is why it used to be sinful for young people to live together before marriage. The present situation is completely different. Men and women don't hurry to get their marriage certificate; they prefer living together for some months and even years before registering their marriage. They hope that this will help them to get to know each other better and to avoid serious misunderstandings that lead to divorce. Sorry to say, statistics show different facts: every year approximately 400,000 marriages are registered and about 200,000 couples get divorced. The most common reasons for divorce are domestic violence, alcoholism, adultery, and absence of children. Of course, this list could be expanded as every divorce case involves unique family problems.

Years ago there used to be 4–5 children almost in every Ukrainian family. It is even said that the primary meaning of the word "simya" is "sim ya", that is "seven members in the family". But, since the early 1990s, it would be hard to find a family with as many as three or more children. Luckily, for now at least, the birthrate does not appear to be declining. Another positive sign of change involves illegitimate children who, in the past, were not accepted by the community. These days, a "love child" is no longer considered a pariah, and its mother is no longer considered a "loose woman". Ukrainians no longer frown on children born out of wedlock and readily accept them into the community. Ukrainian women who decide to give birth to a child without officially being married can be sure that their children will have the same rights and possibilities as children born in wedlock.

Of course, families in Ukraine face a lot of problems but despite the many recent social transformations, couples will continue growing their families. This desire is as natural as the human eternal longing for a warm home and hearth.

Chapter Two

Part 1

IVAN KUPALA DAY

Ivan Kupala Day is one of the most fascinating holidays in Ukraine. This pre-Christian rite celebrated at the summer solstice around July 6, signifies the connection of people with "*Dazhbog*" — the Slavic God of the Sun. Originally, Ivan Kupala Day was a joyful fertility festival honouring the light energy of the sun that was believed to provide people with good harvest, beauty, love, and healing powers. Later, the holiday was accepted by the Orthodox Christian Church and included in the Church Calendar. The name "Kupala" stands for purification and fertility.

The purifying nature of Ivan Kupala Day reveals itself in the rites connected with water, which is a traditional symbol of healing powers. On this day people bathe in a river, pond, or lake, in order to cleanse themselves from negative energies. Girls put a burning candle in the middle of a flower garland and float it on the water to tell their fortunes. They also sing special songs called "*kupalni*", with a lot of references to love and marriage.

Celebrations usually take place at night, most often in the countryside. Youth gather outside the village in the forest or near a stream or pond, where they build bonfires and perform various rituals. The burning of bonfires is done in honour of Kupala and symbolises the power of *Dazhbog*. Boys and girls jump over the flames of bonfires in order to purify their spirits, to drive away bad luck, and to attract a wealthy and happy future. They often do this holding their hands. According to the legend, the couple will stay together as long as they do not let go of each other's hands. In the morning, participants of the celebration may also take the fire ashes home since they are believed to have the power to protect against bad luck and evil forces.

Another legend runs that this is the only night of the year when you can see flowers of the fern glow in the dark. Ancient beliefs connected with the holiday also suggest that the sun is playing games, that trees can walk from place to place, and that this night is a perfect opportunity to find out who is the village witch.

Another fascinating aspect of the celebration is the decorating of the "*kupaily*", a branch of a cherry tree or a willow, with candles, flowers, and ribbons. After decorating the tree, the girls gather around it to perform a traditional dance called "*horovod*", and to sing about their beloved ones. At the end of the night "*kupaily*" is broken into pieces. Every girl keeps a piece so that she can marry a good and hard-working fellow.

Christianity brought new meaning to the holiday: today it is also the birthday of John the Baptist. And so the pagan and Christian traditions have come together and Ukrainians have now got a cultural holiday known as Ivan Kupala Day.

Part 2

THE TRYPILLYA CULTURE

From *Trypillya Culture — an ancient civilization?*, “Culture enthusiast who restores and reconstructs Trypillya artefacts”, *Welcome to Ukraine*, 1(39)2007, 86–89, 90–92.

