

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Донецький національний університет  
економіки і торгівлі  
імені М. І. Туган-Барановського

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

**С. А. Остапенко**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ  
ДИСЦИПЛІНИ**

**ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ  
(АНАЛІТИЧНЕ ЧИТАННЯ ТА РОЗМОВНИЙ  
ПРАКТИКУМ)**

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Ступінь: бакалавр  
І рік навчання

Затверджено на засіданні  
кафедри іноземної філології ,  
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**О 76**

**Остапенко, С. А.**

**О 76** Методичні рекомендації з вивчення дисципліни «Практичний курс основної іноземної мови (аналітичне читання та розмовний практикум)», ступінь бакалавр, 1 рік навчання / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземної філології, українознавства та соціально-правових дисциплін; С. А. Остапенко. – Кривий Ріг : [ДонНУЕТ], 2019. – 366 с.

Дисципліна «Практичний курс основної (англійської) іноземної мови» вивчається 2 семестри: 1 семестр – модуль І; 2 семестр – модуль ІІ.

Запропонована методична розробка містить вправи за темами, передбачених програмою дисципліни, та має за мету сприяти розвитку лексичних навичок, навичок аналізу текстів та комунікативній діяльності студентів.

Зміст посібника викликає зацікавленість, пов'язану з актуальністю розроблених тем. Завдання складені на основі сучасних вимог з урахуванням розвитку комунікативної компетенції.

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## **ВСТУП / INTRODUCTION**

Головним при вивченні іноземної мови є визнання комунікативної суті мовлення. Читання являє собою мовну діяльність, яка забезпечує вирішення цілого ряду комунікативних завдань, і ось чому навчання читанню є навчанням вирішення визначених комунікативних завдань пізнавального або практичного характеру. Мета читання – розуміння, і це означає, що воно завжди повинно бути націлене на розуміння тексту.

### **Аналітичне читання**

Метою навчання аналітичного читання є формування у студентів умінь та навичок добувати різну по кількісним та якісним характеристикам інформацію під час читання текстів, навичок різних видів читання та умінь аналізу (лексичного, лінгвостилістичного та художнього) прочитаних текстів на матеріалі чи за допомогою оригінальних творів англійських та американських письменників, а також засвоєння лексичних та фразеологічних одиниць.

### **Розмовний практикум**

Метою вивчення дисципліни є вироблення у студентів навичок, необхідних для ведення бесіди англійською мовою та сприйняття на слух англійської розмовної мови природного темпу з усіма властивими їй особливостями.

У результаті вивчення даної навчальної дисципліни студент повинен:

#### **Знати:**

##### **Аналітичне читання**

- лексичні та граматичні мовні явища;
- фонетичні явища (вимова, швидкість, паузи, логічний наголос);
- словотворення;
- різні види читання;

##### **Розмовний практикум**

- системний характер мовних явищ;
- лексичний матеріал за темами, що вивчаються;
- граматичні та фонетичні особливості англійської мови;
- правопис лексичних одиниць та пунктуацію;
- вимоги до оформлення письмових робіт.

#### **Вміти:**

##### **Аналітичне читання**

- розширювати та поповнювати мовні знання, в основному лексичні, перефразовувати, пояснити слово чи словосполучення, знаходити синоніми, антоніми;

- тренувати мовний матеріал, яким треба володіти, аналізувати лексичні та граматичні явища, відповідати на питання, знаходити еквіваленти;

- читати вголос, щоб удосконалювати технічний бік читання (правильна вимова слів, швидкість, паузи), що виявляє ступінь розуміння тексту;

- читати «про себе» з повним і точним розумінням усіх факторів у тексті (вивчаюче читання);

- отримати загальне уявлення про текст, книгу, журнал в цілому (переглядове читання);

- розвивати уміння мовлення – переказ, коментування, бесіда, дискусія, драматизація; вигадкування додаткових деталей;

- робити лінгвостилістичний та перекладознавчий аналіз наукових та художніх текстів з урахуванням відомостей, отриманих на практичних заняттях;

- обговорювати та аналізувати художні твори сучасної і класичної англійської літератури з точки зору їх ідейного змісту, композиційних і стилістичних особливостей;

- реферувати і анотувати англійською мовою суспільно-політичні і науково-технічні та художні тексти;

- викладати інформацію загальнонаукового і суспільно-політичного змісту в різних видах письмових робіт.

### **Розмовний практикум**

#### **Усне мовлення**

- переказувати текст, що прослухали або прочитали;  
- вести бесіду на задану тему в аспекті вивченого лексично-граматичного матеріалу;

- готувати самостійні повідомлення по темах;  
- виконувати послідовний переклад текстів;  
- розуміти та реагувати на широкий спектр тематики побутового та ділового спілкування.

#### **Писемне мовлення**

- писати твори на теми, що передбачені програмою;  
- складати плани, конспекти статей, лекцій, виступів;  
- передавати зміст прочитаного чи прослуханого тексту;  
- робити нотатки лекцій на суспільно-політичні та науково-популярні теми.

#### **Аудіювання**

- уміти розуміти носіїв мови, а також мову неносіїв, що володіють англійською мовою;

- розуміти вислови, що передають фактичну інформацію;  
- відповідати на питання, що мають відношення до вказаної інформації;  
- виділяти головну інформацію, відокремлюючи її від другорядної в розгорнутому уривку.

Дані методичні вказівки складаються з основної частини, поділеною за темами згідно курсу навчальної дисципліни, завдань для самостійної роботи студентів та переліку рекомендованої літератури.

Методичні вказівки містять рекомендації щодо організації та проведення практичних занять кожного модуля згідно програми дисципліни і охоплюють такі види мовленнєвої діяльності як говоріння, читання, письмо, сприйняття мови на слух.

**ЧАСТИНА 1.**  
**ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.**  
**GENERAL STUDY GUIDE**

## 1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	Вибіркова
Семестр (осінній / весняний)	осінній, весняний
Кількість кредитів	9/7
Загальна кількість годин	270/210
Кількість модулів	2
Лекції, годин	-
Практичні / семінарські, годин	130/105
Лабораторні, годин	-
Самостійна робота, годин	140/105
Тижневих годин для денної форми навчання:	
аудиторних	8,5
самостійної роботи студента	8,5
Вид контролю	екзамен

## 2. Мета та завдання дисципліни

**Мета:** формування комунікативної, лінгвістичної, соціокультурної та професійної компетенції студентів шляхом їх залучення до виконання професійно орієнтованих завдань, формування вмінь і навичок усного та писемного мовлення з послідовним удосконаленням кожного окремого виду мовленнєвої діяльності.

**Практична мета:** оволодіння необхідним лексичним та граматичним матеріалом, передбаченим відповідною програмою з практичного курсу англійської мови, з метою використання отриманих знань у подальшій професійній діяльності.

**Розвиваюча мета:** передбачає подальший розвиток комунікативних здібностей студента, його пам'яті (слухової, зорової, оперативної та довготривалої), уваги, логічного мислення, вольових якостей, пов'язаних з досягненням прогресу в навчальній діяльності.

**Загальноосвітня мета** передбачає збагачення духовного світу особистості, розширенню знань про та країни, мова яких вивчається, а саме географічне положення, суспільно-політичний устрій та культуру, традиції, міста тощо.

**Виховна мета** передбачає виховання у студентів поваги до культури інших народів, їхніх традицій і звичаїв, активності, працьовитості, здатності до прийняття самостійних рішень, колективізму тощо.

### **Завдання:**

**методичні:** організація процесу навчання англійської мови з урахуванням діалогу культур, інтегрованого підходу, інтерактивних методів, особистісно-



зорієнтованого навчання. Використання таких методів, як диспути, конференції, круглі столи, рольові ігри, «мозкові штурми» тощо;

пізнавальні: розвиток країнознавчих знань студентів про культуру, традиції та звичаї Великої Британії та США порівняно з національними традиціями та культурою свого народу;

практичні: удосконалення вмінь студентів сприймати іноземну мову на слух, читати та спілкуватися за змістом прочитаних текстів різної тематики, висловлення власної думки у монологічному, діалогічному усному та писемному мовленні, а також розвиток їхньої мовної здогадки, вміння самоконтролю.

**Предмет:** іноземна (англійська) мова.

**Зміст дисципліни розкривається в темах:**

Фонетика:

1. Система англійських приголосних і голосних звуків.
2. Модифікація звуків. Варіанти вимови. Літературні норми.
3. Термінальні тони та емоційні засоби виразності.
4. Емоційна інтонація у зв'язному мовленні.

Лексичний матеріал:

1. Перекладачі і переклад в сучасній культурі.
2. Я – студент першого курсу.
3. Університет.
4. Англійська як глобальна мова.
5. Тарас Шевченко.
6. Погода і клімат.
7. Туризм в Україні.
8. Візит до Києва.
9. Українські свята і фестивалі.
10. Дозвілля.
11. Домашні розваги.
12. Різдво у Британії.
13. Подорож до Британії.
14. Британський будинок.
15. Британська сім'я.
16. DІY супермаркети.

Граматичний матеріал:

1. Іменник.
2. Артикль (означений, неозначений).
3. Займенник.
4. Прикметник.
5. Прислівник.

6. Числівник.
7. Прийменник.
8. Сполучник.
9. Видо-часові форми дієслова. Неозначені часи.
10. Видо-часові форми дієслова. Тривалі часи.
11. Видо-часові форми дієслова. Перфектні часи.
12. Видо-часові форми дієслова. Перфектно-тривалі часи.
13. Категорія стану.
14. Пасивний стан.

### 3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
<b>Модуль 1</b>					
<b>Змістовий модуль 1: Фонетика англійської мови</b>					
Тема 1. Система англійських приголосних і голосних звуків	18		8		10
Тема 2. Модифікація звуків. Варіанти вимови. Літературні норми	20		8		12
Тема 3. Термінальні тони та емпатичні засоби виразності	20		8		12
Тема 4. Емоційна інтонація у зв'язному мовленні	22		16		6
<b>Разом за змістовим модулем 1</b>	<b>80</b>		<b>40</b>		<b>40</b>
<b>Змістовий модуль 2: Мова та переклад у сучасному суспільстві</b>					
Тема 5. Перекладачі і переклад в сучасній культурі	16		8		8
Тема 6. Я – студент першого курсу	16		8		8
Тема 7. Університет	16		8		8
Тема 8. Англійська як глобальна мова	16		8		8
Тема 9. Тарас Шевченко	16		8		8
Тема 10. Домашнє читання	20		10		10
<b>Разом за змістовим модулем 2</b>	<b>100</b>		<b>50</b>		<b>50</b>
<b>Змістовий модуль 3: Морфологія</b>					
Тема 11. Іменник	12		4		8
Тема 12. Артикль	14		6		8
Тема 13. Займенник	12		4		8
Тема 14. Прикметник	12		4		8
<b>Разом за змістовим модулем 3</b>	<b>50</b>		<b>18</b>		<b>32</b>
<b>Змістовий модуль 4: Видо-часові форми дієслова</b>					
Тема 15. Неозначені часи	20		12		8
Тема 16. Тривалі часи	20		10		10
<b>Разом за змістовим модулем 4</b>	<b>40</b>		<b>22</b>		<b>18</b>
<b>Модуль 2</b>					
<b>Змістовий модуль 5: Україна серед країн світу</b>					
Тема 17. Погода і клімат	10		4		6

Тема 18. Туризм в Україні	10		6		4
Тема 19. Візит до Києва	10		6		4
Тема 20. Українські свята і фестивалі	10		6		4
Тема 21. Дозвілля	10		6		4
Тема 22. Домашні розваги	10		4		6
Тема 23. Домашнє читання	10		4		6
<b>Разом за змістовим модулем 5</b>	<b>70</b>		<b>36</b>		<b>34</b>
<b>Змістовий модуль 6: Життя людей Британії</b>					
Тема 24. Подорож до Британії	10		6		4
Тема 25. Різдво у Британії	10		6		4
Тема 26. Британський будинок	10		6		4
Тема 27. Британська сім'я	10		6		4
Тема 28. ДІУ супермаркети	10		4		6
Тема 29. Домашнє читання	10		4		6
<b>Разом за змістовим модулем 6</b>	<b>60</b>		<b>32</b>		<b>28</b>
<b>Змістовий модуль 7: Морфологія</b>					
Тема 30. Прислівник	8		2		6
Тема 31. Числівник	8		2		6
Тема 32. Прийменник	10		4		6
Тема 33. Сполучник	8		2		6
<b>Разом за змістовим модулем 7</b>	<b>34</b>		<b>10</b>		<b>24</b>
<b>Змістовий модуль 8: Видо-часові форми дієслова та категорія стану</b>					
Тема 34. Перфектні часи	10		6		4
Тема 35. Перфектно-тривалі часи	10		8		2
Тема 36. Категорія стану	8		2		6
Тема 37. Пасивний стан	18		11		7
<b>Разом за змістовим модулем 8</b>	<b>46</b>		<b>27</b>		<b>19</b>
<b>Усього годин</b>	<b>480</b>		<b>235</b>		<b>245</b>

#### 4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
	Модуль І	
1	Практичне заняття Перекладачі і переклад в сучасній культурі.	4
2	Практичне заняття Іменник. Множина іменників.	2
3	Практичне заняття Іменник. Присвійний відмінок.	2
4	Практичне заняття Предмет фонетики. Опис мовного апарату і його функцій в утворенні звуків мови. Поняття про звукову структуру і її компоненти, фонетичну транскрипцію. Співвідношення звука і букви.	2
5	Практичне заняття Перекладачі і переклад в сучасній культурі.	4
6	Практичне заняття Артикль. Неозначений артикль а/an.	2

7	Практичне заняття Голосні звуки та їхня артикуляція. Ритм. Поняття про тон. Спосіб графічного зображення інтонації. Нисхідний тон. Поняття про редукацію. Фразовий наголос. Інтонація.	2
8	Практичне заняття Домашнє читання.	2
9	Практичне заняття Приголосні звуки та їхня артикуляція. Поняття аспірації, палаталізації. Одноударний ритм. Поняття про інтонаційну структуру.	2
10	Практичне заняття Я – студент першого курсу.	4
11	Практичне заняття Артикль. Означений артикль the.	2
12	Практичне заняття Одноударний ритм. Інтонація спонукальних фраз. Низький нисхідний тон. Склад. Наголос у слові. Складоутворююча функція сонантів в англійській мові.	2
13	Практичне заняття Артикль. Вживання артикля з власними назвами.	2
14	Практичне заняття Я – студент першого курсу.	4
15	Практичне заняття Займенник. Види займенників.	2
16	Практичне заняття Фонематичний склад мови та її письмо. Фонеми /t/, /d/, /p/, /b/, /k/, /g/. Типи вибухів. Вживання високого висхідного тону в неповних питаннях. Ударність вказівних займенників.	2
17	Практичне заняття Домашнє читання.	2
18	Практичне заняття Фонеми. Дифтонги. Зв'язуючий «г». Вживання високого висхідного тону в повних загальних питаннях.	2
19	Практичне заняття Університет.	4
20	Практичне заняття Займенник. Порівняльна характеристика.	2
21	Практичне заняття Асиміляція англійських приголосних. Сполучення приголосних з /θ, ð/. Інтонація прямого звернення.	2
22	Практичне заняття Університет.	4
23	Практичне заняття Прикметник. Види прикметників.	2
24	Практичне заняття Двоударний ритм. Асиміляція у сполученнях приголосних з сонантом /r/. Фонетичний аналіз слова. Вживання високого висхідного тону в складносурядних реченнях.	2
25	Практичне заняття Домашнє читання.	2

