

*Commended by Macmillan Education as one of the world's
top seven cultural readers in 2013 "...for exceptional
writing skills and great artwork!"*

KHERSON'S SPECIAL SUN-DIAL TIME

Cultural Reader

Kherson – 2014

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This booklet is the result of the unique project carried out by the team of pupils and teachers at Kherson Classic School # 6. In spring 2013 they took part in the international writing competition for schools from all over the world organized by Macmillan Education Publishers "Write Your Own Cultural Reader" by contributing their entry "**KHERSON'S SPECIAL SUN-DIAL TIME**" which consisted of the Cultural Reader about the South of Ukraine they wrote and the illustrations they created. Macmillan Education Publishers received entries from a lot of different countries, including Russia, Ukraine, Kazakhstan, Serbia, Spain, Bulgaria, Poland, Argentina, Czech Republic, Malaysia and many more. The judges took into account the quality of the writing, the variety and quality of the drawings, and how the task was interpreted by the class. In September 2013 the judges announced the authors of *the world's top seven cultural readers* of the year among which Kherson Classic School # 6 was named and their Cultural Reader "**KHERSON'S SPECIAL SUN-DIAL TIME**" was commended "... for exceptional writing skills and great artwork!" (<http://www.macmillanreaders.com/cultural-readers-competition>).

The booklet also contains pre-reading, while-reading and after-reading tasks to the articles of the Cultural Reader for convenient classroom use.

Цей буклет є результатом унікального проекту, створеного учнями та вчителями Херсонської гімназії № 6, які у 2013 році взяли участь у міжнародному конкурсі для шкіл з усього світу, оголошеному лондонським видавництвом Macmillan Education "Write Your Own Cultural Reader" («Створіть самі читанку про історію та культуру свого регіону чи країни англійською мовою»), надіславши свій доробок «**ХЕРСОН: ОСОБЛИВИЙ ВІДЛІК ЧАСУ ЗА СОНЯЧНИМ ГОДИННИКОМ**» та власноруч створені ілюстрації до нього. У конкурсі взяли участь навчальні заклади з Росії, України, Казахстану, Сербії, Іспанії, Болгарії, Польщі, Аргентини, Чеської Республіки, Малайзії тощо. Судді звертали увагу на якість текстів та малюнків, а також на оригінальність інтерпретації завдання навчальним закладом. У вересні було оголошено авторів семи найкращих книжок для читання англійською мовою про історію та культуру рідного краю, що взяли участь у конкурсі 2013 року, серед яких названо команду Херсонської гімназії № 6, а творчий доробок учнів та їхніх учителів «**ХЕРСОН: ОСОБЛИВИЙ ВІДЛІК ЧАСУ ЗА СОНЯЧНИМ ГОДИННИКОМ**» схвалено та рекомендовано видавництвом Macmillan Education «...за письменницький хист та гарні ілюстрації!».

Буклет також містить завдання до текстів для зручності класного вжитку.

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FOREWORD

Like most students of Kherson Classic School N 6 I was born in the sunny South of Ukraine which has always been multicultural and multilingual due to its unique geographical position. My Grandmother sewed well. To me, our region's history resembles her multi-coloured patchwork quilt: the brighter was always the better. And Kherson's chronicles are colourful. There are people's names and their unusual destinies on every page of them.

Our students and teachers enjoyed creating this Cultural Reader which also resembles a small quilt of seven very different parts. They tried to focus on our region's cultural links with the rest of the world, on its special landmarks and symbols, and, most importantly, the people – those who live or left their traces here.

Please, read and judge... Enjoy it and ask for more!

Hanna O. Sheldagayeva (Petrenko),

English Language Teacher,

Member of the Congress of Ukrainian Writers

KHERSON'S SPECIAL SUN-DIAL TIME

CULTURAL READER

CHOOSING ONE'S DEEDS

There is a monument in the centre of Kherson in the form of a huge sun-dial which is almost as old as the city itself. The monument is to the great British philanthropist John Howard*, the public man and the prison reformer who died in Kherson and was buried here.

In the sunny Southern-Ukrainian city the memory of the great man who managed to save a lot of lives all over the world rising against the cruel prison system left a warm trace in people's hearts. Mr. Howard said, 'We can never choose circumstances but we can always choose deeds'. In fact, it is not as easy as it may seem and we often need support and a good example.