Ukrainians are considered to be descendants from the Trypillyan people whose culture arose in the territory of present-day Ukraine about 3,000 BC or even earlier. It is known that this culture stretched across a large part of Ukraine into Moldova and eastern Romania; its traces were also discovered in prehistoric settlements as far as those situated on the Rhine in Germany. This can be proved by numerous excavations of Trypillyan settlements and a big number of artefacts left by the Trypillyan people. The artefacts are so enigmatic that archaeologists and historians are unanimous in granting this ancient culture the name of a civilization.

The high level of development of the Trypillyan culture may be confirmed first and foremost by a number of pottery and ceramic things discovered in archaeological excavations. The Trypillyan people are believed to have been the first to start growing grain and making bread in the territory of present-day Ukraine. Sickles and axes made of stone and bone, grain grinders, numerous pottery shards and ceramic items found near Trypillyan settlements provide evidence of this belief. Among other artefacts, kilns of the type used fairly recently can be named. A potter’s wheel was another important discovery which, in the opinion of historians, speaks of a well-developed culture.

Trypillyan artefacts are rich in patterns and designs. The signs to be seen on them are considered a sort of hieroglyphs. And although no convincing deciphering has been produced yet, it is obvious that they tell us about the lifestyle and the spiritual life of their previous owners. Historians believe that they all symbolise fundamental things: the conception of life, the ascension of human spirit, the unity of the male and female principles.

The fact that very few weapons were found among Trypillyan artefacts leads some to theorize that the Trypillyan people were of a very peaceful disposition. It is not clear yet whether they had chieftains or leaders but some of the burials suggest that it is likely they had priests who must have acted as leaders.

This is what Lyudmyla Smolyakova, a Ukrainian sculptor from Kyiv, who is also a Trypillyan culture expert, says: “<...> the culture’s characteristic pottery was decorated with curvilinear designs painted or grooved on the surface; its makers occupied villages of long, rectangular houses <...>; the people practised shifting agriculture, frequently moving their settlements <...>”

It is believed that the Trypillyan culture that existed for a couple of millennia and the traces of which disappeared only in the mid-third millennium BC still lives in present-day Ukraine. Trypillyan patterns and designs can be found in modern embroideries, pottery items, painted Easter eggs and decorative elements. All this proves that despite a gap of several thousand years, the two cultures reveal affinities and are bound to each other for the prosperity of further generations.

Chapter Three

Part 1

GREEN TOURISM IN UKRAINE

Adapted from *Green Tourism in Ukraine: Green Delight, but Green in Age, The Ukrainian*, 1'2006, 66–69.

Green tourism in Ukraine began in the western part of the country. It is probably for this reason that the infrastructure for green tourism is best developed in western Ukraine. That region is rich in history. There is also a sense of ethnography — tourists are welcome to learn as much as they can about the lifestyle and culture of locals. In this part of Ukraine, you can find many people of various ethnic backgrounds.

Imagine a host, wearing a Ukrainian traditional outfit smoking a huge pipe hanging out of his mouth. He meets you at the gate of his little estate, and then leads the way to his thatched-roof house built God-knows-how many centuries ago. When you enter the *svitlytsya*, you will be invited to sit down at the table. While you wait for the meal to be served, you can have a look around. You can see icons decorated with *rushnyky*, the beams of the low ceiling, wooden walls with bags of fragrant herbs hanging here and there, and wooden benches covered with homemade cloth. In other words, the interior of the house is a faithful reconstruction of what a typical Ukrainian peasant house looked like in the nineteenth century.

The meal offered will include traditional Ukrainian dishes prepared as they have been for ages. All kinds of pickled vegetables will adorn the table, you will find *borshch* with mushrooms, *deruny*, *holubtsi*, and other delicacies. If you feel like a drink of alcohol, you can have a glass of *samohonka* (or moonshine). In fact, it is a health-improving beverage since it has been infused with medical herbs. After the meal, the host may take you for a guided tour of his household, complete with a small smithy, and a cobbler's shed, in which you will see shoes as they were made in the 1860s. There are many other curious things to be seen in a country home, which, in fact, is a sort of a museum of the Ukrainian rural everyday life of olden times.