26	Практичне заняття Прикметник. Ступені порівняння.	2
27	Практичне заняття Триударний ритм. Нисхідний-висхідний тон. Елізія. Інтонія стверджувальних речень.	2
28	Практичне заняття Англійська як глобальна мова.	4
29	Практичне заняття Неозначені часи. Present.	4
30	Практичне заняття Триударний ритм. Нисхідний-висхідний тон у стверджувальних реченнях. Основні типи шкал.	2
31	Практичне заняття Англійська як глобальна мова.	4
32	Практичне заняття Неозначені часи. Past.	4
33	Практичне заняття Висхідний-нисхідний тон. Інтонія питальних речень. Фонетичний аналіз речення.	2
34	Практичне заняття Домашнє читання.	2
35	Практичне заняття Узгодження тонів. Наголос у реченні. Інтонія неостанніх частей речення. Фонетичний аналіз речення.	2
36	Практичне заняття Тарас Шевченко.	4
37	Практичне заняття Слова з двома наголосами у зв'язному мовленні. Інтонія вставних слів. Фонетичний аналіз речення.	2
38	Практичне заняття Неозначені часи. Future.	4
39	Практичне заняття Мелодика загального питання та відповіді на нього. Мелодика переліку.	2
40	Практичне заняття Тривалі часи. Present.	4
41	Практичне заняття Мелодика альтернативних питань. Мелодика звертання Рівний тон.	2
42	Практичне заняття Тарас Шевченко.	4
43	Практичне заняття Тривалі часи. Past.	4
44	Практичне заняття Мелодика розділових питань. Мелодика привітання.	2
45	Практичне заняття Домашнє читання.	2
46	Практичне заняття Порушення рівномірно нисхідного ряду наголошених складів (різке підвищення тону). Мелодика складносурядного речення. Мелодика складнопірядного речення.	4

47	Практичне заняття Тривалі часи. Future.	2
48	Практичне заняття Фонетичний розбір слова. Фонетичний розбір речення.	2
49	Практичне заняття Фонетичний розбір тексту.	2
	Модуль II	
50	Практичне заняття Погода і клімат.	4
51	Практичне заняття Прислівник.	2
52	Практичне заняття Туризм в Україні.	6
53	Практичне заняття Числівник.	2
54	Практичне заняття Прийменник.	4
55	Практичне заняття Візит до Києва.	6
56	Практичне заняття Сполучник.	2
57	Практичне заняття Перфектні часи. Present.	2
58	Практичне заняття Українські свята і фестивалі.	6
59	Практичне заняття Перфектні часи. Past.	2
60	Практичне заняття Домашнє читання.	2
61	Практичне заняття Перфектні часи. Future.	2
62	Практичне заняття Дозвілля.	6
63	Практичне заняття Перфектно-тривалі часи. Present.	4
64	Практичне заняття Домашнє читання.	2
65	Практичне заняття Перфектно-тривалі часи. Past.	2
66	Практичне заняття Домашні розваги.	4
67	Практичне заняття Подорож до Британії.	6
68	Практичне заняття Перфектно-тривалі часи. Future.	2
69	Практичне заняття Різдво у Британії.	6
70	Практичне заняття Категорія стану.	2

71	Практичне заняття Домашнє читання.	2
72	Практичне заняття Британський будинок.	6
73	Практичне заняття Пасивний стан.	4
74	Практичне заняття Британська сім'я.	6
75	Практичне заняття Домашнє читання.	2
76	Практичне заняття Пасивний стан.	4
77	Практичне заняття DIY супермаркети.	4
78	Практичне заняття Пасивний стан.	3
<b>Всього</b>		<b>235</b>

### 5. Індивідуальні завдання

1. Огляд періодичної та монографічної наукової літератури.
2. Підготовка рефератів, доповідей за обраною темою.
3. Проектна робота.
4. Підготовка тез доповідей з метою виступу на університетських, всеукраїнських та міжнародних семінарах та конференціях.
5. Аналіз і переклад текстів.

### 6. Обсяги, зміст та засоби діагностики самостійної роботи

Тема	Кількість годин самостій- ної роботи	Зміст самостійної роботи	Засоби діагностики
<b>Модуль 1</b>			
<b>Змістовий модуль 1. Фонетика англійської мови</b>			
Система англійських приголосних і голосних звуків	10	1. Виконання фонетичних вправ Unit 1. 2. Прослуховування аудіо файлів з теми. 3. Запис власних аудіо файлів. 4. Транскрибування текстів.	1. Фронтальне та індивідуальне опитування. 2. Написання фонетичного диктанту.
Модифікація звуків. Варіанти вимови. Літературні норми	12	1. Виконання фонетичних вправ Unit 2. 2. Прослуховування аудіо файлів з теми. 3. Запис власних аудіо файлів. 4. Транскрибування текстів.	1. Фронтальне та індивідуальне опитування. 2. Написання фонетичного диктанту.
Термінальні тони та	12	1. Виконання фонетичних вправ Unit 3. 2. Прослуховування аудіо файлів з теми.	1. Фронтальне та індивідуальне

емфатичні засоби виразності		3. Складання інтонаційних схем. 4. Відпрацювання інтонації під час читання текстів та діалогів. 5. Озвучення уривків тексту, відео матеріалів. 6. Запис власних аудіо файлів. 7. Вивчення напам'ять уривку прозового тексту, вірша, діалогу.	опитування. 2. Написання фонетичного диктанту. 3. Озвучення уривку тексту. 4. Фонетичний розбір речення.
Емоційна інтонація у зв'язному мовленні	6	1. Виконання фонетичних вправ Unit 4. 2. Прослуховування аудіо файлів з теми. 3. Складання інтонаційних схем. 4. Відпрацювання інтонації під час читання текстів та діалогів. 5. Озвучення уривків тексту, відео матеріалів. 6. Запис власних аудіо файлів. 7. Вивчення напам'ять уривку прозового тексту, вірша, діалогу.	1. Фронтальне та індивідуальне опитування. 2. Написання фонетичного диктанту. 3. Фонетичний розбір тексту. 4. Декламування вірша уривку прозового тексту.
<b>Разом змістовий модуль 1</b>	<b>40</b>		
<b>Змістовий модуль 2. Мова та переклад у сучасному суспільстві</b>			
Перекладачі і переклад в сучасній культурі	8	1. Виконання завдань та вправ Unit 1. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Я – студент першого курсу	8	1. Виконання завдань та вправ Unit 2. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка індивідуального завдання (написання ессе).	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Університет	8	1. Виконання завдань та вправ Unit 3. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Презентація проектів. 4. Написання словникового диктанту
Англійська як глобальна мова	8	1. Виконання завдань та вправ Unit 4. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних



		довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	тестових завдань. 3. Написання словникового диктанту
Тарас Шевченко	8	1. Виконання завдань та вправ Unit 5. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Презентація проєктів. 4. Написання словникового диктанту
Домашнє читання	10	1. Виконання завдань для домашнього читання. 2. Підготовка до монологічного та діалогічного мовлення. 3. Аналіз прочитаного тексту. 4. Засвоєння лексичних одиниць. 5. Написання есе	1. Фронтальне та індивідуальне опитування. 2. Монологічне мовлення. 3. Участь у дискусії.
<b>Разом змістовий модуль 2</b>	<b>50</b>		
<b>Змістовий модуль 3. Морфологія</b>			
Іменник	8	1. Виконання завдань та вправ Unit 1. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Артикль	8	1. Виконання завдань та вправ Unit 2. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Займенник	8	1. Виконання завдань та вправ Unit 3. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Прикметник	8	1. Виконання завдань та вправ Unit 4. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
<b>Разом змістовий модуль 3</b>	<b>32</b>		

<b>Змістовий модуль 4. Видо-часові форми дієслова</b>			
Неозначені часи	8	1. Виконання завдань та вправ Unit 5, 6, 7, 8 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Тривалі часи	10	1. Виконання завдань та вправ Unit 9, 10, 11, 12. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
<b>Разом змістовий модуль 4</b>	<b>18</b>		
<b>Модуль 2</b>			
<b>Змістовий модуль 5. Україна серед країн світу</b>			
Погода і клімат	6	1. Виконання завдань та вправ Unit 6. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Туризм в Україні	4	1. Виконання завдань та вправ Unit 7. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка індивідуального завдання (написання есе)	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Візит до Києва	4	1. Виконання завдань та вправ Unit 8. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Презентація проєктів. 4. Написання словникового диктанту
Українські свята і фестивалі	4	1. Виконання завдань та вправ Unit 9. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних

		довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування..	тестових завдань. 3. Написання словникового диктанту
Дозвілля	4	1. Виконання завдань та вправ Unit 10. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Домашні розваги	6	1. Виконання завдань та вправ Unit 11. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Домашнє читання	6	1. Виконання завдань для домашнього читання. 2. Підготовка до монологічного та діалогічного мовлення. 3. Аналіз прочитанного тексту. 4. Засвоєння лексичних одиниць. 5. Написання есе	1. Фронтальне та індивідуальне опитування. 2. Монологічне мовлення. 3. Участь у дискусії.
<b>Разом змістовий модуль 5</b>	<b>34</b>		
<b>Змістовий модуль 6. Життя людей Британії</b>			
Подорож до Британії	4	1. Виконання завдань та вправ Unit 12. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Презентація проєктів.
Різдво у Британії	4	1. Виконання завдань та вправ Unit 13. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Британський будинок	4	1. Виконання завдань та вправ Unit 14. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту

Британська сім'я	4	1. Виконання завдань та вправ Unit 15. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка індивідуального завдання (написання ессе)	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
DIY супермаркети	6	1. Виконання завдань та вправ Unit 16. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Домашнє читання	6	1. Виконання завдань для домашнього читання. 2. Підготовка до монологічного та діалогічного мовлення. 3. Аналіз прочитанного тексту. 4. Засвоєння лексичних одиниць. 5. Написання ессе	1. Фронтальне та індивідуальне опитування. 2. Монологічне мовлення. 3. Участь у дискусії.
<b>Разом змістовий модуль 6</b>	<b>28</b>		

#### Змістовий модуль 7. Морфологія

Прислівник	6	1. Виконання завдань та вправ Unit 13. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Числівник	6	1. Виконання завдань та вправ Unit 14. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Прийменник	6	1. Виконання завдань та вправ Unit 15. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Сполучник	6	1. Виконання завдань та вправ Unit 16. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.

<b>Разом змістовий модуль 7</b>	<b>24</b>		
<b>Змістовий модуль 8. Видо-часові форми дієслова та категорія стану</b>			
Перфектні часи	4	1. Виконання завдань та вправ Unit 17, 18, 19, 20. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Перфектно- тривалі часи	2	1. Виконання завдань та вправ Unit 21, 22, 23, 24. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Категорія стану	6	1. Виконання завдань та вправ Unit 25. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Пасивний стан	7	1. Виконання завдань та вправ Unit 26. 2. Вивчення граматичних конструкцій, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
<b>Разом змістовий модуль 8</b>	<b>19</b>		
<b>Всього</b>	<b>245</b>		

## 7. Результати навчання

1	Знання лексичних одиниць та граматичних конструкцій тем, передбачених програмою.
2	Вміння читати, перекладати та аналізувати тексти на задану тему.
3	Володіння лексичним запасом, необхідним для висловлення власних думок та розуміння іншомовного мовлення в межах заданої теми
4	Вміння робити презентації англійською мовою.
5	Вміння вести діалог з колегами.
6	Вміння оформлювати власні думки в писемній формі.
7	Вміння фонетичного розбору, транскрибування та фонетичної розмітки речення.

8	Володіння слухо-вимовними навичками та вміння правильної вимови звуків, навички інтонування різних комунікативних типів речень.
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## 8. Форми навчання

Практичні заняття, самостійна робота (підготовка презентацій, написання есе, самостійне опрацювання додаткових питань за наведеним переліком літератури).

## 9. Методи оцінювання

Екзамен.

## 10. Розподіл балів, які отримують студенти

Відповідно до системи оцінювання знань студентів ДонНУЕТ рівень сформованості компетентностей студента оцінюється у випадку проведення екзамену: впродовж семестру (50 балів) та при проведенні підсумкового контролю – екзамену (50 балів).

### Оцінювання протягом семестру

№ теми	Вид роботи/бали					
	Тестові завдання	Комунікативні завдання	Виконання практичних завдань теми	Індивідуальне завдання	ПМК	Сума балів
Модуль 1						
Змістовий модуль 1						
Тема 1			1			1
Тема 2	0,5		1			1,5
Тема 3			1	1		2
Тема 4	0,5		1	1		2,5
Разом за змістовим модулем 1	1		4	2		7
Змістовий модуль 2						
Тема 5	0,5	0,5	1			2
Тема 6	0,5	0,5	1	1		3
Тема 7	0,5	0,5	1	1		3
Тема 8	0,5	0,5	1			2
Тема 9	0,5	0,5	1	1		3
Тема 10	0,5	0,5	1	1		3
Разом за змістовим модулем 2	3	3	6	4	5	21
Змістовий модуль 3						
Тема 11	0,5		1			1,5
Тема 12	0,5		1			1,5
Тема 13	0,5		1			1,5

Тема 14	0,5		1			1,5
Разом за змістовим модулем 3	2		4			6
Змістовий модуль 4						
Тема 15	2		3			5
Тема 16	2		4			6
Разом за змістовим модулем 4	4		8		5	16
<b>Разом</b>						<b>50</b>
Модуль 2						
Змістовий модуль 5						
Тема 17	0,5	0,5	1			2
Тема 18	0,5	0,5	1	0,5		2,5
Тема 19	0,5	0,5	1	0,5		2,5
Тема 20	0,5	0,5	1			2
Тема 21	0,5	0,5	1			2
Тема 22	0,5	0,5	1			2
Тема 23	0,5	0,5	1	0,5		2,5
Разом за змістовим модулем 5	3,5	3,5	7	1,5		15,5
Змістовий модуль 6						
Тема 24	0,5	0,5	1	0,5		
Тема 25	0,5	0,5	1			
Тема 26	0,5	0,5	1			
Тема 27	0,5	0,5	1	0,5		
Тема 28	0,5	0,5	1			
Тема 29	0,5	0,5	1	0,5		
Разом за змістовим модулем 6	3	3	6	1,5	5	18,5
Змістовий модуль 7						
Тема 30	0,5		0,5			1
Тема 31	0,5		0,5			1
Тема 32	0,5		0,5			1
Тема 33	0,5		0,5			1
Разом за змістовим модулем 7	2		2			4
Змістовий модуль 8						
Тема 34	1,5		1			2,5
Тема 35	1,5		1			2,5
Тема 36			0,5			0,5
Тема 37	1		1,5			2,5
Разом за змістовим модулем 8	4		4		4	12
<b>Разом</b>						<b>50</b>

### Загальне оцінювання результатів вивчення дисципліни

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами екзамену та за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

Оцінка		
100-бальна шкала	Шкала ECTS	Національна шкала
90-100	A	5, «відмінно»
80-89	B	4, «добре»
75-79	C	
70-74	D	3, «задовільно»
60-69	E	
35-59	FX	2, «незадовільно»
0-34	F	

### 11. Методичне забезпечення

1. Методичні вказівки з вивчення дисципліни.
2. Тестові завдання для перевірки знань студентів.
3. Навчальна та наукова література, нормативні документи.

### 12. Рекомендована література

#### Основна

1. Англійська мова. I курс: підручн. для студ. та виклад. вищ. навч. заклад. / М. О. Возна, А. Б. Гапонів, О. О. Акулова; за ред.. В. І. Карабана. – Вінниця : Нова Книга, 2012. – 568 с.
2. Монтгомері Л. М. Анна з Грін Гейблз: книга для читання англійською мовою. – Вінниця : Нова книга, 2008. – 440 с.
3. Остапенко С. А. Методичні вказівки з вивчення дисципліни «Практичний курс основної іноземної мови (аналітичне читання та розмовний практикум)» / С. А. Остапенко. – Кривий Ріг : ДонНУЕТ, 2019.
4. Остапенко С. А. Методичні вказівки з вивчення дисципліни «Практичний курс основної іноземної мови (практична фонетика)» / Г. М. Удовіченко, С. А. Остапенко. – Кривий Ріг : ДонНУЕТ, 2019.
5. Удовіченко Г. М., Остапенко С. А. Методичні вказівки з вивчення дисципліни «Практичний курс основної іноземної мови (практична граматики)» / С. А. Остапенко. – Кривий Ріг : ДонНУЕТ, 2019.
6. Черноватий Л. М., Калабан В. І. Практична граматики англійської мови з вправами. Посібник для студентів вищих закладів освіти. – Вінниця : Нова книга, 2006.
7. L. Alexander. Longman English Grammar Practice. Longman, 2002.