John Howard was born in England in 1726. In his mature years he was never to be caught idle: he worked hard to educate himself as an amateur physician because the whole world was stamped in terrible epidemics that indiscriminately devoured human lives. He decided to challenge death itself: to take a far journey all through Russia and then to Egypt where plague was supposed to come from.

John Howard visited patients in military hospitals and prisons where he fought for people's destinies despite their social status. Some of them had made a lot of mistakes, some were hated by society but he believed that anyone deserved to live.

Kherson was on his way to Egypt. The city also had a prison to inspect. John Howard met with the local elite. Here he found many people willing to give him a friendly support and invaluable help in his difficult mission.

The tragedy broke out on one dark winter night when he received the alarming news: his patient caught typhoid and was between life and death. John Howard reacted immediately. It being too late and not a single cab out, the doctor had to rush through the snowstorm riding. An icy wind was piercing right through him, the doctor had a hard time finding his patient's house...

He managed to save the woman but he had to pay the highest price – one life in exchange for the other.

* [ˈdʒɒn ˈhauəd]

In his last notes Mr. Howard wrote he didn't care where to spend his eternity: it was equally close to the sky – anywhere.

John Howard continues to do his great duty posthumously: the huge stone sun-dial on his grave tells the unique local sun time to the city dwellers, and it ever reminds us about the importance of self-sacrifice for the great purpose which changes everyone's circumstances.

OUR NATIVE PARTS IN THE COSSACK ERA

If you arrive in Kherson by train and go from the railway station along Ushakov Avenue, you will pass by the monument to John Howard which is one of the city's symbols. The same avenue will finally lead you to the beautiful Dnieper's embankment. Look across the mighty river in the evening – and you will see the lights of Kherson's suburb Tsiurupinsk. The place is older than the city – it is almost a thousand years old! It used to be called 'Oleshky'. The site is no favourable: the famous 'The Oleshky Sands' is the largest desert in Europe now covered in man-made coniferous forests. The Ukrainian Cossacks ('free men') also built their fortification there called 'The Oleshky Sich' around the 18th century. There began the history of the present-day Ukrainian South.

Frequent Tatar attacks in the 15th-16th centuries made the south-eastern Ukraine depopulated. Neither Poland nor Muscovy wanted these territories. However, driven by harsh serfdom in Poland many Ukrainians started to flee there, forming a new society called the 'Cossacks'. To protect themselves from the Tatars a military unit was formed on the lands of the lower Dnieper in 1550s. It was named 'The Zaporozhian Sich' where "Zaporozhian" means "za porohamy" ("beyond the rapids").

The Polish government wanted to keep the defence structure and feared losing Ukraine. Therefore, the register to control the Cossacks was created and the loyal leader ('hetman') appointed. In 1578, the Polish were forced to give 'the free warriors' more rights to gain their support. The Cossacks then established their own policies sometimes even opposite to the Polish ones.

In 1648, after the years of tension between the Cossacks and Poland, Hetman Bohdan Khmelnytsky started a revolt and, in 1654, he signed the Pereyaslav Agreement with Muscovy. The Cossacks kept their autonomy but became officially part of Muscovy. However, in 1667, Right-Bank Ukraine was given back to Poland. The Cossacks were mostly resettled in Left-Bank Ukraine, and the hetman had power only on this territory.

The Crimean khan permitted some of the Cossacks to establish another Sich on the territory belonging to the Crimean Khanate. The Cossacks later rebelled against the khan. They returned to the Russian-ruled territory and, in 1734, Empress Anna Ioannovna allowed them to establish the New Sich in Oleshky.

No matter how courageous, self-organized and glorious, the ‘free armed men’ were felt to be a threat to any official government – either Polish or Russian. Catherine II, the Empress of Muscovy, destroyed the Sich in 1775.

As soon as the empire established itself in the South of Ukraine, the cities developed rapidly here inviting immigrants from all over the world. The people used Russian as the international language. Up to these days the Ukrainian South is bilingual: we commonly use Russian along with Ukrainian.