The Carpathians and the Carpathian region account for about 70 % of green tourism in Ukraine, with the Crimea taking the second place. In Crimea, you can be offered accommodation in the villages where ethnic Greeks or Tatars live. The central and eastern parts of Ukraine do not seem to care much for green tourism. People there are probably not aware of the fact that, in addition to cash money, green tourism provides new jobs, which can be vital to rural areas with high unemployment.

Rural areas still lack many of the features typical of urban areas — developed transportation and communications infrastructures, industries, and so on. This lack of urban development causes a lot of inconveniences for the inhabitants of the rural areas, but at the same, the absence of many of these features and their low development has resulted in a much better preservation of nature than would have been possible in and

around urban areas. Thus, underdevelopment has promoted the development of green tourism — no traffic or industrial noise, no air pollution, and none of the other problems associated with urban development. Characteristically enough, the less “civilized” the villages, the more tourists want to go there. Among the things that primarily attract tourists are: scenic landscapes, absence of trash, wild life, fish availability in the rivers and lakes, ecologically clean food and water, and natural landmarks.

Part 2

LOVING AND LEAVING THE HOMELAND

From *Loving and leaving my homeland* by Natalia Bugayova, Sept 10th 2009, Kyiv Post. Retrieved from <http://www.kyivpost.com>

Young educated Ukrainians would like to avoid emigrating, but they are dismayed by the dearth of good opportunities at home.

Every year thousands of promising young people leave Ukraine with the intention of never coming back. No wonder the nation always seems to be on the brink of insolvency.

The gene pool of Ukraine has been fatigued. World War I, the Bolshevik Revolution, the *Holodomor*, World War II and Stalin's post-World War II purges robbed Ukraine of its talented, best educated and cultured people to help build the nation. Stalin expropriated much of the surviving intellectual talent for his own twisted ends.

But that was then. This is now. Thankfully the mass murders ended long ago. Unfortunately, the results are the same in this sense: Many of the best are gone, depriving the nation of their contributions. The difference, of course, is that today's situation is mercifully less tragic than during the 20th century.

Has the human exodus from Ukraine created a conniving, sycophantic and cowardly mentality at home? Is this why we acquiesce to the West and to Russia and to both? Or steal billions from the government budget and continually embarrass ourselves by our inability to protect citizens overseas (for example, see multiple news stories about Somali pirates holding Ukrainian sailors hostage)?

“Even a cook can rule the country,” says one Soviet-era axiom. But we know that this isn't so. A cook cannot rule a country.

And so, those who can are leaving or have already left or are thinking about doing so.

The reason is that choices remain few or unpleasant at home in Ukraine for the young and talented, the educated and professional, those with experience abroad and those who are already liberated from the corrupt notions of the past.

Should we leave? Or should we stay and try to claw our way to the top? How many of us actually will claw our way to the top? Those who are lucky enough to live in Kyiv, to get a good education and to land a professional job can possibly eke out a reasonable existence. But Kyiv is not all of Ukraine. Hundreds of thousands of young and brilliant students are out there, in the provinces, in the villages and in the rural areas of Ukraine, asking the same question: Should I stay or should I go?

Even for aspiring Kyivan urban professionals, being able to buy an apartment is a serious challenge.

At current wages, the prospect of trying to buy a one-room apartment in *Borshchahivka*, far from the prestigious center, is unappealing. A 30-year bank loan with a ridiculously high interest rate won't be repaid a 20-year-old is in his 50s. And that's if he starts right now. There are other headaches as well, with or without a home mortgage loan. Don't Ukrainians deserve the luxury of sleeping without having nightmares that the *hryvnia* will be 12 to the dollar when they wake up?