### **Допоміжна**

8. Доценко І. В. Вибрані твори англійських та американських письменників. Посібник для викладачів та студентів вузів / І. В. Доценко. – Вінниця : Нова книга, 2004.
9. Меркулова Е. М. Английский для студентов университетов: чтение, письменная и устная практика / Е. М. Меркулова. – М. : Союз, 2000. – 382 с.
10. Тучина Н. В., Меркулова Т. К. Read and Speak English with Pleasure / Н. В. Тучина, Т. К. Меркулова. – Х. : Торсінг, 2004.
11. Тучина Н. В., Меркулова Т. К. Speak English with Pleasure / Н. В. Тучина, Т. К. Меркулова. – Х. : Торсінг, 2001.
12. V. Evans, J. Dooley. Enterprise SB, Express Publishing, 2010.
13. V. Evans, J. Dooley. Enterprise WB, Express Publishing, 2010.
14. V. Evans. Grammarway, Express Publishing, 2010.
15. V. Evans. Round up. English Grammar Practice, Longman, 2000.
16. V. Evans, J. Dooley. Reading & Writing, Express Publishing, 2006.
17. R. Murphy. Essential Grammar in Use, Oxford University Press, 1984.
18. S. Redman. English Vocabulary in Use, Cambridge University Press, 2009.
19. S. Redman. Test Your English Vocabulary in Use, Cambridge University Press, 2009.

### **Інформаційні ресурси**

1. Електронний словник. – Режим доступу: <http://multitran.ru>.

**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

## UNIT 1

**Topic:** Translators and Translation in Contemporary Culture

**Grammar:** The Pronoun. Sentences with an introductory “it”

**Functional Expressions:** Persuasion

**1. Learn the following expressions that are involved in the process of persuasion.**

Why don't we look at ...?

Let's consider ...

Wouldn't it be better if ...?

We'd improve matters by ...

How about modifying our plan by ...?

Shouldn't we also take into account ...?

Perhaps if we were to ...

What a good idea! Let's use it in the following way ...

You must admit we won't do better than if ...

That's an excellent idea. Let's incorporate it by ...

**2. Discuss the following questions relating to the text below, using the expressions from above, working in groups:**

1. Why is translation necessary?
2. How long has translation been taking place?
3. Who were the first translators?
4. Was the first translation oral or written?
5. What are the major difficulties of translation?
6. What are the major advantages that translation brings?
7. What can happen if translation is poor?
8. What are the most important attributes of a successful translator?
9. What are the most frequently used languages in translations?

**3. Transcribe the following words and read them aloud. Observe the difference between phonemes.**

Will-wheel-whale, boss-both-berth, mean-mint-meant, week-wake-wink, close-cloth-clause, word-wash-warm, foreign-foe-forward, many-money-mini, ten-turn-torn.

**4. Look at the words below. Sort them up into groups with silent /h/ and pronounced /h/. Practise their pronunciation.**

Human, here, how, high, whereas, happened, what, hope, whom, hidden, while, have, huge, whether, him, history, eight, somewhere, hang.

**5. Transcribe the following words and practise their pronunciation.**

Vital, audience, multiply, society, tutorial, series, pre-empted, seminar, essay, enormous, major, growth, expert, issues, philosophy, collapse, clash, pretty.

**6. Transcribe the following sentences, mark the stresses and tunes and draw them onto staves.**

1. May I have a quick word with you, Professor? 2. Don't you mean that you're presenting at the seminar? 3. Have you seen the new timetable? 4. What subjects have we got this term? 5. What do you mean? 6. How many periods have we got today?

**Text: Translators and Translation in Contemporary Culture**

People around the world express themselves by using many thousands of languages and dialects which, combined with enormous differences in culture and means of expression, make for huge difficulties in communication.

English translation, among others, becomes even more important taking into account the importance of the English language. It goes without saying that English is the major world language, the language of international communication and the main language of the Internet. English is native to over 400 million speakers, an official language to over a billion, and is the most studied language in the world.

Nobody will argue that communication is vital for this planet to not only survive, but to evolve and develop. The popular image of a "shrinking world" is partly from the increase in physical travel and the decrease in the time taken to literally move from one country to another. But the world is also shrinking as mass media and the Internet bring people closer through communication of information. This growth of international information and organisations, the increased sharing of knowledge in science, arts and culture, the increased international presence of both commercial and non-commercial structures increasingly require a growing number of expert communicators.

The ultimate role of a translator/interpreter is to make all communication issues and problems magically vanish.

But while serving such an important mission the translator needs to stay mostly invisible. The philosophy of the job is that you can't win, you can only lose. Whether during business discussions or at international conferences, the audience for whom the translator works will only pay attention to him or to her if a failure in communication occurs. If communication goes smoothly, the translator or interpreter is always hidden in the shade. This is fundamentally different from other professions where the task is to win and not just to participate. To assist with communication by doing a professional and transparent job is what each translator must aim to achieve.

If communication fails, what may have happened? Where could the translator have gone wrong? He or she may have made one of two principal groups of mistakes: those related to cultural misunderstandings and those related to incorrect use of sounds, words or grammar. Whereas grammatical mistakes in many cases will just confuse the listener but will probably not cause communication to fail, mistakes in vocabulary and pronunciation, especially when multiplied by cultural misunderstandings may result in dramatic failures. High-level talks have frequently been known to go wrong and even international treaties collapse for such reasons.

How does a student linguist get that vital knowledge that will help him or her to fulfil the important task of communication across cultures and societies?

How may that student learn more about their own country and the countries of the language being studied? Here a university education becomes critical as it provides the student not only with a certain sum of knowledge, but with the tools and means of obtaining more and more knowledge and education. The student needs to always retain the desire to continue to learn and all really good professionals will never stop the search for not just more words but for better and better understanding of the human beings they deal with.

### *Notes*

**1. To make for.** У даному контексті означає “призводити до чогось”.

**2. It goes without saying.** Фразеологічний вислів, який означає “само собою зрозуміло”.

**3. Evolve.** Розвиватися, еволюціонувати поступово і природнім шляхом. Порівняйте зі значенням слова “to develop”, яке означає розвиток та вдосконалення як результат людської діяльності.

Наприклад: It is

believed in the scientific world that human beings are evolving at an ever increasing rate. He went to the gymnasium every day to develop his arm muscles.

**4. Shrinking world.** Метафоричний вислів сучасної англійської мови, який в даному контексті перекладається як “світ, що стає все тіснішим”. Дієслово “to shrink” має також значення “зменшуватися, скорочуватися, зморщуватися”. Наприклад: His jeans had shrunk in the wash and he couldn’t do up the buttons now. Her shrunken cheeks were clearly seen now.

**5. Ultimate role.** В даному контексті – “кінцева мета, основне завдання”. Слово “ultimate” може також означати “останній, остаточний” та “фундаментальний, первинний, базовий, споконвічний”. Наприклад: ultimate result, ultimate truth.

**6. Sharing of knowledge.** “Sharing” означає спільне володіння та використання, в даному контексті перекладається як “обмін знаннями”.

**7. To go wrong.** Ідеоматичний вислів сучасної англійської мови зі значенням “помилитися, дати збій”.

**8. Linguist.** Лінгвіст, людина обізнана у мовах та лінгвістиці. Порівняйте це слово зі значенням слова “philologist”, яке не є його синонімом в сучасній англійській мові і означає у Великобританії фахівця в галузі порівняльного та історичного мовознавства, знавця давніх мов. В американському варіанті англійської мови слово “philologist” означає насамперед фахівця в галузі літератури або класичних мов.

### *Dialogue 1. The need to never stop learning*

Student: Oh, Professor. May I have a quick word with you?

Professor: Of course, I’ve got a few minutes spare.

S: As the students’ representative, I just wanted to ask you to move next week’s tutorials around if possible.

P: As it happens, you've pre-empted me. I was going to talk to you about the same thing.

S: Oh, what do you mean?

P: We've got two tutorials next week, both of which clash with a series of seminars that I want to attend, so I was hoping to re-arrange with you.

S: That's just what I was going to ask you about.

P: I want to sit in on the Contemporary English seminars by that native speaker.

S: Don't you mean present at that seminar?

P: Good grief, no. I'm always concerned I'm out of date in my understanding of the language. I need to learn not tell.

S: But you're a Professor.

P: Quite – all the more reason to keep learning.

### *Notes*

**1. May I have a word?** Ввічлива фраза, за допомогою якої можна зупинити когось, привернувши увагу. Слово “quick” скоріше додається для підсилення ввічливості, ніж для передачі буквального значення.

**2. I've a few minutes spare.** Ввічлива відповідь, яка в розмовній мові означає, що той, до кого ви звернулися, може приділити вам декілька хвилин.

**3. I just wanted to ask you...if possible.** Одна із фраз ввічливості, що вводить тему розмови.

**4. Seminar.** Крім форми аудиторної роботи студентів, яка перекладається аналогом, може також означати публічну презентацію з певної теми.

**6. Tutorial.** Форма аудиторної роботи студентів у Великобританії: заняття проводяться, як правило, професором для невеликої групи студентів, тема заняття визначається інтерактивно, часто просто на початку заняття із кола питань, які цікавлять студентів. Аналогічна форма занять у вітчизняних вищих навчальних закладах не практикується. Можливий варіант перекладу – “консультація”.

**7. As it happens.** Розмовний зворот, що означає “добре, що ви поставили це питання”. Перекладається залежно від контексту, наприклад, речення “As it happens, you've pre-empted me” можна перекласти “З цим питанням Ви мене випередили”. В інших контекстах може перекладатися “вийшло так, що ...”

**8. To sit in on.** Розмовна фраза, що означає “відвідувати”.

**9. To present.** У цьому контексті означає “виступати перед аудиторією, робити презентацію”.

**10. Good grief!** Вигук, який передає здивування і деяку приголомшеність промовця, а також його заперечення сказаного раніше. Перекладається “Боже мій! Ні!” та іншими аналогічними фразами.

**11. I need to learn not tell.** Граматично неправильна фраза, де пропуск “to” перед “tell” використовується для підсилення сказаного.

### *Dialogue 2. The new timetable*

Roman: Have you seen the new timetable? They posted it this morning.

Olena: I missed it. Where did they put it?

R: In the right wing of the Yellow Building on the first floor next to the administrators.

O: Ah, I only looked on the ground floor notice-board. Anyway, how many periods have we got this term?

R: Eighteen per week in eight subjects.

O: Wow, not much time in the bar, then?

R: Wednesday's our library day. And I think we've got three essays this term.

O: What subjects have we got this term, then?

R: Hang on, I wrote them down somewhere. Here we are: "Introduction to General Linguistics", "English Language", "Ukrainian Language", "Ukrainian Literature", "Foreign Literature", "IT", "Physical Education". Have I left anything out?

O: Yes, the broadest of all "The History of Culture". Do you know what we're doing in Foreign Literature this term?

R: Ancient Classical literature.

O: Ouch – I missed most of that in school, so I'll be starting pretty much from scratch.

R: It's five to two – we better get moving to our first class.

### Notes

**1. Timetable.** Розклад занять. "To post a time-table" означає вивісити розклад занять.

**2. A period.** Пара, дві академічні години.

**3. Wow.** Вигук здивування.

**4. Term.** У британській англійській означає "семестр". У Великобританії навчальний рік ділиться на три семестри. В американській англійській використовується слово "semester".

**5. Essay.** Реферат. Студенти гуманітарних факультетів британських університетів пишуть близько 20 рефератів за семестр обсягом 4–5 000 слів кожний.

**6. IT (Information Technology).** Інформатика.

**7. The administrators.** Методисти.

**8. What are we doing in Foreign Literature this term?** Що ми *проходимо* з іноземної літератури в цьому семестрі?

**9. To start from scratch.** Ідіоматичний вислів, що означає "починати з нуля".

### Subject vocabulary:

Language, dialect, means of expression, communication, to share knowledge, expert, communicator, commercial structure, to vanish, to serve a mission, a failure, cultural misunderstanding, correct/incorrect use, philologist, crucial, drastic, tools and means, a professional.

Student representative, tutorial, seminar, to attend, to re-arrange, to sit in on a seminar, native speaker, to present, time-table, to post, a period, a library day, a class.

### ***1. Answer the following questions:***

1. Why is it so crucial that translation has to be absolutely accurate for true communication? 2. Why is English often called the world language? 3. What is the main task of a translator? 4. Why is it said that a translator during translation can never win but can only lose? 5. What sort of communication failures can you name? Give examples. 6. Why is a broad university education so important to a translator? 7. Do good professionals ever stop learning? Explain why. 8. What forms of classes do university arts students usually have? 9. How many periods per day do students have and how many days per week do they study? 10. What courses do first-year students at Taras Shevchenko University have? 11. What are the functions of the students' representative?

### ***2. Insert articles where appropriate:***

1. May I have ... word with you? 2. I have ...few minutes to spare. 3. I'm going to attend ... series of ...seminars in ... Classical Literature. 4. Will you be presenting at ...seminar next week? 5. Will you be present at... seminar next week? 5. Enormous differences in ...culture can often make ...communication difficult. 6. English is ... major world language. 7. While serving such ... important mission, ... translator needs to stay mostly invisible. 8. I missed that in ... school. 9. What are we doing in ... Foreign Literature this term? 10. I want to sit in on ... Contemporary English seminars this term. 11. You will find ... time table in ... right wing of ... Yellow Building on ... first floor next to ... administrators' offices. 12. We are not going to have much time in ...bar, I am afraid. 13. The popular image of ...“shrinking world” is partly from ... increase in ...physical travel and ... increase in ... amount of information passing between ... cultures and ... nations. 14....growth of international information and organisations, ... increased sharing of ... knowledge in ... science, ... arts and ... culture, ... increased international presence of both commercial and non-commercial structures increasingly require ... growing number of ... expert communicators. 15. ... importance of ... English language goes without saying.

### ***3. Insert prepositions wherever necessary:***

1. People ... the world express themselves by using many thousands of languages and dialects which makes ... huge difficulties in communication. 2. It goes ... saying that English is the major world language. 3. English is native ... 400 million speakers. 4. The popular image of a “shrinking world” is partly ... the increase ... physical travel and the decrease ... the time taken to literally move ... one country ... another. 5. Whether ... business discussions or ... international conferences, the audience ... whom the translator works will only pay attention ... him or ... her if a failure in communication occurs. 6. Mistakes ... vocabulary and pronunciation, especially when multiplied ... cultural misunderstandings, may result ... dramatic failures in communication. 7. Why is it important to fulfil the task of communication ... cultures and societies? 8. Will you please move next week's tutorials ... if possible? 9. Have you written ... somewhere what subject we're going



to have this term? 10. I want to sit ... the Contemporary English seminars next week ... that native speaker. 11. I'm always concerned I'm ..... date in my understanding of the language. 12. Hang ..., I can answer your question right now. 13. What are we doing ... History of Culture ... this term? 14. In French, I'll be starting pretty much ... scratch.

**4. Complete the following sentences:**

1. It goes without saying that English ... 2. Taking into account the importance of the English language ... 3. The multitude of languages and dialects which, combined with enormous differences in culture and means of expression, make for ... 4. Nobody will argue that communication ... 5. To assist with communication ... 6. Where could the translator have gone ...? 7. University education becomes critical as it provides the student with ... 8. As it happens, I was going to ask you... 9. I want to sit in on ... 10. I'm always concerned ... 11. What we're doing in ... ? 12. ... so I'll be starting pretty much from scratch. 13. We better get moving to ...

**5. Respond to the following sentences. Work in pairs.**

1. May I have a quick word with you? 2. As it happens, you've preempted me. I was going to talk to you about the same thing. 3. I'll be starting pretty much from scratch. 4. As it happens I was going to ask you a favour. 5. Something has gone wrong with my work. 6. I just wanted to ask you about my essay if possible. 7. It's five to two – we'd better get moving to our first class.

**6. Think of appropriate phrases to which those below may be replies.**

1. I've got a few minutes spare. 2. As it happens, you've pre-empted me. 3. Good grief, no. 4. I missed it. 5. Wow, not much time in the bar, then? 6. Hang on, I put it down somewhere. 7. Ouch – I missed most of that in school.