THE TEMPTING DARKNESS OF THE UNEXPLORED

In the 18th century not a single European monarch could feel safe without having strong borders. The kings and the queens were ever busy planning where to build castles, fortresses and fortifications. The expanding Russian Empire was no exception. Tzarness Catherine II (the Great) was very much concerned about the southern borders of her empire being wide open to the invaders from the Turkish Crimea. The threat growing, in 1778, she ordered to build a fortification not far from the mouth of the Dnieper River. The fortress called ‘Alexander-Schanz’ was not large: it consisted of a rampart, a moat, two gates on the opposite sides of it opening into the steppe. Beautiful St. Catherine’s Cathedral was built on its grounds where Russian Orthodox holy services still take place every day. There is an unusual door cut in the floor of the Cathedral. ‘Where does it lead?’ a tourist may rightfully wonder.

The answer to the question exists.

The fortification was meant for unfailing defence. However, the architects were also to think about the possibility of bad luck. In case of emergency, the soldiers needed to leave the territory of the fortress as fast as only possible. For this reason an extensive system of tunnels was made under the ground, the numerous secret corridors all connected and reaching much farther than any foreign intruder could imagine. The deep and dangerous dry Well on the territory of the former fortress also invites us to explore the catacombs, since these abandoned arteries still pass under the grounds of the modern city of Kherson which developed from the ‘Alexander-Schanz’ fortification. Moreover, the underground passages served their original purpose once more when during World War II the local people found their refuge in them from the Nazi’s bombs and persecution.

The city above has changed much since. But the catacombs still keep their secrets. According to one of the legends, Tzaress Catherine's golden coach is hidden in one of the passages. It is also rumoured that Catherine's favourite Prince Potyomkin hid his enormous treasures there.

It is dark and dangerous down in the catacombs, which is why unauthorized exploration is strictly prohibited. Still, there are enthusiasts who would like to get the permission from the government to explore the tempting darkness. And, who knows, we may find ourselves astounded at their findings!

AUTHENTIC FOOD

If you ever happen to come to Ukraine, you should try as many Ukrainian dishes as possible! However, you should not be tempted to go to a restaurant or a café to have your meals – you should live with an average Ukrainian family. Unlike a typical western European housewife, our southern Ukrainian one still cooks it all at home – with a strong distrust for all kinds of 'fast foods' and 'ready-for-use' supermarket products. Naturally, it is much healthier and cheaper even if time-consuming! What is more, many of our families maintain suburban allotments where they grow their own fruit and vegetables – without artificial fertilizers – for the sake of their children's health. Lucky we are!

There is definitely not a single more delicious cuisine than the Ukrainian one! Our Ukrainian *borshch* (a kind of soup) is the healthiest dish in the world ever. It can be either with meat (beef, pork or chicken) or fish, or vegetarian – with beans; it most necessarily contains onion, red beet, carrots, tomatoes (all these preliminarily stewed with vegetable oil), cabbage, potatoes, garlic, laurel leaf, parsley and dill, salt and pepper to taste. Sometimes mushrooms and prunes, pickled apples or cucumbers are added to please the most demanding guests. This soup is of a beautiful ruby-red colour and gives out an impossibly delicious odour! We also cook '*green borshch*' in spring with sorrel instead of tomatoes and cabbage, boiled eggs instead of meat. All kinds of borshch (every family have their own special recipe) are served with sour cream.

A lot of families also prefer *varenyky* (boiled dough with various fillings) and *holubtsi* (meat, cereals, carrots, eggs, mushrooms, onions – wrapped in cabbage leaves and boiled, served with sour cream).

On holidays we eat '*holodets*' which is a very rich meat broth on spices poured into plates – we put it into the fridge and wait until it gets jellied. Also, there are all kinds of pastry holiday dishes which deserve a special talk.

What's the use talking about food too much? Come and try it in Ukraine!

SAVING A PART OF THE WORLD

Not a single tourist coming to our region will fail to visit Ascania-Nova, the Biosphere Reserve in Kherson oblast – on the beautiful steppe grounds where animals feel free because the artificially created conditions here are identical to those in which they lived before. The reserve is famous, while little is known about its creator whose lifelong dream was giving animals a safe place where they would always be welcome and feel at home.

Frederick E. Pfalz-Fein was born to a well-to-do family of Russian Germans on April 16th, 1863, in the village of Ascania-Nova. At the age of 11 Frederick got only excellent examination marks, and, as a form of encouragement, his father allowed setting an open-air cage.

That was only the beginning. In 1882, when all the Dorpat University students were on holidays, F. E. Pfalz-Fein toured around the largest Botanical Gardens and Zoos of the world. A few years later he founded his own Botanical and Zoological Garden investing almost all his money in it. Along with that, he modernized his native village by building a post-office and a hospital, providing water-supply, a telephone line and electricity. Emperor Nikolay II presented Frederick with a Przewalsky horse; in five years aurochs were brought to Ascania-Nova.