Maybe we should all aspire to get rich spouses. Or maybe we should just succumb to what "everyone" does, from the ruling elite to the street thug: steal. Or maybe we should just stop thinking about morality and adopt a jungle, survival-of-the-fittest attitude.

Chapter Four

Part 1

WORLD WITHOUT BORDERS

by Maksym Protskiv

From *World Without Borders, Welcome to Ukraine*, 4(35)'2005, <http://www.wumag.kiev.ua>

The international project "World without Borders" was launched in Ukraine in autumn 2005. Fifty-two scholars and teachers from 22 countries conducted classes about the history and culture of the countries they represented. The classes were held in 147 secondary schools and 21 universities and colleges all across Ukraine, from September 27th to November 27th. In addition to regular schools, charity organizations, orphanages, and boarding schools for children from problem families were visited by project participants.

The project was initiated by the international student organization AIESEC, and the Tree of Knowledge scientific and educational programme, and it was supported by the consulates of 22 countries and by the Ministry of Education and Science of Ukraine.

Representatives from the European Commission met in Ukraine on September 29, 2005. At this time, a joint conference was held; it included the international student organization AIESEC, the publishing house Marshall Cavendish Ukraine, and the Georgian and Polish embassies in Ukraine. A press conference was devoted to the international project "World without Borders" and its aims. After the press conference, guests and journalists were entertained at a reception and concert. The start of the project coincided with the Ukrainian publication of the Tree of Knowledge scientific and educational magazine.

The main aim of the project is to acquaint Ukrainian students with other cultures through face-to-face contacts. The project also aims at fostering an understanding of other cultures and promoting respect for their cultural traditions. Such respect and understanding are vital in developing peaceful solutions to potential international problems.

Part 2

EUROVISION SONG CONTEST

From *Eurohello & Eurogoodbye, Welcome to Ukraine*, 3(34)'2005, <http://www.wumag.kiev.ua>

In 2005 for several days in May, Kyiv was occupied by an army of journalists, guests and tourists who came either to cover the Eurovision Song Contest for the various media or just to enjoy the show. More than 1,700 radio, TV, newspaper and magazine journalists were accredited to the press corps: eight thousand five hundred persons watched the finale in the Palace of Sports, which had been transformed into a concert hall; where more than 150 million television viewers watched the show on their TVs. Fifty-five tons of equipment and 102 kilometres of cables made "special effects" and broadcasts possible.

Performers from Spain, Great Britain, Germany and France, that is countries which were actually the founders of the Eurovision Song Contests, did not seem to care much whether they would get into the finale or not — probably because there was not much interest generated in their countries by the contest. The Ukrainian contestants, the rap group "GreenJolly", failed to get into the finale either.

Poland was represented in the Eurovision Song Contest 2005 with the song "Czarna dziewczyna" performed by the duo "Ivan and Delfin". The song had one of the fastest beats per minute in Eurovision's history. However, it took only the 25th position in the semi-final.

A true discovery for many viewers was the Moldovan group who had invited a woman over fifty from a Moldovan village to perform with them at the contest. And she was splendid!

The winner was Greece's "My Number One", performed by singer Helena Paparizou, who scored 230 points, while Malta's "Angel" performed by Chiara was the runner up with 192 points.

For several days Kyiv did feel itself to be a truly European city, in the centre of European musical attention. The event made Ukraine better known in Europe, and the fact that the contest met all the organizational requirements did add some international prestige to Ukraine and Kyiv.

Chapter Five

Part 1

LASOCHKA

by Hryhir Tyutyunnyk

Adapted from the translation by Oleksandr Panasyev, *Welcome to Ukraine*, 2(40)2007, 128–129

By the time the sun began to paint the eastern sky red, Arsen had been sitting in his boat for quite some time, watching the floats on the water. The boat, moored at a big willow on the bank, bristled with fishing rods. The forest was filled with morning mist, pierced here and there by the golden rays of the rising sun. Muffled noises from the distant road could be heard in the stillness; the drumming of woodpeckers echoed distinctly. Then, after a while came the sound of dry brushwood crackling sharply and the staccato of grunting and squealing nearby. Arsen thought that it must be a hog and her offspring moving through the undergrowth.