**7. Choose between shade/s or shadow/s and complete the sentences:**

1. Hey, look over there! What strange ... these flowers make. 2. Only a coward is afraid of his own ... 3. It's really nice to relax in the ... of a large tree when it's so sunny. 4. It's much cooler here in the ..., isn't it? 5. This word has so many ... of meaning. 6. The trees in this garden are too small and not dense enough to give good ... 7. The little girl was frightened by her own ... 8. They toiled in the sun, lolled in the ... (E. Blunden). 9. The farmers stopped in the ...of an old oak tree.10. After sunset, the ... become longer. 11. It was a hundred in the ... (degrees Fahrenheit!)

**8. Compare and contrast the following pairs:**

1. People express themselves... / People communicate... 2. Taking into account / due to. 3. It goes without saying / it may be said that. 4. Evolve / develop. 5. Growth / increase. 6. Shrinking / decreasing. 7. Magically vanish / disappear.

**9. Find English equivalents to the following words and word combinations in the vocabulary of the unit:**

Самовиражатися, значні відмінності, становити складність, брати до уваги, само собою зрозуміло, міжнародне спілкування, рідна мова, життєво важливий, розвиватися, зменшення тривалості подорожей, обмін знаннями, засоби масової комунікації, збільшення кількості, виконувати важливе завдання, зближувати людей, вижити, буквально, експерти зі спілкування, трапитися, помилка, зникнути, невидимий, допомогти в чомусь, фундаментальна різниця, зазнати поразки, сума знань, інструментарій, отримання знань, університетська освіта, філолог, мати справу з кимсь.

#### ***10. Translate the following sentences into English:***

1. Мова – один із найважливіших засобів людського спілкування. 2. Само собою зрозумілим є те, що спілкування надзвичайно важливе для існування нашої планети. 3. Українська мова є рідною для десятків мільйонів українців, які мешкають в Україні та за її межами. 4. Для самовираження люди користуються багатьма мовами та діалектами. 5. Чи можливо, щоб всі проблеми спілкування магічним чином зникли? 6. Число перекладачів постійно зростає. 7. Вчені проаналізували, що було неправильно, і домовилися про подальші дії. 8. Збої в комунікації можуть призвести до непорозуміння. 9. Нерозуміння культури народу, на мову якого ти перекладаєш, може стати серйозною проблемою. 10. Ніхто не заперечує, що англійська мова – одна із найважливіших мов світу. 11. Що є основним завданням перекладача? 12. Університетська освіта допомагає студентові оволодіти інструментарієм здобуття знань. 13. Дозвольте мені Вас на хвилинку відволікти? 14. Ми хотіли б перенести це заняття на інший день. 15. Вийшло так, що я не зможу виступити на наступному семінарі. 16. Староста групи звернувся до методистів відділення. 17. Своїм питанням Ви мене випередили. 18. Ці семінари накладаються на факультативний курс, який я хотів відвідувати. 19. Тим більше причин продовжувати дослідження цього питання. 20. Я хочу відвідувати семінари з історії літератури. 21. Я збирався просити вас про одну послугу. 22. Боже мій! Я ніколи такого не говорив. 23. Мене завжди турбувало питання охорони довкілля. 24. Новий розклад було вивішено ще два дні тому. 25. Ти знаєш, коли закінчується перший семестр? 26. Я ніколи не вчив італійську, буду починати з нуля. 27. Ти знаєш, що в цьому семестрі ми пишемо реферат з класичної літератури? 28. Давайте, ворухіться, пара починається через п'ять хвилин. 29. Я пропустив вчорашній семінар зі “Вступу до мовознавства”. Що там було?

#### ***11. Make up short dialogues on the following topics:***

1. Standing by the time-table. 2. Writing an essay. 3. Additional classes in Italian. 4. Our Library day. 5. At the administrative department. 6. Something went wrong with my translation. 7. You can never win but you can all too easily lose. 8. The “Shrinking World”.

#### ***12. Split into groups of three. Within each group, choose who plays each of the following roles: an interpreter, an English-speaking guest-lecturer and a senior***

*member of the faculty staff who can't speak English. Dramatize your choice of one of the following scenarios: the choice of themes for a series of seven extra-curricular lectures, the involvement of the guest during the University Day speeches or how to plan introducing the guest to the Minister of Education during a visit.*

**13. Extract the pronouns used in the main text of the lesson and determine to what class each belongs.**

**14. Translate the following anecdote from Jeremy Paxman's "The English" (1998, ch.11). Select the vocabulary related to the theme of the lesson. Highlight the stylistic devices used. Find all the pronouns and determine to what class they belong.**

The moment a Frenchman opens his mouth, he declares his identity. The French speak French. The English speak a language which belongs to no one.

Professor Michael Dummett, a professor of Logic at Oxford, once stood in line to buy a railway ticket in Chicago and struck up a conversation with a fellow traveller. After a time, the man said, 'You must be from Europe.' 'Yes, from England,' said Dummett. To which the Spinoza beside him replied, 'You speak pretty good English.' Dummett was so astonished that he found himself blurting out that he *was* English. It was only later he realized that for many Americans, 'English' is just the name of a language spoken in America, as 'Dutch' is the language spoken in Holland. The paradox of a language is that it is at once precious and personal to the speaker and at the same time the property of everyone. What happens to a people if they cease to own their language?

**15. Complete the following sentences using the absolute forms of the possessive pronouns.**

1. Hermione's essay was much more interesting than (моє) or (його). 2. It was through no fault of (його). 3. You could get by without my help, but certainly not without (їх). 4. This alarm-clock of (мій) is always slow. But so is (його)! 5. (Наша) was the last turn before the end of the game. 6. The pleasure was all (мій). 7. I couldn't find a single CD of (його) to borrow. 8. All our clothes were extremely dirty, and (мої) especially so. 9. Their jetski was much faster than (наш). 10. If this textbook is neither (твій) nor (її), it must be (мій). 11. I'm afraid they will take your word against (її). 12. I can't tell which things are (мої) and which are yours.

**16. Translate the following sentences paying especial attention to the possessive pronouns.**

1. Я користуюсь виключно своїми конспектами. 2. Хлопчик натягнув светера. 3. Вчитися треба не тільки на своїх помилках, але й на чужих. 4. Тому це не сподобалось, і він похитав головою. 4. Я віддаю перевагу відпочинку в Криму з огляду на його клімат. 5. Англія надала незалежність своїм колишнім колоніям. 6. Годинник знову зупинився. Він, мабуть, дожив свого віку. 7. Він,

очевидно, взяв підручник сусіда замість свого. 8. Господиня сіла і поклала руки на коліна. 9. Думається легше всього рідною мовою. 10. Цей лектор завжди ретельно готується до своїх виступів.

**17. Translate the following English sentences paying especial attention to the translation of different types of pronouns. Define the class they belong to.**

1. The sun rose and, this wasn't the Old Kingdom out here, it was a mere ball of flaming gas. (T. Pratchett). 2. That hint of a smile was gone, and I got the impression he was in a lot of pain. (J. Grisham) 3. I went to Ricky's room to get my glove and baseball. (J. Grisham) 4. And then the hall door squealed open and someone came in. (B. Cornwell). 5. "First sign of madness, talking to your own head?" (J. K. Rowling). 6. The Strangler was making an occasional slip, and that was what mattered to Anderson at this stage. (I. Rankin). 7. Anyone can relax, so long as they don't care whether they or anyone else ever actually gets anything done. (Observer). 8. The gist of what they have to say is that either you understand the distinctions instinctively or you don't. (B. Bryson). 9. Thomas offered all the money in his keeping as his share of Joscelyn's ransom. (B. Cornwell) 10. "I believe we must apply ourselves more to the study of modern languages", he said, recovering a bit. (T. Pratchett)

**18. Translate the following sentences paying especial attention to the use of it with its different functions.**

1. Вчора цілий вечір йшов дощ. 2. Це, напевно, перший клієнт. 3. Університетська освіта дуже важлива, оскільки вона дає студенту не тільки певну суму знань, але й інструментарій, за допомогою якого він зможе самостійно здобувати знання. 4. Перекладати на цій конференції виявилось вельми складно. 5. Нам було приємно з Вами познайомитися. 6. Працювати в цій команді буде цікаво. 7. Дуже добре, що Ви прийшли. 8. Сьогодні вранці дуже холодно. 9. Будинок палав, і ніхто не наважувався зайти всередину. Це було дуже небезпечно. 10. Говорити з ним про це було важко.

**19. Insert another, (the) other or (the) others in the following sentences:**

1. If you're still hungry, we'll go to the kitchen and make ... round of sandwiches. 2. Of the footballers in the Ukrainian side, 5 are from Dynamo Kyiv and the rest from ... sides. 3. We looked at three apartments today – the first two were far too expensive, but ... was reasonably priced. 4. Don't eat either of those pastries – the fruit tartlet is stale and ... cake is also stale. 5. I don't want any of the red ones. Please give me ... (= all the remaining). 6. I think ... mile and my feet will drop off. 7. One of those two CDs is mine. I don't know whose ... is. 8. Are you going to have ... beer? 9. Here are two examples of your literary work. While one is pretty good, ... is dreadful.

**20. Insert any or either in the following sentences:**

1. You can choose ... of these two subjects. 2. Does your partner have ... idea of where you're going? 3. Go to ... game. They're bound to lose both of them. 4. The

first language of a Swiss citizen can be ... of the four official tongues. 5. The referee refused to give a penalty for ... of the many incidents. 6. Why don't we go during the weekend? ... day should be fine. 7. Did you remember the birthdays of ... of your parents? 8. You should read ... of Bill Bryson's books. 9. We could go ... day next week. 10. I couldn't find a single reference on ... search engine. 11. You're allowed to park on ... side of the road. 12. Have you tried ... of those four new flavours of crisps?

**21. Insert *its* or *it's* in the following sentences:**

1. ... been really cold today. 2. When ... sunny, the attic gets really hot. 3. Have you found ... cover yet? 4. You'll find ... over there. 5. Can't you find where ... got to? 6. ... cover went missing. 7. There's a fly in my soup – ... swimming quite well. 8. When ... raining, it'll need to have ... cover put on. 8. When ... over, we'll go home. 9. ... engine is really powerful. 10. Can you hear ... sound? ... very faint.

**22. Insert *none/any* or *neither/either* as appropriate in each sentence.**

1. I couldn't find ... of that series. 2. ... of the football team turned up. 3. Are you going to take ... of those two cups of coffee? 4. I won't be able to come on ... day during the weekend. 5. I'm not going, ... is my partner. 6...of the twins was at the party. 7. There wasn't ... left. 8. ... of the class was in the bar. 9. You shouldn't use ... of those two. 10. There were ... left in the shop. 11. We will not accept ... wrong answers. 12. Will ... of these two be useful? 13. There shouldn't be ... left over. 14. I think you'll find that... of the seven clauses is acceptable. 15. Were ... of the seven dwarves called Grumpy? 16. ... my friend nor I were amused. 17. You've got to take... this one or that one.

**23. Interrogative pronouns – *Who, which, what?* Complete the following sentences:**

1. ... was that girl? 2. ... was that noise? 3. ... is the answer to that question? 4. Do you know ... day it is? 5. ... could that be? 6. ... day of the weekend is your favourite TV programme on? 7. ... said that? 8. ... day of the week is it? 9. ... is it in that blue dress? 10. ... colour do you think suits me best? 11. ... pair of jeans shall I wear? 12. ... is going to speak first?

**24. Relative pronouns – *who, which, what, that.* Complete the following sentences. Which of these could have any of the four relative pronouns?**

1. This is the most recent essay ... I've written. 2. Do you know ... originally said that? 3. Do you know ... he meant? 4. I'm not at all sure ... is best. 5. Can you see ... one it is? 6. You'll never guess ... is over there in that group of students. 7. Can't you see ... is the obvious choice? 8. You're the best thing ... has ever happened to me. 9. Did you see ... scored the goal? 10. Why did you think ... would be painful? 11. I'd like to know ... you think. 12. Where's the car ... can go at 200 kph?

**25. Compose 10 sentences on the subject of the lesson using relative and interrogative pronouns.**

**26. Translate the following sentences paying especial attention to pronouns.**

**A.** 1. У мене є кілька журналів з тих, що можуть тебе зацікавити. 2. У тебе є папір? 3. З ваших фахівців хтось знає японську? 4. Не забудь купити хліба. 5. Хтось міг побувати в хижі раніше. 6. Якусь з цієї літератури ми вже проходили в школі. 7. У тебе залишилися якісь нотатки після лекції? 8. Вам налити ще чаю? 9. Можеш взяти будь-яку з цих книжок. 10. Треба дотримуватися даного слова. 11. Треба бути готовим до всього. 12. Наступний день виявився ще гіршим, ніж попередній. 13. Супермаркет, який Вам потрібний, на іншому боці вулиці. 14. Під час подорожі Англією ми побували в Лондоні, Ковентрі, Нотінгемі та інших містах. 15. Де решта олівців, куплених учора? 16. Я хочу ще одне морозиво. 17. Це оригінал і копія. Я не можу відрізнити одне від другого. 18. Дехто любить читати історичні романи, інші – детективи. 19. Двоє студентів отримали “незадовільно”. Решта склали іспит. 20. Всього нас три брати, один студент, інші ще школярі. 21. Не кожний може перекласти цей роман. 22. Ніхто з нас не був у Парижі.

**B.** 1. Будь-хто прийшов би на допомогу в цій ситуації. 2. Хтось забув замкнути двері. 3. Мабуть, хтось із вас повівся недобре. 4. В їдальні нікого ще не було. 5. Будь-яка господарка вміє це робити. 6. У кожного з вас є свій улюблений жанр літератури. 7. Ніхто з них не почув відповіді. 8. Не кожний може стати актором. 9. Хтось залишив підручник в аудиторії. 10. Кожний з нас почувався недобре. 11. Мені не подобається килим, який ви вибрали для великої кімнати. 12. Дисципліна, яку ти любиш, не викладається наступного семестру. 13. Як я можу зустрічати твою подругу, яку я ніколи не бачив? 14. Яку з цих суконь ти врешті-решт вибрала? 15. Хто твій батько за фахом? 16. Хто ця людина, яка йде до нас? 17. Який колір мені пасує більше? 18. Ми ніяк не могли вирішити, кого обрати старостою групи. 19. Ми не знали, що сказати. 20. Я не знав, що діаманти видобуваються в Африці. 21. Якому морозиву ти віддаєш перевагу? 22. Хто з вас двох це зробив?

**27. Translate the following text into Ukrainian in writing, paying especial attention to the pronouns used in the text. Try to make your translation as elegant as possible.**

Eric Partridge’s lively and erudite books on the English language were, and are, all classics in their field. As such they have stood up remarkably well to the passage of time and have been much reprinted, at first with updates by Partridge himself. Modern readers can still enjoy his wit and elegance and the forthrightness of his judgements. But language changes with time, and if *Usage and Abusage*, whose first edition appeared as early as 1942, is to continue to be a practical guide to its subject today, some modernisation is now necessary for several reasons which I have tried to approach reverently.

I have retained as much as possible of Partridge’s original text, including his

own examples, and his references to sources such as Jespersen and Onions – who were supreme in their day – since both examples and references are the basis for his arguments. I have sometimes added a more modern scholarly reference. Most of the longer essays remain substantially as he wrote them. The section on “vogue” words, however, is all mine and not his, since the “vogue” changes more quickly than anything else.

(from Janet Whitcut’s introduction to Eric Partridge’s *Usage and Abusage*)

**28. Translate the following text into English paying especial attention to the use of pronouns. Make use of the following key words: indispensable, to be squeezed, to play the part, a prosecutor, to have trouble, a concession, an occasional slip, a war crime trial, to miss out, the United Nations, the European Parliament, turn something into something.**

Перекладачі належать до майже невидимих, але фактично незамінних людей, які, затиснуті між двома президентами, жодний з яких не володіє мовою іншого, намагаються забезпечити спілкування між двома сторонами.