Unfortunately, in December 1905, at the height of the Revolutionary uprising, the ignorant peasants destroyed much of the Pfalz-Feins' property. The Reserve was miraculously saved by a troop of soldiers.

In 13 years Frederick moved to Germany forever. It was difficult to part with his creation. He dreamt of at least seeing it once again which was not to happen: Frederick E. Pfalz-Fein passed away on August 2, 1920, in the German Health Resort of Bad Kissingen. His gravestone is decorated with two steppe eagles' images and there is an inscription on it: «Here lies the famous creator of 'Ascania-Nova'».

An outstanding biologist and a good sportsman (he was a wonderful fencer), Frederick E. Pfalz-Fein never gave up: he saved a great number of the animal species which would otherwise have become extinct. He saved a part of this world.

KARATE SPORT IN UKRAINE

The language of sport does not need translation. Just like a language, sport reflects cultural values. It ever leads you to both physical and spiritual self-perfection – at school, at home, elsewhere. And great it is if your parents are keen on sports.

Do you believe that the power of will, fortitude and commitment are passed on from generation to generation? The President of the Ukrainian Union of Kyokushin Karate, the father of a boy and two girls (all three studied at our Kherson Classic School N 6), Sergey Vsevolodov is firm about that. What he has always taught his children is *“If you can run, then run; if you cannot run, then walk; if you cannot walk, then creep; but don’t give up – and you won’t face frustration”*.

Sergey Vsevolodov was born in Kherson on September 4, 1955. He was raised by his mother. His father, a locally well-known and highly respected captain of the ship, died when Sergey was just a few months old.

A pupil of the secondary school, Sergey was engaged in freestyle wrestling sports. At the age of 15 he entered the Marine College dedicating his study to his father’s sacred memory; on graduation – worked as a mechanic on PMP Odessa and became an officer at Kherson’s sea port, getting higher education at Kherson State Pedagogical Institute (1980 – 1984).

He started Kyokushin in 1975, collecting methodological literature on karate at all the sea ports of the world. In 1979 he got acquainted with Anatoliy Matiushin who defined Kyokushin style as dynamic and tough which brings high culture of personal development. The ethical principles of the founder of Kyokushin Karate Masutasi Oyama were *respecting people, controlling emotions, having honour and dignity*.

The Head Kyokushin Karate Coach in Ukraine (since 2007), Mr. Vsevolodov wants his students to become world’s karate champions and to glorify this kind of sport in the whole world. Publishing his own book and shooting a documentary film about karate in Ukraine are his plans for the nearest future. And we can’t wait to know more about his lifetime pursuit.

OUR CLASSIC SCHOOL: BREAKING LANGUAGE BARRIERS

These days the problem of multiculturalism is as relevant as ever. My Motherland Ukraine is one of the places where it is also becoming more and more urgent. Though ours is not a rich country, it seems a paradise to those from even

poorer ones. And they come. And settle here in considerable numbers: our class register list contains quite a few family names which sound unusual even to a Southern-Ukrainian ear. There is a variety of accents, differences in mentality. How do we avoid collisions? How do we foster tolerance?

Learn more about the ways of life other than your own ones! A person whose heart is open to more than one culture will never start a war between the nations bearing these cultures. Also, multilingual people tend to be more tolerant than monolingual ones.

Kherson Classic School N 6 claims to be ‘humanitarian’, with an emphasis on language studies, and our teachers always stress that “languages accumulate cultural values and reflect the peoples’ mentalities”. Thus, besides our native Ukrainian tongue, we learn English, German and French; also, everyone speaks Russian – I am proud of my unique school where they teach us four international languages.

We start learning English as a FL at our school when we are 6 years of age, and this tradition dates back to the 1960s – the rough days of the Soviet Union and the ‘iron curtain’. What did they learn English for if they never met a foreigner? The older school teachers explain the country yet needed diplomats and military interpreters; also, the very well-educated Soviet intelligentsia loved reading English authors in the original.