As it grew warmer, Arsen became drowsy and dozed off. He woke with a start, only to nod off again. Drifting in and out of sleep, he gradually became aware of a mewling sound that came from behind him on the river bank.

He turned to see a fox cub standing on the edge of a steep bank, its head tilted to one side, its eyes staring straight at him. It looked more surprised than sly. Then the cub shifted its gaze towards the stern of the boat where, on a layer of grass, lay a fish.

Arsen cried 'shoo' and slapped himself loudly on the knee to repel the fox.

The fox backed up a little but did not run away.

"Aha, you are a brave one, aren't you?" he said. "You want that fish very much, don't you?"

The cub squeaked.

"All right, all right, Lasochka¹, you shall have it."

Arsen was a little surprised at himself; he had said "Lasochka" automatically, without thinking.

He picked up the fish and flung it towards the fox. He aimed too high, but the fox jumped up and knocked the fish down with its own paws.

"Aren't you smart?" said Arsen and returned to his rods and bait.

When he looked back at the bank, the fox was gone.

The next morning Arsen was back fishing at the same place. The fox turned up too, and Arsen gave it a fish. The cub seemed quite satisfied with one fish, and trotted off without asking for another.

¹ Translator's note: the word *Lasochka* in Ukrainian is used as a term of endearment by men in addressing women; at the same time, it is a diminutive from the word *laska* which has several meanings, one of which is "a weasel" or any similar small animal; the same word describes benevolence, friendliness, kindness, endearing or well-wishing.

As the days passed, Arsen and the fox became friends. The fox learned that its name was Lasochka; it even learned to react to simple commands like "Get up," or "Lie down." It also seemed to understand that the fish were not always biting — at times, not a single bob would move. Seeing no fish in the boat, Lasochka did not mewl or impatiently stamp on the ground, but would just lie down on the grass and wait. With no fish biting, Arsen would nod off.

One time, while thus dozing, Arsen heard a bit of yelping that sounded urgent. Once awake, he saw that one of the bobs was gone and that the fishing line was taut and moving. The fox on the bank, its ears pricked up, was dancing about, impatiently. Arsen grabbed the rod and pulled up. The catch at the end of the line was a good-sized perch.

"That's for you, Lasochka. You've earned it," Arsen cried out cheerfully. He threw the perch to the fox. From that day on, Arsen no longer worried about falling asleep in the boat. Whenever one of the floats would dip below the surface of the water, Lasochka would yelp a signal.

Arsen began to think of Lasochka as his fishing mate.

But summer passed, and fall too came to an end. Winter froze the river, put rime on the branches of the trees, and dropped snow on the ground. Birds flew away and in place of their chirping and singing, one could hear the howling of the wind and the wolves.

The elderly Arsen did not go ice fishing; once in a while in the warmth of his house he would remember Lasochka, wondering how the fox was doing in the bitter cold.

He lived to see the spring melt the snow and break the ice. When it became warm enough for him to start fishing again, he put his boat in the water and resumed his fishing, mooring the boat at the same place he had the previous year. The fish he caught was a useful addition to his old wife's fish soup, and he would show some of the catch with his grandchildren too.

Sitting in his boat and watching the floats, Arsen kept glancing at the bank half-expecting to see the fox, but the fox did not come. Arsen had almost lost all hope of seeing his Lasochka again when one day he became aware of a presence. He turned to the river bank and saw a large fox, fluffy and beautiful. It looked more smart than sly. There was a small cub standing by its side.

"Lasochka?" Arsen said tentatively.

In reply, the fox stamped the ground with her paws, briskly swishing her long tail. She sat down next to her cub who, in the meantime, had spotted a fish in the boat, licked its lips, and made a low mewling sound.