Мені доводилося бачити і чути, як працюють найвидатніші усні перекладачі на переговорах вищого рівня, на засіданнях суду над військовими злочинцями, під час роботи Організації Об’єднаних Націй або Європейського Парламенту, де вони грають роль президентів і принців, прокурорів та парламентарів.

Скільки ж інформації втрачається під час перекладу? І як взагалі це у них виходить, коли більшість із нас стикаються з проблемами, спілкуючись навіть рідною мовою? І чи мали колись місце насправді серйозні помилки? Чи змінився коли-небудь хід історії через перекладача, який випустив те вкрай важливе слово “ні”, перетворивши поступку на загрозу?

Що ж, навіть зірки професії інколи помиляються.

(За матеріалами BBC News)

## UNIT 2

**Topic: I Am a First-Year Student**

**Grammar: The Article**

**Functional Expressions: Expressing likes and dislikes**

### ***1. Learn the following expressions that convey likes and dislikes.***

I really enjoy ...

That's terrific/wonderful/great/good/fantastic/brilliant/awesome ... That's the best...

I much prefer ...

I can't help saying how impressed I was ...

That was so good ...

I'm never doing that again ...

I can't say that was fun ...

That's terrible/nasty/bad/horrible/poor/awful/disgusting ...

I really dislike ...

That was certainly the worst...

Words fail me ...

### ***2. Discuss the following questions relating to the text below, using as many as possible of the expressions in the exercise above.***

1. What kinds of Higher Education are there in Ukraine?
2. In what Ukrainian cities do students study?
3. Where do students typically live?
4. Where do students go to relax?
5. What are the most popular subjects at Kyiv Shevchenko University?
6. Are Arts subjects more important than Science and Technology subjects?
7. How do you feel University education in the UK differs from that in Ukraine?
8. Which is better - morning classes or afternoon classes?

### ***3. Transcribe the following and explain the reading rules, if any, in some words:***

video, smooth, breath, breathe, national, curricula, philology, statue, honour, phonetics, restore, spacious, airy, parquet, fault, ravenous, aunt, Amsterdam, Copenhagen, Beijing, bicycle, tackle, panic, antiquarian, banister, route.

### ***4. Before reading the text practise the following sounds in the following words and word combinations:***

/æ/ statue, companion, panic, banister, gap, tackle, language, taxi, traffic, family, pan, man, married, Ann;

/ɑ:/parquet, aunt, department, class, partly, apartment, hardly, farm, calm, father, armed, park, garden;

/ɔ:/ fault, restored, mall, hall, course, record, or, autumn, all, autopsy;

/aʊ/ hello, video, window, Copenhagen, snow, quoted, owned, those, low, fellow;

/h/ her, hair, here, have, perhaps, hold, huge, history, horse, hit, how, hardly;



/fj/ working, distributing, asking, lending, getting, searching, taking, tempting.

**5. When pronouncing the following words and word combinations pay attention to:**

- 1) *lateral plosion in*: settle, kettle, tackle, don't like, must leave, I'd like;
- 2) *loss of plosion in*: and banisters, deep breath, this is my second week but, in that time;
- 3) *alveolars replaced by dentals*: at the best university, and the beautiful wood, in the canteen, just thirsty, on the menu, in the Red Building, quite that;
- 4) *loss of aspiration in*: spot, speak, steam, scheme, stalk, scarlet, scum, stupid, sport.

**6. After listening to the text and dialogues transcribe the following sentences, mark the stresses and picture them on staves.**

1. Right now, I'm on my way to a seminar on English Phonetics. 2. Why don't you come in and take a look for yourselves? 3. Mmm, me too. I could eat a horse. 3. That's great but I'll go Dutch. You can always buy me dinner another time! 4. Fair enough, it'll be a lot cheaper anyway than taking either of these two out. 5. That was very British of you. What were you doing? 5. Don't forget how hilly Kyiv is. And the snow and ice in winter.

**Text: I Am a First-Year Student**

As the UT-1 film crew check their video and sound-recording equipment, their chosen subject (or victim in some people's eyes) smoothes down her dress, checks her hair and takes a deep breath. They're right in front of the Yellow Building in blazing sunshine.

"Hello, I'm Oxana and I'm a first year student here at the National University in Kyiv. This is only my second week but in that time my fellow students and I have been settling into the capital city, finding our way around the University and becoming accustomed to the curricula set for us for this academic year.

"I'm from Poltava and I'll be living in a hall of residence at least for this year, but a group of us from my home town are already thinking about renting rooms together in the future. I'm really enjoying living in the capital but I've already seen that we've got to avoid the many social distractions in order to benefit from this tremendous opportunity to get an education at the best university in the country.

"We don't have any lectures or seminars in the Red Building as my group and I are all students in the Institute of Languages and Literature and I'm a student in the Department of Western Linguistics and Translation, specifically under the sub-department of the Theory and Practical Translation of English. The Red Building, built in 1834, is opposite the statue of Taras Shevchenko in the park and the University itself is a monument to Shevchenko, honouring his name.

"Across the road from us is the old Yellow Building, which is the University Library. As well as the reference section with its huge reading rooms, there is a lending section which we need to take full use of. My room is already full of books from the Library – perhaps I should have bought some extra bookshelves with me!

"Right now, I'm on my way to a seminar on English Phonetics which is being

held in one of the Language Laboratories, where we'll be listening to native speakers, recording ourselves to learn just what we sound like speaking English and using some of the other equipment such as video. Then we'll be in the newly-restored lecture rooms which are spacious and always feel airy and light because of the huge windows.

"The laboratories and lecture rooms are all in the Yellow Building which is being restored to its 19<sup>th</sup> century splendour. We can already see the original marble staircases, stained glass windows and the beautiful wood used for the parquet floors and banisters. Why don't you come in and take a look for yourselves?"

### *Notes*

- 1. Fellow students.** Студенти того самого року навчання, що й особа, про яку йде мова. Товариші по навчанню. Порівняйте з академічним званням "Fellow", що перекладається як "дійсний член наукового товариства".
- 2. To settle (into a city).** Влаштуватися на новому місці.
- 3. To find your way around.** Зорієнтуватися, призвичаїтися, у цьому контексті – синонім до попереднього виразу.
- 4. To set a curriculum.** Скласти навчальний план.
- 5. Hall of residence.** Гуртожиток для студентів університету.
- 6. Department** – факультет, синонім "faculty". "Department" може також означати "кафедра". Subdepartment у даному контексті – тільки "кафедра".
- 7. Chair.** Професорська посада у певній вузькій галузі, яку, як правило, обіймає професор, наприклад "a chair of English Phonetics".
- 8. Monument to/statue of.** У британському варіанті англійської мови "a monument" означає будь-яку споруду на честь певної події або людини; це може бути будівля, колона, надгробок тощо, на відміну від "a statue", яка є завжди зображенням певної людини. В американському варіанті англійської мови "a monument" має і перше, і друге значення.
- 9. Lending section.** Читацький абонемент бібліотеки, де літературу видають на руки.
- 10. Reference section.** Каталогівий або довідковий відділ бібліотеки.
- 11. Stained glass window.** Вікно з вітражного скла.

### *Dialogue 1. Before the afternoon session*

Ania: That was a good session in the library; I've got a good chunk of that essay written.

Dennis: I got distracted, that History of Dynamo Kyiv was too tempting.

Ksenia: That's definitely your fault and no one else's.

Oleh: I don't know about you lot but I'm really starving.

A: Mmm, me too. I could eat a horse.

D: Maybe I'm not quite that ravenous, but a choice morsel would hit the spot.

K: How about the University canteen? We could get some good cheap food there.

O: I've a better idea – I've still got some money left over from my birthday. I'll

treat us all to lunch in the Metrohrad food mall.

A: That's great but I'll go Dutch. You can always buy me dinner another time!

K: You could always take me out for a meal too, Oleh.

O: Well I'm about to order a five-course meal just for me.

D: Fair enough, it'll be a lot cheaper anyway than taking either of these two out.

A: Come on then.

## ***Dialogue 2. Travel***

Hordii: That was a busy first day – isn't it good just to sit down and take our bearings?

Zhenia: True. Tell me, how are you going to be getting in, in the mornings?

Dmytro: It's reasy for me – I've an aunt with a three-room flat living on her own, here in the centre, so I've only got a short walk. Maybe ten minutes, not more. Besides which, I took a gap year so I've been in Kyiv for over a year now.

Lee Ho: That was very British of you. What were you doing?

D: Partly working at a CD stall and partly working distributing leaflets. Anyway, what about you newcomers?

H: I'm in a shared apartment in Poznyakiy which is only a couple of minutes from the Metro.

Z: I was asking as I'm in a Hall of Residence on Vasilkivska and so everybody's told me to take this bus or that bus or that route-taxi. Or walk part of the way. Or take a bus to the Metro.

L: I wish there was a public bicycle system here, like in Oxford or Amsterdam or Copenhagen. Or my native Beijing.

D: How does that work?

L: Well, it's different in different countries, but basically you take a public bicycle from place to place and just leave it when you've finished.

Z: Nothing like that here, I don't even know where you could safely park a bike near the Yellow Building.

D: Don't forget how hilly Kyiv is. And the snow and ice in winter.

L: True, I suppose. It's rare to see someone on a bike here.

H: I'm hardly surprised; what about the traffic here? I'd never dare to tackle Kyiv drivers armed with only a bike.

## ***Dialogue 3. Reference material***

Yulia: I'm absolutely bushed. I've already been several times to the Lending Library but I still can't find half of the books I need.

Bohdan: I know what you mean. Getting the term underway is bound to mean such a panic in searching for books.

Tolia: I went to the Petrivka book market and found a few of our books there second-hand.

Roxana: You're absolutely right – I can't afford to buy more than a handful of our books new so going to that market makes a lot of sense.

Y: Is the book market on Ploscha Slavy any good? – I've never been there.

T: Only for new books and, I suppose, antiquarian books if you're a rich collector.

R: Don't forget how much you can get off the Web. My father's promised to get me my own PC for Xmas so that I don't have to keep going to the Internet café.

B: I love you madly. I don't suppose you'd let me go online for just a few minutes each day if you get that PC.

R: Hmmm. Maybe, but only if you don't spend all day on the Dinamo Kyiv site.

### *Notes*

1. **A good chunk.** Неабиякий, пристойний шматок чогось. Зверніть увагу: всупереч тому, що словники дають визначення для слова "chunk" як "значна кількість чогось", у сучасній розмовній мові це слово означає просто шматок, не обов'язково великий.
2. **That was a good session.** Я добре (плідно) попрацювала. Порівняйте: "we have lectures in the afternoon session" означає "ми вчимося у другу зміну".
3. **Choice morsel.** Буквально означає "добірний, найкращий шматочок їжі". У сучасній англійській мові часто вживається іронічно, як стримане висловлювання.
4. **To hit the spot.** Походить від терміна зі стрільби з лука у значенні "попасти в ціль", у сучасній мові розвинуло значення "отримати найбільше задоволення".
5. **To treat to.** Пропозиція, відмовитись від якої невіжливо. Можливий переклад "пригостити".
6. **Food mall.** Ряд ресторанів швидкої їжі, зібраних під одним дахом, як частина торговельних центрів.
7. **To go Dutch.** Сучасний ідіоматичний вислів, який базується на Удаваних характеристиках певного народу, часто образливих. "A Dutch treat" означає запрошення, де запрошена людина повинна заплатити за себе. Звідсіля пішов вислів "to go Dutch", який означає, що запрошений пропонує заплатити сам за себе, навіть якщо його про це не просять.
8. **To be about to do something.** Збиратися щось зробити.
9. **A five-course meal.** Обід з п'яти страв, шикарний обід.
10. **Fair enough.** Розмовна фраза, яка означає "добре" або "годиться".
11. **Come on.** Спонування до дії. Перекладається "ходімо" або "давайте вже".
12. **Gap year.** У Великій Британії випускники середніх навчальних закладів часто роблять перерву в один рік перед вступом до університету, протягом якого вони, як правило, працюють і набираються життєвого досвіду або подорожують.
13. **To take your bearings.** Зорієнтуватися на місці.
14. **To be getting in.** Добиратися кудись на регулярній основі.
15. **Route-taxi.** Англійський еквівалент українського "маршрутка". У Великій Британії носить інші назви, як правило, за назвою автобусних компаній, які здійснюють перевезення, скажімо "Metro" в англійському місті Ковентрі.
16. **To tackle somebody.** Поставити питання і розібратися з кимсь або чимось.
17. **To be bushed.** Розмовна фраза, яка означає "бути дуже стомленим".

**18. To get underway.** Походить з морської термінології, означає “почати щось робити”.

**19. To be bound to do something.** Обов’язково зробити щось. “It is bound to mean” перекладається “це обов’язково означатиме”.

**20. To keep doing something.** Продовжувати щось робити.

**21. To afford to do something.** Мати достатньо грошей, сил, часу тощо.

### **Subject vocabulary**

To settle into a city, to find your way around, to get accustomed, to benefit from something, to honour someone’s name, to take full use of something, to take a look; to treat somebody to something, to take out for a meal, to take your bearings, a shared apartment, gap year, to tackle something/somebody, a monument to somebody, a statue of somebody;

spacious, airy, newly restored, splendour, stained glass windows, parquet floor, banister;

to set a curriculum, academic year, a hall of residence, lecture, reference section, lending section, language laboratory, a lecture room, a session, to have classes in the second session, a course, a university canteen, a fellow student, to record.

### ***1. Answer the following questions:***

1. Where is the filming taking place? 2. Who is the chosen “victim”? 3. Oxana is an Arts student. What other main (subject) divisions are there? 4. Is the idea of a ‘gap year’ common in Ukraine? 5. How would you spend a gap year in Kyiv? 6. Where do most first year students live? 7. Would you prefer to attend the first (morning) session of lectures or the second (afternoon) session? Why? 8. What are the most usual forms of transport from student lodgings to their places of study? 9. How much is the Internet now used to find material to support academic study?

### ***2. Insert the correct prepositions and articles in the spaces, but only wherever necessary:***

1. Oxana has smoothed ... her dress, checked ... her hair and taken ... deep breath. 2. The students stood right... front of... Yellow Building in ... blazing sunshine. 3. Ihor is ... first year student National University in ... Kyiv. 4. Have you settled down capital city after you have arrived? 5. She can never find her way ... University and is always late. 6. I can not get used ... having ... classes in ... second session. 7. Do you know anything ... the curriculum set ... us for ... coming academic year? 8. Not all ... students live hall of residence. Only those from ... other towns or cities. 9. I believe myself lucky to have this tremendous opportunity to get ... education best university in ... country. 10. I’m a student ... Department ... Western Linguistics, specifically ... the sub-department ... translation. 11. ... Red Building built ... 1834 is opposite ... statue ... Taras Shevchenko ... the park and the University itself is ... monument to Shevchenko. 12. Sorry, can’t talk to you any longer, as right now, I’m ... my way ... seminar ... Ukrainian literature. 13. Come and take ... look ... yourself! 14. Was it ... good session then?

**3. Complete the following sentences in the context of the above material:**

1. I got distracted ... 2. I don't know about you lot out ... 5. I've a better idea ... 4. That's great but ... 5. I'm about to ... 6. To take our bearings right now would ... 7. I was asking as ... 8. I wish ... 9. Don't forget... 10. Never mind all that, what about ...

**4. Respond to the following sentences. Work in pairs.**

1. I could eat a horse. 2. How does that work? 3. Tell me, how are you going to be getting in? 4. It's easy to get distracted from your studies when you live in a large city. 5. What about a public bicycle here as a means of transport to get to the University? 6. Don't forget how hilly Kyiv is, and all that ice and snow. 7. It's rare to see someone on a bike here.

**5. Think of appropriate phrases to which those below may be replies.**

1. That's definitely your fault. 2. That's great but I'll go Dutch. 3. Fair enough. 4. True, I suppose. 5. I'm hardly surprised. 6. Nothing like that here. 7. Oh, it's easy for me.

**6. Compare and contrast the following words “monument/statue” and the ways in which they are used differently in British and American English.**

UK: Nelson's Column in London is a monument to the British Admiral. There is a statue of Nelson on top of the column. The statue of Bohdan Khmelnytsky in Kyiv is next to the monument to Saint Sophia.