Our first teachers of English in the 1960s were unique: a few former Russian refugees to Britain who returned to our dear Motherland after Stalin’s death. They spoke English the way the native speakers did. Those people established the tradition of high standards language skills which we still keep. Also, having spent a number of years in Britain which gave them refuge at the hardest time, our ELTs of the 1960s (the Rein brothers, for example) were the part of both their own and the foreign nations – each as if had two hearts... They are described to have set the examples of tolerance every day of their teaching lives. Very courageous people, they endured much of an ordeal of their epoch and never lost their faces.

One needs to be courageous to be tolerant – then, now, ever...

I will finish school in three years. I’ve made up my mind to follow our teachers’ tradition of breaking language barriers. Connecting everyone – not separating.

I will teach English.

THE TASKS TO THE TEXTS OF THE READER

CHOOSING ONE'S DEEDS

I. Before you read...

Answer the questions:

1. Have you ever heard John Howard's name?
2. Think! In your opinion, can one person change the history of the world? Give examples.

II. While you read...

A. Complete the following sentences using the information from the article (make sure you understand the meaning):

- 1) There is a monument in the centre of Kherson in the form of ...
- 2) John Howard rose against cruel...
- 3) We can never choose but we can always choose ...
- 4) In his mature years John Howard was never ...
- 5) He worked hard to educate himself as a/an ...
- 6) Before Howard's time plague was supposed to come from...

B. Answer the questions:

- 1) Was John Howard welcome in Kherson?
- 2) What does the stone sun-dial remind us about?

C. Explain the meaning of the following phrases from the text in your own words:

- a) "... he had to pay the highest price..."
- b) "... he didn't care where to spend the eternity..."
- c) "...he continues to do his great duty posthumously."

III. After you read...

Your own project:

- The article in this booklet is too short to cover all the interesting facts from John Howard's life. Find as much information about him as possible and report to the class. You may surf the net or you may use the book by Tessa West "*The Curious Mr. Howard*". (Tessa West is the acknowledged British writer who visited our city to find out more about the circumstances of John Howard's life and death in Kherson. The information she gathered is presented in her book published in 2011. See: Recommended Reading, p. 19)
- John Howard devoted his whole life to philanthropy striving to relieve people's suffering in prisons and lazarettos. Find out if there exist **charity organizations in the contemporary city of Kherson** that continue John Howard's pursuit of improving conditions in prisons and hospitals or engaged in helping people with special needs (for example, former prisoners, the disabled) to adapt to modern life. Write a report about the results of your research.

OUR NATIVE PARTS IN THE COSSACK ERA

I. Before you read...

Answer the questions:

1. What important role did the Cossacks play in the history of Ukraine?
2. Why is it important to know the history of your native city, of your own country and of the world?

II. While you read...

A. Explain what the following words mean and use them in the sentences of your own:

embankment
favourable
coniferous
serfdom
revolt
autonomy

B. Answer the questions:

- 1) Why did many Ukrainians start to flee to the South of Ukraine forming a new society?
- 2) Who allowed the Cossacks to establish the New Sich in Oleshky in 1734?
- 3) Who destroyed the Sich in 1775 and why?

C. Correct the following false statements (support your viewpoint using the information from the article and your knowledge of history):

- 1) The history of the present-day Ukrainian South started on the grounds where modern Kherson is situated.
- 2) The South-Eastern Ukraine was depopulated in the 15th-16th centuries because of the plague.

III. After you read...

Your own project:

Suppose you were one of the 18th century politicians belonging to Catherine's court. The Tzaress trusts you and relies on you. Would you try to persuade her not to destroy the Sich? What would you tell her?

- appeal to her keen intellect, progressive education and genuine motherly care for her subjects;
- describe the Cossacks not only as an important military formation securely protecting the borders, but also as a unique ethnic group whose cultural riches are a 'gem' in the crown of the empire;
- mention cautiously that the future generations may reproach her and her heirs for the destruction of the Sich which may become a pretext for conflicts;
- prompt a few possible wise ways to reorganize the Cossacks into a peaceful group that would for centuries on be grateful to their Tzaress (for example, giving them land, education, engaging the most talented of them in administrating the empire etc.).

Make notes for your speech. Be as convincing as possible.

THE TEMPTING DARKNESS OF THE UNEXPLORED

I. Before you read...

Answer the questions:

1. Have you ever heard of catacombs? What are they?
2. Do you know any interesting facts from the history of your native city? Where and how did it start?