"Ah, so you want some fish!" Arsen exclaimed in a cheerful tone. "Lasochka, it looks like I'll have to feed your little one too!"

He picked up a fish from the bottom of his boat and threw it on the bank.

His aim was again too high, but the cub jumped up and knocked the fish down with its front paws. It ate the fish up while Lasochka sat nearby, watching the bob on the water.

Ever since that day, the fishing mates numbered three.

Part 2

EXCERPT (3.4) FROM PERVERZION

by Yuri Andrukhovych

Translated by Martha Kuchar

From the very start, the conductor got so carried away that he practically leaped out of the pit; nevertheless, having reached the end of the overture, the orchestra quickly lay flat on the ground because one after another three blasts in multiple colors (compositional neologism of Kulikoff's) enveloped the stage; fortunately, no one was killed or even injured; this made it possible to begin at last: the stage filled up with folks and a mish-mash of clothing that practically cried bad taste.

The vocal parts performed on stage did not correspond to the content of the opera. Some of the singers who had been planted in the parterre and the balconies abruptly joined the games going on there. In order to keep the act within the boundaries of the plot outlines, the musical director invented long and tedious recitatives from which in fact we figured out (despite the libretto in the program) what was going on in this muddled happening. To be honest, chunks of various operas were stitched together quite well and seamlessly, but even those ears whom prior knowledge of the operatic art had not sheathed noticed quite easily with what thick threads the whole fabric was sewn together. During the recitatives the public stopped paying attention, guzzled Pepsis, and chomped on salted pretzels; there were those, too, who played cards or dominoes. To keep the crowd from totally losing it, the musical director threw them an occasional surprise in the form of an explosion from one of the balconies or from the chandelier which together with bits of heavenly ceiling, all decked out in allegory, began plummeting toward the heads of the patrons in the parterre section, although it stopped right in the nick of time about a meter above the heads of the startled fans.

What made a big impression on the audience were these glass cylinders suspended over the stage by chains from above; inside the cylinders was every kind of reptile — crocodiles, toads, snakes, salamanders, iguanas, and so on; these huge glass cylinders swayed threateningly over the heads of the singers, no doubt a symbol of the dangers in store for them as the opera continued; on seeing them, one of the violoncellists fainted. Together with her instrument which she gripped spasmodically between her legs, she was pulled off stage; she came to only after the next electronic volley of thunder and lightning and the consequent shock was brought down upon a large part of the audience.

KEY

CHAPTER 1

PART 1

1.

Suggested answers:

For the Women: 1) In Ukraine because I am a woman, I must cook every day.
2) Because I am a woman, I can celebrate International Women's Day.
3) If I were a man, I could do nothing about the house.
4) If I were a man, I would have to earn a lot of money.

For the Men: 1) In Ukraine because I am a man, I must fix everything in the house.
2) Because I am a man, I can do nothing about the house.
3) If I were a woman, I could celebrate International Women's Day.
4) If I were a woman, I would have to cook every day.

5.

Suggested answers:

1. Students' own answers.
2. Men are not very attractive physically.
3. Because not every guy earns a lot of money to pay for a woman in the restaurant.
4. Students' own answers.
5. Because women always look for a better male who can support them and be a good father for their children, and they believe that they can find this abroad.
6. Students' own answers.
7. Because of their Soviet origin.
8. Students' own answers.
9. Students' own answers.

10.

Suggested answers:

1. If a reporter writes uninteresting stories, a newspaper publishing them will not sell, and there will be no profit.
2. The main goal of a journalist is to help create an educated society that isn't afraid of questioning everything and everyone.
3. Because he was not afraid to tell a true story.
4. The media should disseminate truthful information to the people.

PART 2

1.

Aspects of student life	In Ukraine	In other cultures
Appearance	Clothes and makeup include elements of the subcultures students belong to	
Slang	Composition of ethnic, youth subculture and scientific words	
Attitude to studying	Reluctant though responsible before the examination period	
Political activity	High	
Youth organizations	Little, mostly political ones	
Amateur activity	Very high and different	

4.