US: There is a monument to Abraham Lincoln in the Lincoln Memorial in Washington DC.

UK/US: The Albert Hall in London is a monument to Prince Albert, husband to Queen Victoria.

**7. Complete the sentences choosing between to borrow and to lend.**

1. Students may not ... books from the Reference section of the library. 2. Could you ... me this book for a fortnight? I couldn't find it in the library. 3. They never let me ... anything. 4. I saw her sitting in the chair reading the book I have ... her. 5. If you don't bother to return them, it's better not to ... things from other people. 6. Why can't you ... some money from a friend of yours? 7. I can't afford to ... you any. 8. ... me your pencil for a moment, will you? 9. Where's that CD you ... from me last month?

**8. Translate the following paying special attention to the use of the word “курс” or its Ukrainian equivalents.**

1. На якому курсі ти вчишся? – На першому. 2. Хто читає курс лекцій з античної літератури? 3. У п'ятикурсників зараз практика. 4. У ресторані ми замовили обід з чотирьох страв. 5. Який шлях дій ти обрав? 6. Ми вивчали латину протягом року. 7. Старшокласники часто відвідують підготовчі курси перед вступом до вищих навчальних закладів. 8. Який сьогодні курс обміну євро?

**9. Complete the following sentences by choosing between pass an examination and take an examination.**

1. If you don't ... the examination, you'll never get a pass mark. 2. If you don't ... the examination, you can't go on to the next course. 3. When the results came out, did you ... the examination? 4. Don't tell me you overslept and didn't... the examination. 5. Calming down enough to ... the examination was the hardest part. 6. It's a good feeling to ... an examination.

**10. Find English equivalents to the following words and word combinations in the vocabulary of the unit.**

Жертва, знімальна група, обладнання звукозапису, пригладжувати, глибоко вдихнути, сліпуче сонце, нічого подібного, мати справу з кимсь, влаштуватися на новому місці, знайти дорогу, звикати до чогось, уникати, скористатися перевагами, надзвичайна можливість, пам'ятник, скористатися повною мірою, прямувати, відволікатися, побачити на власні очі, потрапити в ціль, на чийсь честь;

студент першого курсу, навчальна програма, навчальний рік, гуртожиток, відділ каталогів, читальна зала, читацький абонемент, семінар з ..., носій мови, здійснювати звукозапис, обладнання, друга зміна;

відремонтувати, аудиторія, просторий, світлий, пишнота, мармурові сходи, мозаїчне скло, паркетна підлога, перила;

зголодніти, голодний як вовк, шматочок, університетська їдальня, дешевий, поласувати, швидка їжа в торговельному центрі, страва, замовляти, запросити в кафе/ресторан;

зорієнтуватися на місці, добиратися, жити одному, ділити кімнату з кимось, знімати кімнату, маршрутка, громадський транспорт, паркувати, потік транспорту.

**11. Translate the following sentences into elegant Ukrainian, in conjunction with your tutor to ensure optimum stylistic form. Think about different ways of translating each sentence.**

1. That was a good session in the library. I've got a good chunk of that essay written. 2. Maybe I'm not quite that ravenous, but a choice morsel would hit the spot. 3. I'll treat us all to lunch in the Metrohrad food mall. 4. That's great but I'll go Dutch. 5. Isn't it good just to sit down and take our bearings? 6. I'd never dare to tackle Kyiv drivers armed with only a bike. 7. I'm absolutely bushed.

**12. Read the following text and translate it, paying special attention to the terminology.**

The term "higher education" refers to learning institutions that students can attend after they have finished school. The university is the best-known kind of higher education establishment. Other kinds bear such titles as college, institute, academy, polytechnic, or higher school. However, these other titles can be confusing, since they have other meanings in some countries. For example, in most countries the

word “college” means a higher learning institution, while in nations with a British or Spanish tradition, college may also mean a private secondary school.

The usual way universities differ from other kinds of higher education establishment is in the wider range of subject matter universities offer. A typical university provides opportunities for students to specialize in fields of science (physics, chemistry, geology, biology, astronomy), social science (anthropology, psychology, sociology, economics), the humanities (history, philosophy, literature, languages), the creative arts (painting, music, dance, drama), and more. In addition, universities prepare students to enter particular occupations – to become architects, engineers, doctors, teachers, lawyers, agricultural experts, accountants, business administrators, and the like.

**13. Explain the use of the indefinite article (a, an). Translate into Ukrainian, defining clearly the meaning of the indefinite article where it occurs whenever possible.**

1. Where there's **a** will, there's **a** way (proverb) 2. There was **a** week left to the end of term. 3. Andriy Shevchenko plays as **a** striker. 4. Volodymyr Cathedral is **an** important monument in Kyiv. 5. There is **a** green hill far away (British hymn). 6. There's always **a** light at the end of the tunnel (saying). 7. You can frequently see **a** Mercedes limousine pass along Khreshchatik. 8. There was **an** apple in the fruit bowl. 9. “Never mind about all that, just peel me **a** grape”. (Mae West) 10. If only I had taken **a** course in statistics. 11. You must have been **an** angel.

**14. Explain the use or the absence of the article before the word/s in bold type.**

1. May I have a **biscuit**? 2. Would you mind if I took the **last biscuit**? 3. Do you like **biscuits**? 4. Can you see the **road sign** from here? 5. Is there a **road sign** anywhere? 6. Are there readable **road signs** in Kyiv? 7. I got a **goal** today. 8. I got the **winning goal** today. 9. I took a shot at **goal** and scored. 10. **Designer** trainers are expensive. 11. A **designer** shirt can look expensive. 12. The **designer** jeans were expensive. 13. The **Janies Bond DVD** was of excellent picture quality. 14. Is there a **James Bond DVD** on that stall? 15. I really enjoy watching **James Bond DVDs**.

**15. Insert a, some, any where necessary.**

1. Could I have ... banana? 2. Don't you have ... apples in the house? 3. I can see ... over there. 4. You can buy ... films on DVD. 5. ... of the team would be pleased to give you an autograph. 6. Do you have ... copy of the play on VHS cassette? 7. Do you have ... of her albums on CD? 8. If you have ... digital camera, can you store ... picture on your PC? 9. ... of these are excellent, and you could call ... of them good. 10. Can I have ... selection of these sweets?

**16. Learn the difference in the meaning of each pair of sentences.**

1. There's little milk left. I'd like a little milk in my tea. 2. There was little noise in the studio. He heard a little noise in the studio. 3. He had little patience. All that was needed was a little patience to finish the job correctly. 4. There was happily little



mess after the party. The puppy left a little mess on the carpet.

**17. Use the appropriate article, where necessary, with nouns denoting objects considered unique or especial. Be aware that although a definite article is frequently used with unique objects, this is no more than a guideline.**

1. Is this ... greatest film ever made? 2. You tidied your room? This has got to be ... first for you. 3. Set... controls for ... heart of... sun. 4. ... sun rises in ... east. 5. ... winner was chosen. 6. This is ... small step for ... man, ... giant leap for ... mankind. (Neil Armstrong). 7. Who won ... Oscar for ... best director? 8. Where is ... statue of Buddha? 9. ... snow fell on ... forbidding landscape. 10. All roads lead to ... Rome. 11. See that tall, ginger-haired Scotsman over there? He's ... McLeod, Head of... Clan.

**18. Learn the meaning and expand the following idiomatic prepositional phrases into a sentence:**

Hand to mouth, soaked to the skin, incandescent with rage, bursting with happiness, with ears cocked, with eyes peeled, hand on heart, by heart, hand in hand, year on year, from head to foot, out of sight, on sale, by hand, at the midnight hour, at the end, on the stroke of moon.

**19. Insert articles wherever necessary in the following famous English proverbs, quotes and sayings, ignoring misleading spaces: In which of these is "the" used as an adverb?**

1. ... bird in ... hand is worth ... two in ... bush. 2. Make ... hay while ... sun shines. 3. ... rolling stone gathers no moss. 4. ... red sky at... night, ... shepherd's delight. 5. ... power tends to corrupt, and ... absolute power corrupts absolutely. (Lord Acton) 6. ... spectre is haunting ... Europe - ..• spectre of... Communism. (Karl Marx) 7. All ... world's ... stage and all ... men and ... women merely ... players. (Shakespeare) 8. Every cloud has ... silver lining. 9. There's ... pot of ... gold at ... end of ... rainbow. 10. ... grass is always greener on ... other side. 11. Man is by ... nature ... political animal (Aristotle). 12. ... hell is ... other people (Sartre). 13. We wish you ... Merry Christmas and ... Happy New Year. 14. ... stitch in ... time saves ... nine. 15. ... less haste, ... more speed. 16. Oh, ... East is .. East and ... West is ... West, and never .... twain shall meet. (Kipling) 17. What student is ... better for mastering these futile distinctions? 18. There can be no question that ... burning of ... Joan of Arc must have been ... most instructive and ... interesting experiment. (GB Shaw) 19. If you want ... picture of... future, imagine ... boot stamping on ... human face - for ever. (Orwell) 20. I find ... television very educational. Every time ... someone switches it on I go into another room and read ... good book. (Groucho Marx) 21. ... nihilism is best left to ... professionals. (Iggy Pop)

**20. Insert the definite article or a possessive pronoun.**

1. Kate shook ... head. 2. Kate shook ... packet of cornflakes. 3. It's ... soap. But I can lend it to you. 4. This has to be ... strangest moment of ... life. 5. Is that... book

over there? 6. Did you see ... sunset? 7. This is ... favourite time of the year. 8. ... head hurts. 9. ... nail on ... thumb was dirty. 10. ... racquet was hit hard by ... tennis ball.

**21. Insert articles or pronouns wherever necessary:**

1. My cousin is ... nice looking girl of fifteen. 2. This is ... favorite book. 3. Yours was ... honest answer. 4. I saw ... old lady working in the garden.... old lady stood up and said hello to me. 5. Let's go on to ... exercise eighteen. 6. Have you finished ... first chapter of the book? 7. Mr. Steel lives on ... corner of... 12<sup>th</sup> Street and ... 13<sup>th</sup> Avenue. 8. Paramedics are trained to give ... first aid. 9. Was it love at... first sight for you? 10. ... Ukrainian sportsman won ... first prize in ... competition. 11. You told me it was going to be only ... two days work, didn't you? 12. Although it was just... day's journey, it was rather tiring. 13. It was ... good news. 14. Ellen gave me ... good advice. 16. Shevchenko scored ... consolation goal for ... national side yesterday. 17. ... girl had ... beautiful hair of most unusual colour. 18. She sold ... sea shells on ... sea shore. 19. Did you really eat all of ... meal? 20. ... motherboard in ... PC needs upgrading.

**22. Insert articles wherever necessary, and only where necessary, in the following text:**

Oxford University is ... oldest university in ... Great Britain and one of... world's most famous institutions of... higher learning. It is located in ... Oxford, England, about 80 kilometres northwest of... London.

... Oxford University started to develop during ... 1100's from ... number of schools in ... city of Oxford. Its development was aided by ... break in relations between England and France in 1167. Hostility between ... two nations prevented ... English students from attending ... University of Paris, and many of them went to ... Oxford instead. ... university received its first official recognition in 1214. ... three oldest Oxford colleges - University, Balliol, and Merton - date from ... 1200's. ... twelve more colleges were founded between ... 1300 and ... 1555. ... first colleges for women were established during ... late 1800's. The university did not grant degrees to ... women until ... 1920.

Today, ... university has more than ... 13,000 students. It consists of ... 35 colleges, plus 5 private halls established by ... various religious groups. Of... colleges, St. Hilda's is for ... women only, and ... rest are for both ... men and ... women. These include All Souls, Christ Church, Jesus, Lady Margaret Hall, Magdalen, Nuffield, St. John's, Somerville, and Trinity. At Oxford, each college is ... corporate body distinct from ... university and is governed by its own head and ... fellows. ... staff is uniquely organised in that most fellows are ... college instructors called ... tutors, and ... rest are university professors, readers, and lecturers. Each college manages its own buildings and' property, elects its own fellows, and selects and admits its own undergraduate students. ... university provides some libraries, laboratories, and other facilities, but... colleges take primary responsibility for ... teaching and ... well-being of their students.

Each student at Oxford is assigned to ... tutor, who supervises ... student's course of... study, primarily through tutorials. ... tutorials are ... weekly meetings of one or two students with their tutor. Students may see other tutors for ... specialised instruction. They may also attend ... lectures given by ... university teachers. ... students choose which lectures to attend on ... basis of their own special interests and on ... advice of their tutor. ... degrees are granted by ... university, not ... individual colleges. Unlike ... most other British universities, ... first degree in ... arts or ... sciences is ... Bachelor of Arts with ... honours.

Although ... Oxford is undeniably ... paragon of ... academic excellence, its major difference from ... Kyiv Shevchenko University is its adherence to ... tradition and ... pure learning at... expense of... practical tuition. As Bill Bryson writes in "Notes from a Small Island":

"I have ... greatest respect for ... university and its 800 years of ... tireless intellectual toil, but I must confess I'm not entirely clear what it's *for*, now that ... Britain no longer needs ... colonial administrators who can quip in ... Latin. I mean to say, you see all these dons and scholars striding past, absorbed in ... deep discussions about ... Leibniz - Clarke controversy or... post-Kantian aesthetics and you think: Most impressive but.. .tad indulgent for ... country with ... three million unemployed and ... last great invention was Cat's-eyes."

**23. Dramatize the following situation: a group of Ukrainian lecturers comes to Oxford University and communicate through an interpreter. They want to attend a seminar on microbiology.**

**24. Translate the following text about Prince Harry's gap year, from a BBC Online news article September 2003, having inserted articles wherever necessary. Note that the British often refer to Australia and New Zealand as 'Down Under (the other side of the globe)'.**

Harry heads Down Under for ... gap year

Prince Harry arrives in Australia this week, at ... start of his gap year before joining ... military. ... 19-year-old is scheduled to stay Down Under for ... three months. After his year off, he plans to enrol for officer training at ... military academy at Sandhurst in Surrey, and then follow ... army career.

He is expected to devote a lot of his time in Australia to ... sport – watching ... Rugby World Cup and playing ... polo, probably for ... Australian tycoon Kerry Packer's team. Harry has already captained a Young England team and could do so again at Millamolong, New South Wales, in ... special Ambassador's Cup match.

Armed officers from ... Scotland Yard's royalty protection branch are travelling with ... prince. ... estimated £ 600,000 cost for ... 12-strong squad has already caused some controversy in ... press.

... Australia is ... number one destination for ... British gap year students and ... prince, who has a reputation for... partying, ... drinking and ... smoking, is expected to have ... good time.

Harry, .. third in line to ... throne, gained two A-levels before leaving ... Eton -...

B in ... art and ... D in ... geography. St. James' Palace officials have confirmed Harry has applied to ... Sandhurst and wants to be ... career soldier. However, it has not been made public what regiment he would prefer or how long he would like his commission to be. Nor is it known how he will be spending ... remaining months of his gap year.

**25. Translate the following letter into English paying special attention to the use of articles and pronouns.**

Люба Катруся!

Спішу скоріше поділитися з тобою радісними новинами. Мені таки пощастило, і я цього року стала студенткою одного з найкращих вишів столиці. Як я і мріяла, я тепер буду навчатися в Національному університеті імені Тараса Шевченка, що славиться своїми давніми традиціями. Ще тільки другий тиждень занять, а ми вже прослухали лекції з загального мовознавства, зарубіжної та української літератури, історії України. Цікаво проходять заняття з англійської фонетики у спеціальній лабораторії. Шість раз на тиждень маємо практичні заняття з англійської мови. До речі, вчимося в другу зміну, до чого я була не готова, але вже звикаю.

Встигла поселитися в гуртожитку і освоїтися на місці. Завтра йду до читацького абонементу отримувати навчальну літературу. Бібліотека розташована поруч із червоним корпусом, а ми, як ти знаєш, навчаємося в жовтому, що на бульварі Тараса Шевченка. Прямо навпроти нас гарний парк, де стоїть пам'ятник Тарасу і де завжди повно студентів.