II. While you read...

A. Fill in the gaps, consult the article where necessary:

- 1) Not a single monarch could ***feel safe*** ... having strong borders.
- 2) Catherine the Great was ***concerned*** ... the southern borders being wide open to the invaders.
- 3) The fortress ***consisted*** ... a rampart and a moat.
- 4) The ***answer*** ... the question exists.
- 5) The fortification was ***meant*** ... unfailing defence.
- 6) The modern city of Kherson ***developed*** ... the ‘Alexander-Schanz’ fortification.

B. Use the words in bold from the previous exercise with the prepositions you have inserted in the sentences of your own.

C. Answer the questions:

- a) Why were the 18th century monarchs ever busy planning where to build fortifications?
- b) Why did Catherine the Great order to build the fortress?
- c) What did the ‘Alexander-Schanz’ fortification consist of?
- d) Why was it important to build the ‘corridors’ under the grounds of the fortress?
- e) How did the local people use the catacombs during World War II?
- f) Why is unauthorized exploration of the catacombs strictly prohibited?

III. After you read...

Your own project:

- Write an article about your native city “**From the History of Kherson’s Streets and Buildings**”. To find the necessary data, you can either surf the net or visit the library named after Oles Honchar. Share your findings with the classmates.
- If you find the task above difficult, you can choose to do the following: walk along Suvorov Street in Kherson where a lot of historical buildings are situated, find **the memorial plaques** on the facades telling the history of the houses. Choose up to five plaques and translate the inscriptions into English.

AUTHENTIC FOOD

I. Before you read...

Answer the questions:

1. Have you ever thought of the Ukrainian cuisine as something special? What is so tasty about it?
2. Do your family consume 'fast food' or do you prefer to grow vegetables and cook meals yourselves?

II. While you read...

A. Match the following, consult the article if necessary:

e.g.: distrust for all kinds of 'fast foods'

distrust for	consuming
ready-for-use	fertilizers
time	allotments
suburban	all kinds of 'fast foods'
artificial	health
for the sake of	supermarket products
demanding	odour
delicious	guests
sour	cream

B. Use the expressions above in the sentences of your own.

C. Answer the questions:

- 1) Do you agree that the traditional Ukrainian dishes are the tastiest in the world? What other most tasty cuisines do you know?
- 2) What does the author of the article mean by saying "Lucky we are!"?

III. After you read...

Your own project:

- Share a recipe of a traditional national dish – either Ukrainian or of any other origin. Name the necessary ingredients and describe the whole process of cooking in fine detail.
- Find somebody who DOESN'T LIKE the Ukrainian cuisine (if it is only possible) and elicit at least three or five arguments from him/her against the traditional Ukrainian food. Think of two positive statements to contradict every negative argument.

SAVING A PART OF THE WORLD

I. Before you read...

Answer the questions:

1. Have you ever visited Ascania-Nova? What did you like there most?
2. What do you already know about the history of this world-famous natural reserve?

II. While you read...

A. * *Mark the statements as true or false, prove your point using the text of the article:*

- 1) Animals feel free on the grounds of the reserve because they live in natural conditions there.
- 2) Frederick E. Pfalz-Fein came from a poor family.
- 3) Frederick's father allowed setting an open-air cage as a form of a present.
- 4) Frederick E. Pfalz-Fein's only interest was in animals – he never helped people.
- 5) The reserve was destroyed by a troop of soldiers.
- 6) The creator of the Ascania-Nova Natural Reserve died in Europe.

B. *Answer the question:*

Which Frederick E. Pfalz-Fein's dream came true and which didn't? Why? (Use your knowledge of history to support your viewpoint.)

C. *Explain the meaning of the sentence from the article in your own words:*

"He saved a part of this world."

III. After you read...

Your own project:

- Conduct a research into the history of the Pfalz-Fein family. Tell the class about your findings.
- Find interesting information about other Ukrainian natural reserves and their creators.

** Key to task II (A): -, -, +, -, -, +, -, -, +.*

KARATE SPORT IN UKRAINE

I. Before you read...

Answer the questions:

1. Do you believe a person cannot become perfect (both physically and spiritually) without doing some kind of sport? Why?
2. What do you know about martial arts?

II. While you read...

A. Fill in the table with the events that happened in Sergey Vsevolodov's life:

September 4, 1955	
When he was a few months old	
At the age of 15	
1975	
1979	
1980-1984	
2007	

B. Answer the questions:

- 1) What does Mr. Vsevolodov teach his children?
- 2) Why was Sergey raised by his mother?
- 3) What sport was Sergey engaged in when a pupil?
- 4) What were Masutasi Oyama's ethical principles?
- 5) What does Sergey Vsevolodov plan to do in the nearest future?
- 6) Do you believe that personal qualities are passed on from generation to generation?