Suggested answers:

1. Because they possess their own slang, rules, customs, traditions, philosophy, mythology, and even superstitions.
2. Most of the students are very active and sensitive to everything that occurs in the country. As usual, they arrange meetings to support or disagree with the events, write articles to newspapers or even open letters to officials.
3. It is not dramatically different, only in the details. Maybe, the Polish students have more opportunities to travel to different countries within some student educational projects.
4. There are many different activities taking place in the university: concerts, amateur group performances, competitions.
5. One of them is the day when we officially and altogether miss classes. This is the disobedience day. We walk along the streets of the towns and cities or just relax in parks.
6. Of course, students should be involved in political life; they are the nation's future after all. But, as they lack experience, students should only express their opinion or present their ideas and try to be heard by the government using only non-violent methods.

6.

Suggested answers:

- a.** omen; prohibition; freebie; folklore; freshman; examination; subculture; diploma; student
- b.** the Merry and Witty Club; Cossack
- c.** Karaoke; a priori

9.

- a.** F (It was composed of several generations)
- b.** F (Most women get married after finishing their education)
- c.** F (A single twenty-year-old girl was called an old spinster)
- d.** T
- e.** F (400,000 marriages are registered and about 200,000 couples get divorced)
- f.** F (It is)
- g.** F (It is hard to find a family with 3 or more children)
- h.** T
- i.** T

10.

- a.** c
- b.** c
- c.** c

CHAPTER 2

PART 1

1.

1 b); 2 c); 3 c); 4 b); 5 a); 6 b); 7 a); 8 c)

5.

Suggested answers:

Stages: svatannia, invitation, dressing, blessing, church ceremony.

Participants: bride, groom, groomsmen, bridesmaids, church ceremony.

Elements: music, dancing.

8.

1. Right; 2. Right; 3. Right; 4. Wrong.

9.

1. Purification and fertility. 2. Jumping over bonfires. 3. Horovod. 4. John the Baptist.

10.

1 a); 2 c); 3 b); 4 c)

PART 2

1.

Suggested answers:

embroidery — the art of sewing patterns onto the cloth

ceramics — the art of making pots, bowls, tiles etc. by shaping pieces of clay and baking them until they are hard

wood carving — the art of making objects or patterns by cutting shapes in wood

icon painting — the art of making pictures of holy people

5.

1 b); 2 b); 3 a); 4 c).

6.

tree of life — longevity / connection of three realms: the heaven, the earth and the underworld;

roses — love;

cherry tree — beauty;

sunflower — sun.

7.

Suggested answers:

ceremonial cloth — symbol of hospitality / faithfulness / sign of protection against evil;

dowry — proof of the wealth of the bride's family and her diligence;

family heirloom — relic as a memory of one's people and home;

gift — sign of love, friendship and prosperity.

11.

1 False; 2 False; 3 True; 4 True

12. 1. artefacts; 2. descendants; 3. kilns; 4. patterns.

13.

1 b); 2 a); 3 c); 4 a).

14.

agricultural — sickles, axes, grain grinders;

artisanal — potter's wheel, kiln;

with written language — ceramic items with hieroglyphs;

peaceful — few weapons.

CHAPTER 3

PART 1

5. 1-c; 2-d; 3-a; 4-c;
8. robust—prison—elaborate—decorative—fortresses—insight into—monarchy—embellishment—jewels—adornments—craftsmanship—nobles
9. 1-F; 2-T; 3-T; 4-F; 5-F; 6-T; 7-T; 8-T; 9-T; 10-F
10. 1-c; 2-b; 3-c; 4-a; 5-d; 6-b; 7-a; 8-a;