І останнє. Я вже подружилася з деким з нашої групи і гуртожитку. Дівчат у нас більше, ніж хлопців. Далеко не всі кияни, дехто зніматиме квартири. Атмосфера дружня. Проводимо час разом не тільки на заняттях. Ще встигла як слід ознайомитися з містом, але вже почала в ньому орієнтуватися. Впевнена, все попереду.

Чекаю від тебе листа. Якщо зможеш, приїжджай на вихідні до Києва.

*Міцно цілую, твоя Леся.*

**26. Write your own letter in English to your English-speaking friend about your first month at University.**

## UNIT 3

**Topic:** My University

**Grammar:** Types of Sentences. Subject, Predicate. Constructions “There is ... There are ...”

**Functional Expressions:** Clarifying

**1. Learn the following expressions that clarify a situation:**

Could we please check that...?

May I ask you to explain ...?

Am I right in thinking that...?

Could we make sure that we understand properly ...?

Would you please repeat...?

Do I understand correctly that...?

Do we all have a clear picture?

Have I understood you correctly?

Could you be more specific?

So basically what you are saying is ...?

What does ... mean in this context?

**2. Discuss the following questions in the context of the topic of this lesson, using as many of the above expressions as possible.**

1. How important is a higher education for young people today?
2. How easy is it to get into university?
3. Does a university qualification guarantee a good job?
4. Why are some universities more prestigious than others?
5. Why does the university you attend seem to be more attractive than others?
6. What does modern education mean to you?

**3. Ask the members of your group to write answers to the following questions and nominate three of the group to present the results to the whole group.**

- who persuaded them to enter Shevchenko National University.
- what they knew about the University while at school.
- whether anyone felt disappointed after they entered the University.
- how they see themselves in six years' time.
- what they consider the most important factors that make a good University.

**4. Practise the sounds in the following words.**

/æ/ – black, as, back, standing, classicist, massive, graduate, example, faculty, began, mathematics, academy, national, establishment

/e/ – development, arrest, death, essay, read, ten, test;

/ɜ:/ – person, were, university, work, Birmingham;

/ə/ – massive, classicist, archeology, construction, comprise;

/ɑ:/ – half, arguable, department, archaeology, arts, guard;

/tʃ/ – century, lecture, which, researching, crunch, literature, choose.

**5. Pronounce the following word combinations. Concentrate your attention on:**

1) *the absence of the glottal stop*: higher education. Kyiv Mohyla Academy, a new entity. Taras Shevchenko National University, the University, known by everybody, many others, to honour, many academic fields, all areas of the national economy.

2) *loss of plosion*: good question, decided to paint, was formed to become, architect Beretti, was forced to leave, best traditions, his project completed, a significant contribution, and progressive, most prominent, dates back to, at Kyiv University, which had ties.

**6. Transcribe the following sentences, mark the stresses and tunes and draw them onto staves.**

1. Why is the Red Building red, and not blue or green? 2. Ten out of ten. 3. So it was decided to paint the main building red and black. 4. So why did his son choose red? 5. You've hit upon the right person! 6. That's the stage adaptation of *White Guard*, right?

**Text: Kyiv University**

Higher education in Kyiv dates back to the first half of the 17<sup>th</sup> century when the Kyiv Mohyla Academy was founded. Following its best traditions some two hundred years later, a new entity was formed to become one of the foremost centres of learning in the world, today's Taras Shevchenko National University in Kyiv.

On the 29<sup>th</sup> of August 1834, the first lectures were given at Kyiv University. Originally located in a borrowed building, the University was named after Saint Volodymyr, and had only 62 students and two departments, the Department of History and Philology and the Department of Physics and Mathematics. Its first rector was a young Professor of Botany and a person of encyclopaedic knowledge M. Maxymovych, whose contribution to the development of history, archaeology and literary studies was massive. Among the lecturers of the University was an outstanding architect Vikentii Beretti, who had come to Kyiv after winning a major tender for the design of a new central building for the new University. In 1837 construction of the new building in Volodymyrska began. Beretti did not live to see his project completed, which after his death was taken over by his son Alexander Beretti. This University building in Volodymyrska is known by everybody as the Red Building of the University and is an outstanding example of classicist architecture of the first half of the 19<sup>th</sup> century. Meanwhile the University was growing: the Faculty of Law was formed in 1835 and the Faculty of Medicine in 1837. Others followed, until today the University comprises 16 Faculties and four Institutes, with some 20,000 students.

Among the brightest highlights of Ukrainian history are the names of the University professors and graduates who made a significant contribution to the development of Science, the Arts and Progressive thought in Ukraine. Amongst the most prominent are the historians and linguists M. Maxymovych, M. Drahomanov and M. Kostomarov, lawyers K. Nevolin, O. Kistiakivsky, mathematicians D. Hrave, M. Boholiubov, chemists A. Babko, S. Reformatsky, biochemist O. Palladin,

playwright M. Starytsky, poet M. Rylsky, composer M. Lysenko and so many others.

The poet and democrat Taras Shevchenko worked at the University from 1845 to 1847, as a member of the commission dealing with history and archaeology. When in 1847 the Brotherhood of Cyril and Methodius was broken up and Shevchenko was arrested, he was forced to leave, but his ties with the University continued. In 1939, to honour the name of the great son of the Ukrainian people the University was renamed after Taras Shevchenko.

Today the University educates the best minds undertaking research in many academic fields. Its graduates work in all areas of the national economy. It is the number one University and a major centre of academic learning, which has ties with many academic and learning establishments throughout the world.

### *Notes*

**1. Foremost** – передовий. Порівняйте з “outstanding”, яке вживається у значенні “видатний”. Ці прикметники не є повними синонімами. Наприклад: He has just won an award for outstanding reporting. Marlborough stood as the foremost soldier of his age.

**2. Entity** – тут: заклад.

**3. To take over** – приймати від когось посаду, справи тощо.

**4. Among the brightest highlights of Ukrainian history are the names of ...** Найяскравішими сторінками (моментами) в історії України є імена ... Highlights – буквально означає “основний момент, факт”. To be in the highlight – бути в центрі уваги.

**5. To graduate from** – закінчувати університет. A graduate – випускник університету. Post graduate studies – аспірантура.

**6. Science and the Arts** – природничі та гуманітарні науки.

**7. To break up** – розпускати, розформовувати.

**8. To educate** – навчати, виховувати, давати вищу освіту. Порівняйте зі словом “to train”, основні значення якого “давати середню спеціальну освіту або навчати робочим спеціальностям, тренувати”. Наприклад: After her University education was completed, she trained to work with very young children.

### *Dialogue 1. Why a Red building?*

Zheng Li: You know, I’ve been wondering for a while. Why is the Red building red and not blue or green?

Douglas: Good question – I always assumed it was something to do with the Revolution or something like that.

Z L: Well, if so, why is there a Yellow building? I can’t see anything revolutionary about the colour yellow.

Maxym: You’ve stumbled upon the right person! I spent a couple of hours yesterday on the Net researching that very topic for an essay.

D: So don’t keep us in suspense – why red?

M: Well, there’s a whole load of suggested reasons but the least likely is anything to do with politics. The theory that I personally don’t buy is that the original

architect saw red as the best colour to set off the design.

Z L: That's got to be obvious, since it's classicist and red's not usually used anywhere for such buildings.

M: Quite, but the crunch was an essay I found on one site that quoted Beretti Senior in a document as saying that he saw it in white or yellow.

D: So why did his son choose red?

M: The University was originally called Saint Volodymyr's and its colours were red and black. So it was decided to paint the main building red and black. QED.

## **Dialogue 2. The Yellow Building**

Ian: When I did my first degree on English Literature at Birmingham University, I read quite a bit of Bulgakov.

Katia: That's interesting – I finished rereading *White Guard* only yesterday.

Tania: Are you two winding me up? I went to see *The Days of the Turbins* yesterday.

Ian: That's the stage adaptation of *White Guard*, right?

K: Ten out of ten.

I: Anyway, when I read the novel, I remember it was set partly in a school in Kyiv and I've recently been curious to know if that building is still standing.

T: Let's really test your memory. How about the Cadets' School? Ring any bells?

K: And it was on Bibikov Boulevard?

I: I can see that I've struck gold by the way you two are reacting and yes, both those names do ring a bell. Even if faintly.

T: Have you twigged why?

I: Er, sort of. Is it a building I know?

K: Try the building you're standing in now.

I: What, the University Yellow building?

T: Give the man a prize.

## **Notes**

**1. You've stumbled upon the right person!** — Я саме та людина, яка тобі потрібна!

**2. The least likely** – найменш імовірний.

**3. To have to do with something** – мати стосунок до чогось. Наприклад: I don't want to have anything to do with you. – Не хочу мати з тобою нічого спільного.

**4. To keep somebody in suspense** — тримати когось у напруженні.

**5. I don't buy it** – реактивна репліка зі значенням “я в це не вірю”. Може перекладатися розмовним українським фразеологізмом “Я на це не куплюся!”

**6. The crunch** – вираз розмовної мови зі значенням “вирішальна подія, доказ, ситуація, що примушує прийняти рішення”. Може перекладатися як “переламний момент”.

**7. QED.** Латинський вислів “Quod erat demonstrandum”, який перекладається: “Що і треба було довести”.



**8. To do a degree** – отримати ступінь. A degree – науковий ступінь, звання. Bachelor's Degree (BSc or BA) – ступінь бакалавра. Master's Degree (MSc or MA) – ступінь магістра. Doctorate (PhD) – ступінь доктора наук.

**9. To wind somebody up** – фразове дієслово зі значенням “збуджувати, накручувати, завершувати”. У цьому контексті перекладається: “Ти що, з мене знущаєш?”

**10. Ten out of ten.** Ідіоматичний вислів, еквівалентом якого в українській мові є “Прямо в точку”. Синонім: to strike gold.

**11. Ring any bells?** Ідіоматичний вислів, який відповідає українському “Це тобі щось нагадує?”

**12. Faint** – слабкий, невиразний, неясний.

**13. To twig something** – Ідіоматичний вислів зі значенням “зрозуміти щось”. Може перекладатися українським дієсловом зниженого стилю “допетрати”.

**14. Give the man a prize.** Дайте йому перший приз.

### **Subject Vocabulary**

To comprise, to deal (with), to force, to assume, to quote, to wind up, to twig, to stumble, to keep in suspense, to graduate from, to do a degree in, to break up, to educate, to train, to take over, to have to do with something, to set off, to be set in, to strike gold.

Entity, contribution, tender, highlights, tie, undertaking, a load of something, the crunch, degree, graduate, Science and the Arts, design, learning establishment, stage adaptation.

Massive, significant, prominent, arguable, curious, faint, foremost, likely, borrowed, encyclopaedic.

#### ***1. Answer the following questions, using complete sentences.***

1. When were the first lectures given at Kyiv University? 2. How many students were there at first? 3. Was the original Faculty of the University that of Medicine and Chemistry or that of History and Mathematics? 4. Who was the first rector of Kyiv University? 5. What areas of Science and the Arts did Maxymovych contribute to? 6. When did Vikentiy Beretti come to Kyiv? What were his original objectives? 7. When was the first brick of the University building laid on Volodymyrska? 8. Was Beretti fortunate enough to see his project completed? 9. In what architectural style is the Red Building? 10. When were the faculties of Medicine and Law formed? 11. How many students are there at the University today? 12. How was Taras Shevchenko connected with the University? 13. When was the University named after Taras Shevchenko? 14. How easy is it for a Kyiv Shevchenko graduate to find work in Ukraine or abroad?

#### ***2. Insert articles whenever appropriate.***

1. You've stumbled upon ... right person! 2. ... first rector was ... young Professor of Botany and ... person of encyclopaedic knowledge, M. Maxymovych. 3. I remember it was set partly in ... school in Kyiv. 4. ... new entity was formed to

become one of... foremost centres of learning in ... world. 5. Try ... building you're standing in now. 6. Taras Shevchenko worked at... University from 1845 to 1847, as ... member of... commission dealing with ... history and ... archaeology. 7. There's ... whole load of... suggested reasons but... least likely is anything to do with politics. 8. In 1837 ... construction of... new building in .... Volodymyrska began. 9. Amongst ... most prominent figures are ... historians and linguists M. Maxymovych, M. Drahomanov and M. Kostomarov. 10. But... crunch was ... essay I found on one site that quoted Beretti Senior in ... document as saying that he saw it in white or yellow. 11. Higher education in Kyiv dates back to ... first half of... 17<sup>th</sup> century when... Kyiv Mohyla Academy was founded. 12. That's ... stage adaptation of... *White Guard*.

### **3. Insert prepositions where necessary.**

... London, the University ... Wales is the largest university ... the United Kingdom. Today, it is a federation ... eight Universities. It was established almost ... one hundred years ago and then incorporated ... three existing Colleges ... Aberystwyth, Bangor and Cardiff. Since then, the Colleges ... Swansea and Lampeter have also become part... the same University, together ... the College ... Medicine and the Institute ... Science and Technology ... Cardiff. Because ... its size, the University is able to offer a wide range ... courses. St. David's College Lampeter is ... the middle ... beautiful countryside. Aberystwyth is ... the coast. Bangor is ... the edge ... the mountainous region ... Snowdonia, and Swansea and Cardiff are ... urban environments.

### **4. Complete the following sentences with the words from Subject Vocabulary.**

1. His mobile phone company made a policy decision not ... with Samsung products. 2. She kept him in ... for several days before she said that she would marry him. 3. The manager gave a written ... that no one would lose their job. 4. He considered the north of the country as a separate cultural ... . 5. Babies are ... about everything around them. 6. There has been a ... increase in the number of women students in recent year. 7. It is ... which way is quicker. 8. Then he ... what I meant. 9. They have got a ... house. 10. The class is ... mainly of Ukrainian students. 11. Can you use his ... with the Faculty Board to force a conclusion? 12. Are you serious or are you just trying to ... me up? 13. This invention made a major ... to road safety. 14. I ... that you knew each other because you went to the same school. 15. The maximum ... for this lift is eight persons.

### **5. Find in the text and dialogues synonyms for the following words and expressions and use them to write original sentences.**

Slightly, interested, to say, to deliberately make someone angry or worried, a turning point, an establishment, to train, to get control of something, to study, well-known, to have as a part, finished, excellent, large, a lot of, to be situated, important, to have existed since a particular time in the past, most outstanding moments, to remind of something, not to believe, to hit the target, to realise something.

**6. Translate the following words and word combinations from English into Ukrainian and use them to create sentences of your own.**

To stumble upon the right person, arguable theory, to be obvious, degree, to wind somebody up, stage adaptation, centre of education, borrowed, to test somebody's memory, to win a prize, to be named after somebody, national economy, contribution to research methods, development of the best traditions, design, essay completed, major project, to comprise, a graduate, to quote, excellent playwright, to deal with architecture, significant, academic fields.

**7. Translate the following text from English into Ukrainian. Use the following key words: peer – рівня, рівний, тут: колега, retirement – пенсія, відпочинок, prowess – досконалість, to manage to attain – зуміти досягти.**

Mykhailo Maxymovych

Mykhailo Maxymovych was one of history's notable intellectuals who managed to attain deep knowledge of an unusually broad range of subjects, avoiding the trend towards narrow specialisation that had become the norm by the nineteenth century.

Maxymovych began his academic career by studying both Arts **and** Science subjects at Moscow University, obtaining his first degree in Linguistics and Biology. While working as a lecturer and the Director of Moscow's Botanical Gardens, he had published a book on Ukrainian folk songs in 1827. In 1833, he was appointed a Professor of Botany at Moscow University.

When Kyiv University was founded in 1834, Maxymovych was appointed to be its first Rector, while simultaneously becoming Dean of the new Faculty of Philosophy. He developed the University by involving only the intellectual elite of Ukraine in order to ensure the highest possible levels of teaching. At the same time, he worked to establish the University by creating a network of academic contacts with his peers in many countries.

After his retirement in 1845, he focused more on the Arts by researching and publishing many books on Ukrainian history, especially on ancient Rus, the Hetmans, the Cossacks and the Haidamaks, and translating poetry and Biblical material. He maintained his interest in Science by becoming an archeologist and remaining involved in Botany and especially the naming of plants.