C. Explain the meaning of the following sentence from the article in your own words:

"Just like a language, sport reflects cultural values."

III. After you read...

Your own project:

Find some interesting information about a famous Ukrainian sportsman whose life is connected with your native city of Kherson. Write a composition about him/her. Use the article about Sergey Vsevolodov as an example.

OUR CLASSIC SCHOOL: BREAKING LANGUAGE BARRIERS

I. Before you read...

Answer the questions:

1. Have you ever heard of 'multiculturalism'? What does the word mean?
2. Do you know any facts from the history of your native school? Share the information with the class.

II. While you read...

A. Use the English-English dictionary to find the definitions of the words:

multicultural
urgent
accent
mentality
collision
tolerance
humanitarian
intelligentsia

B. Use the words above in the sentences of your own to illustrate their usage.

C. Explain the meaning of the phrases from the text in your own words:

- a) "... multilingual people tend to be more tolerant than monolingual ones."
 - b) "One needs to be courageous to be tolerant..."
- Think! In your opinion, why does the author of the article want to become a teacher of English?

III. After you read...

Your own project:

Do a research into the history of your native school. Choose a personality from its past (a headmaster, a teacher or a pupil who finished your school long ago) or a memorable event (either famous or forgotten). Tell about the most interesting facts to the class.

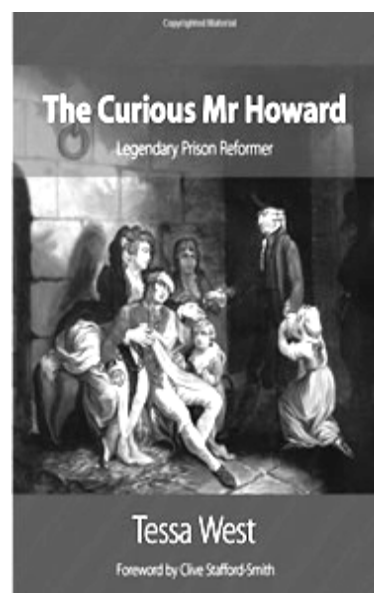
RECOMMENDED READING

'The Curious Mr. Howard' by TESSA WEST:

'Though John Howard's reputation rests squarely on his philanthropy and his efforts as a prison reformer, my intention was to write a biography that would give interest and enjoyment to a wide range of readers, not just to those interested in penal affairs.'

As I read his books, in which he details many aspects of life in prisons, and as I read about him and his aims to improve the terrible conditions he witnessed, I became increasingly aware of not only what Howard did, but what sort of a man he was. It became clear that as well as being generous, humane and energetic, he was unusual. Once he started on his prison work, he hardly stopped. He seemed to flourish only when working, and his private life became a source of sorrow'

(Tessa West)



'Impeccably researched and fascinating'
(The Howard Journal)

'No-one who reads this wonderful book could dispute that Howard ranks among the most interesting people of his age'
(Times Literary Supplement)

'A brilliant book'
(Nick Hardwick, Chief Inspector of Prisons)

'A riveting account of the great penal reformer, this humane, obsessive, guilt-ridden, lonely dissenter, indeed the "curious Mr. Howard"'
(guardian.co.uk)

'This book is a timely reminder of the dreams that inspired one man many years ago, and a reminder that we need John Howard as much or more today'
(Clive Stafford-Smith [from the Foreword])

Waterside Press - ISBN 978-1-904380-73-3

The information for this page was taken from:
http://www.tessawest.co.uk/mr_howard.html

KHERSON'S SPECIAL SUN-DIAL TIME

Cultural Reader

*Commended by Macmillan Education as one of the world's top seven cultural readers in 2013
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Methodological supervision by **Olena I. Solodovnikova**

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The digital version of the illustrations
and the cover design by **Margaryta S. Lilyk**



**ХЕРСОН: ОСОБЛИВИЙ ВІДЛІК ЧАСУ
ЗА СОНЯЧНИМ ГОДИННИКОМ**

Книга для читання англійською мовою про історію та культуру Півдня України

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«...за письменницький хист та гарні ілюстрації!»*

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