PART 2

8. **Suggested answer:**
Between the end of the 19th and the beginning of the 20th century people **from Western Ukraine**, then part of the Austro-Hungarian Empire, immigrated to **the United States, Canada, and Latin American countries**. In the interwar period, when the western Ukrainian territories belonged to Poland and Romania, emigration continued apace. Emigration **from Eastern Ukraine**, which belonged to the Russian empire, was also strong. At the beginning of the 20th century, the czarist government transferred Ukrainian peasants to **Kazakhstan and the Russian Far East**.
9. **Dictionary work**

Word	Meaning
to settle (a territory)	to make a place your permanent home
to transfer	to move from one place to another
transit	the act of going through a place on the way to somewhere else

Word	Meaning
to resettle somebody	to help people go and live in a new country or area
to deport	to force sb to leave a country, usually because they have broken the law or because they have no legal right to be there

10.**Abbreviations**

Abbreviation	Meaning
US	United States (of America)
USSR	(the former) Union of Soviet Socialist Republics
FSU	former Soviet Union
CIS	the Commonwealth of Independent States (a group of independent countries that were part of the Soviet Union until 1991)
EEA	European Economic Area
EU	the European Union
ID	an official way of showing who you are, for example a document with your name, date of birth and often a photograph on it (abbreviation for 'identity' or 'identification')
UN	the United Nations (Organisation)

15.

a F; b F; c T; d F; e T; f F; g T

16.

1 a; 2 c; 3 d; 4 b; 5 d

CHAPTER 4

PART 1

4.

b, c, d, a, e

11.

1. d 2. b 3. a 4. c 5. c 6. b 7. a

12.

1. orphanages, problem families; 2. the Tree of Knowledge; 3. Commission, the press conference, Marshall Cavendish Ukraine; 4. release, magazine; 5. acquaint, people-to-people; 6. Borders, launched

13.

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

14.

B, C, D, A

15.

1. d, 2. f, 3. a, 4. e, 5. b, 6. c, 7. h, 8. g, 9. j, 10. i

PART 2

6.

1. b, 2. d, 3. a, 4. c, 5. e

7.

Oleksandr Ponomaryov, "Razom nas bahato" (Разом нас багато), 7, Verka Serduchka, 2, "Be My Valentine! (Anti-Crisis Girl)", Alyosha, "Angel", 15; "Boy Rock 'n' Roll", 9, Andranik Alexanyan, "My Plane", Kristall

9.

1. a, 2. a, 3. c, 4. a, 5. b

10.

1. F 2. T 3. T 4. T 5. F

11.

4, 1, 3, 5, 2

CHAPTER 5

PART 1

5.

Suggested answer:

One of the first-person narration bits is Sofia's story.

She tells her son about her family life with Mykhailo, about their neighbours — Karpo and Marfa who used to come "for visits", and Marfa's feelings for Sofia's husband that she couldn't hide. When Sofia tells her story, her "eyes are dry, her voice does not tremble". Her son and the readers understand that "these recollections do not rend her heart, do not hurt any longer".

7.

Question 1 is done for you as an example.

Suggested answer:

Climax is a point at which an important change occurs. It may also be the point of highest tension.

Marfa loves Mykhailo dearly and can't help herself. She waits for the postman risking her reputation and her friendship with Sofia. But she still can control herself. When she gets hold of the letter, "her behaviour changes — she "presses it to her bosom", "brings it to her lips and kisses the return address", whispers "feverishly", "copious tears rolling down her cheeks". This episode is the climax of the passage. Then Marfa calms down a bit, gives her small bribe to the postman and runs back to her work. An important change comes over her — "She's almost flying like a bird". The letter gives her a new hope.

PART 2

11.

Suggested answer:

Option **c** applies best because the phrases "... having quarrelled... with the principal conductor, the scent of whose eau-de-cologne upset Alex, I was forced to replace him with a specially designed robot (3.3), "... chunks of various operas were stitched together » (3.4), « ... the crocodiles, pythons and dragons, nimbly manoeuvred by means of radio waves, turned out to be the indubitable ornament of the first episode" (3.3) are clear evidence of the author's satire.

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