He was a Thinker in the tradition of Da Vinci and Newton and his intellectual prowess helped today's Shevchenko University grow into one of the foremost academic centres in the world.

**8. Working in groups of four, dramatize the following situation.**

You are at a conference.

Olena – a speaker reading a paper on Mykhailo Maxymovych's role as an intellectual and the first rector of St. Volodymyr University.

Hryhorii – an interpreter, working with the British guests.

Professor Morgan – a Welsh Professor of Botany.

Derec – a post-graduate student at the University of Wales, researching the major universities of Europe.

**9. Find the English equivalents to the following words and word combinations.**

Орендована будівля, очевидний, значний внесок, виграти тендер, що і треба було довести, отримати ступінь, найменш імовірний, зрозуміти щось, класична архітектура, складатися з, переломний момент, випускник, знайомо звучати, повідомляти, розвиток історичної науки, натрапити на, примушувати, зв'язки з іншими академічними установами, влучити в десятку, основний доказ, солідний, тримати у напруженні, накручувати когось, допетрати, купитися на щось, сформувати, переймати справи, розпускати, природничі та гуманітарні науки, спірне питання.

**10. Translate the following sentences into English.**

1. У середині XIX століття Київський університет став одним із прогресивних осередків наукової думки в Україні. 2. У 1848 році при університеті було відкрито хірургічну лікарню, де працював М. Пірогов. 3. Незважаючи на значні пошкодження періоду Другої світової війни (були зруйновані головний корпус та бібліотека), у січні 1944 року в університеті знов розпочалися лекції. 4. У 1856-70 роках при університеті працював аматорський театр, до складу якого входили М. Старицький, М. Лисенко, П. Чубинський. 5. Після свого заснування університет розміщувався у приватних будинках на Печерську. 6. Колір стін головного корпусу університету відповідає кольору стрічок ордена святого Володимира. Девіз ордена "Користь, честь і слава" був девізом університету. 7. Жовтий корпус університету історично є Першою Київською гімназією, проект будівлі належить Олександрю Беретті. 8. У 1845-47 роках в університеті працював член Археографічної комісії Тарас Шевченко, на честь якого і названо університет. 9. На стіні Червоного корпусу встановлено меморіальний знак на честь 108 викладачів та студентів університету, що загинули під час війни. 10. У січні 1847 в актовому залі університету виступив відомий композитор Ференц Ліст.

**11. Work in pairs. Discuss with your partner one of the following quotations. Make up a conversation based on the topic chosen.**

1. "The fate of empires depends on the education of youth." (Aristotle)
2. "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." (Oscar Wilde)
3. "Education is a progressive discovery of our own ignorance." (Will Durant)
4. "True education is the most important commodity we receive in life." (Paul Kroll)
5. "Learning without thought is a labour lost, thought without learning is dangerous." (Confucius)

**12. Choose the right word, using education or knowledge for the first group and faint (slight) or weak for the second group.**

A) 1. A little ... is a dangerous thing. 2. As a child he received most of his ... at home. 3. It's a country which places great importance on ... . 4. Her ... of English grammar is massive. 5. Our assumptions are based on current scientific ... . 6. Jobs in

... are not usually highly paid. 7. He has a limited ... of French. 8.... is the area of work concerned with teaching people.

**B)** 1. Do you like your tea strong or ... ? 2. She greeted her visitor with a ... blush. 3. I have a ... idea of what his plans are. 4. There is a ... resemblance between the sisters. 5. She is too ... to walk far. She feels ... and dizzy. 6. There was a ... aroma of something he couldn't identify when he entered the kitchen. 7. I have a ... suspicion that you may be right! 8. It's not surprising you feel ... if you haven't eaten properly for days.

**13. Transform the following sentences into 'There is... There are...' sentences. Make all the changes necessary to construct clear sentences, including adding verbs.**

1. I have a new gas hob in my kitchen. 2. They bought a widescreen colour TV set for their lounge. 3. They will have two extra rooms after building an extension over their garage. 4. My granny had a house in a suburb of Glasgow. 5. Tommy's mother used to have a lawn besides their garage. 6. Please put this packaged meat into the freezer. 7. The new occupants ordered some wicker chairs for the bathroom. 8. The children used the last bit of shampoo on the dog. 9. The coffee grinder fell down onto the floor and shattered. 10. She knew that you mustn't use high-voltage electrical appliances in the bathroom.

**14. Convert each sentence into interrogative and negative sentences.**

1. There were Serbian subtitles to this film. 2. There is an ancient yew tree in the garden near the house. 3. There is some cold water in the glass on the bedside table. 4. There was a scrolling wheel and four buttons on the optical mouse. 5. There are six chairs around the oval oak table. 6. There is some green tea left in the red Chinese teapot. 7. There was a featured preview of next Saturday's match with Shakhtar. 8. There was a strange old man standing around the corner of Elm Street. 9. There is a red flower in the blue vase on the telephone table. 10. There were some beautiful watercolour pictures on the wall of the study. 11. There was an antique clock stored in the corner of the attic.

**15. In each of the following sentences there is one mistake. Find it and correct it.**

1. There are both white and brown bread on the plate. 2. There was some fundamental mistakes in his essay. 3. There is seventeen department stores on Oxford Street. 4. Are there any soup left in the saucepan? 5. There was blue curtains on the window of her bedroom. 6. There were a lot of snow on the lawn. 7. There are a tumble drier in the utility room. 8. There are no work at our office today. 9. There was few students at the lecture yesterday. 10. There are a football team waiting to run out onto the pitch.

**16. Translate from Ukrainian into English using 'There is ... There are...' constructions.**

1. У цій бібліотеці є читальний зал? 2. В Іст-Енді мало парків, там багато

фабрик і заводів. 3. На столі у вітальні для тебе є повідомлення. 4. Дивись, на твоїй клумбі двоє сірих кошенят. 5. У тижні сім днів. 6. У цій частині передмістя немає приватних будинків. 7. Вона прислухалась, за дверима вітальні хтось був. 8. Раніше ця вулиця не була такою гамірною, а тепер по ній рухається великий потік машин. 9. Вони щойно переїхали, і в їхній квартирі ще мало меблів. 10. Біля тих будинків були якісь дерева? 11. У садку на задньому дворі є комора. 12. На мийниці лежали гумові рукавички та щітка для миття посуду. 13. У Києві багато історичних пам'яток. 14. Зліва від книжкової шафи висіло кілька картин у латунних рамках. 15. Чи багато у вашому місті будинків сучасної архітектури? 16. Навпроти будинку університету чудовий парк із зеленими газонами та затишними доріжками. 17. На передньому плані картини – жінка з кошиком, а на задньому – захід сонця.

**17. Comment on the type of each sentence according to its intention. Translate the sentences into Ukrainian.**

1. I wish you all the happiness in the world! 2. I'm going to take you for a bus-ride through London. 3. Did I use my female instincts and intuition? 4. I would like you to become my Personal Secretary. 5. Shall we meet next Sunday? 6. "Let's go and find you something to do," he said. 7. Do you have any regrets? 8. I'm pleased to have bought these antique dictionaries. 9. Never mind that! 10. Can I have a word with you, please, Rector? 11. But at least I can pack all your parcels. 12. That's plenty! 13. A career was the most important thing in my nineteen-year-old life. 14. Forgive me for keeping you waiting. 15. Is your son a first year student or a graduate? 16. How can I ever thank you for those gorgeous lilies! 17. I wish I were in your shoes! 18. You may take those documents away now. 19. What difference does it make? 20. Great! 21. May all your Christmases be white!

**18. Change the following declarative sentences into disjunctive questions.**

1. She was very far from the shore. 2. They weren't interested in it. 3. John doesn't like oysters. 4. She will have to go out with him. 5. You have met her before. 6. Everyone has been told what to do. 7. There was a lamp on this table. 8. So you call it hard work. 9. Your car is outside. 10. Nobody was watching me.

**19. Make up imperative sentences using the words given.**

1. a message, to ask, to leave, him. 2. to be, quiet, you. 3. to mind, own, you, your, business. 4. you, to sit down, all, of. 5. George, deceived, not to be. 6. the letter, to send, simply, explanation, of. 7. nor, to speak, neither, to write, to, them. 8. a little, with, to stay, while, me. 9. me, alone, to see, let, him. 10. rubbish, talking, to stop.

**20. Comment on the principal parts of the each sentence, stating what part of speech they are expressed by. Translate the sentences into Ukrainian.**

1. Ukraine has contributed many outstanding scientists to the world. 2. We are planning a conference to celebrate the anniversary of the founding of the University. 3. It seemed to be the right answer. 4. My sister will complete her studies in France.

5. The guest lecturer took as her subject "Punishment and imprisonment in modern society". 6. The young man was introduced to the lawyer. 7. The construction of the tunnel is a large and complex undertaking. 8. It was time to switch on the television. 9. Everybody was too tired to go any further. 10. Software is not really my area of expertise. 10. "One + one" is my favourite TV channel. 12. He borrowed a novel from the University library. 13. Finding the principle theme was the major task for his son. 14. To teach students you must be professional and patient. 15. It took about a couple of hours to prepare the essay.

**21. State the type of predicate. Translate each sentence into Ukrainian.**

1. My colleagues complimented me on my new hairstyle. 2. You can give some money to her right now. 3. Soon the waiter came up with the second course. 4. The forest at night was silent. 5. We often used to go for a walk before breakfast. 6. The solemn house had ceased to be a home for family life. 7. The vase was broken into pieces. 8. Within ten minutes he had been awakened by flatmates. 9. He was beginning to sound really angry. 10. They were told to do nothing in particular. 11. I lost my temper. 12. The paint was peeling off the fence. 13. It had gone eleven by my watch. 14. I must begin living all over again. 15. Your mother doesn't like cats. 16. He has changed his name. 17. Brian felt a sense of disappointment. 18. Everything seemed fresh and new.

**22. Use the appropriate form of the verb. Translate the sentences into Ukrainian.**

1. No news (is, are) good news. 2. The police (was, were) interested in the accident. 3. The number of books in her library (has, have) increased. 3. The cattle (was, were) grazing in the field. 5. The family (is, are) sitting under an old oak tree. 6. Everything (was, were) spoiled. 7. The white horse and its owner (is, are) waiting for the final results. 8. "Romeo and Juliet" (is, are) one of the most famous plays by Shakespeare. 9. The brown and red cushions (is, are) on the couch. 10. The wounded (was, were) transported to the nearest hospital. 11. Three school-leavers and a headmaster (is, are) discussing the script. 12. Potatoes (was, were) very cheap last autumn. 13. The old man and the boy (has, have) to do a lot before being able to leave. 14. The Shevchenko Society (was, were) forced to hold last week's meeting under cover.

**23. Point out the secondary parts of the sentence and state what they are expressed by. Translate them into Ukrainian.**

1. See you tomorrow. 2. The family returned home very late yesterday. 3. I remember speaking to him. 4. She decided to buy a gold ring for her mother. 5. Has he been awarded the Nobel Prize? 6. There is a lot of oil in that region. 7. He has designed a new bridge across the river. 8. They immediately sent a message to head office. 9. They were talking about their future voyage. 10. They strive for victory. 11. Show him your library, please. 12. Do you know anything about him? 13. We love our land and people. 14. I met an old friend of mine. 15. The old man left the room without saying a word. 16. She went to the club to join him at the bar.

**24. Put the adverbial modifiers and attributes in their proper places. Translate the sentences into Ukrainian.**

**A.** 1. The (early, few, morning,) walkers were well wrapped. 2. The walls were covered with (grey, pale) wallpaper. 3. She looked at me with (blue, innocent, those) eyes of hers. 4. The trip gave us (splendid, numerous,) opportunities to test our mental strength. 5. (Easy, old, two) chairs were covered with some (flowered, very shabby) material. 6. Leonardo's portraits replaced the (motionless, old-fashioned, strict) predecessors. 7. His room was decorated with (colourless, Spanish, ugly) tapestries. 8. Mother's (brown, corduroy, worn) skirt hung on the foot of the bed. 9. The (mahogany, square) table was littered with the remains of a meal. 10. The path lay between (little, round, tight) flowerbeds.

**B.** 1. I had come back (from China, just). 2. He would leave the office (each afternoon, after lunch, right). 3. Marion put something heavy wrapped (into her sister's pocket, in yesterday's newspaper). 4. Have you seen (ever, the insides of a human being)? 5. He had the pleasure of listening to this tenor (later, in some glorious theatres). 6. Do you intend staying (how long, in our town)? 7. The kids looked in horror (at the dead dog, then). 8. The wind blew steadily, with occasional squalls (all day long, in the valley).

**25. Translate the following text into English. Use the following key words: *pid* – line, *діяти* – to function, *нести освіту* – to bring learning, *пов'язати* – to bring together, *скарбниця* – fund of knowledge, *готувати спеціалістів* – to educate professionals. Note that the Ukrainian word “наука” may be translated differently depending on the context: knowledge, theoretical knowledge, science, etc.**

Київському національному університету імені Тараса Шевченка – майже сто вісімдесят років. Сто вісімдесят років, які підняли цей навчальний заклад на найвищий освітній щабель в Україні. Першим ректором університету став представник давнього козацького роду М. О. Максимович. Університет з перших днів свого існування почав діяти як заклад, що несе освіту і культуру українському народу. Історія пов'язала з університетом імена Т. Шевченка, М. Костомарова, М. Драгоманова, М. Грушевського та багатьох інших учених, які є гордістю української науки. Високий рівень розвитку науки і викладання в Київському університеті широко визнаний в усьому світі. Очевидним внеском університету до світової скарбниці є той факт, що він готує спеціалістів для багатьох країн світу.



## UNIT 4

**Topic:** English as a Global Language

**Grammar:** Present Tenses

**Functional Expressions:** Expressing an opinion

**1. Learn the following expressions relating to the communication of opinions. Translate them into Ukrainian.**

I'm of the opinion that...

In my view ...

It strikes me as ...

I'm of the belief that...

I've always felt that...

As far as I'm concerned ...

I'd conclude that...

I'm sure that...

To my way of thinking ...

It seems to me ...

My considered view is ...

I've always been convinced that...

If you ask me ...

Mark my words! I believe that...

**2. Discuss the following questions in the context of the text below, using functional expressions from Exercise 1 wherever possible.**

1. Which world languages are spoken by the most people?
2. Which languages have especially large vocabularies?
3. Which are the oldest written languages still evident today?
4. Which continent has the largest number of languages?
5. Is it an advantage to have a language with very many letters in its alphabet?
6. What international languages are the most important?
7. What three languages would you advise people to learn?
8. How is any foreign language best learnt?

**3. Transcribe the following word combinations and sentences, read them aloud paying attention to pronunciation.**

Precisely, eclectic, alternative, stimulus, widespread, millennia, serendipity, Celtic, Mandarin Chinese, Germanic syllable, enormous growth, possessive, flexibility, nuances, in the middle of the desert, a tasty dessert, I wonder, to wander off, invariably, pharmaceuticals.

**4. Transcribe the following sentences, mark the stresses and tunes. Read the sentences aloud.**

1. English is the only real contender for global language. 2. How is any foreign language best learnt? 3. Are you from Ukraine? 4. Chance would be a fine thing. 5. Is it difficult or easy to learn English? 6. What three languages would you advise people to learn?

**5. Listen to the recording of the text "English as a Global Language". Mark the stresses and tunes. Practise the text for test reading.**

**Text: English as a Global Language**

England may only have a population today of about 48 million, but English is

clearly the only contender for global language in the world and by far, the most widespread. Some of the reason is a combination of timing and serendipity. Many countries have built and lost empires over the past couple of millennia, but those that travelled widely to colonise ‘new’ continents have spread their language most effectively. The population of the relatively small country of Portugal is vastly outnumbered by the total speakers of Portuguese due to the use of that language in South America. Much of the same may be said about Spain and the Spanish language.

Today, roughly half a billion people speak English as their first or equal first language. India with a population of almost a billion and 1,600 native languages and dialects uses English as a unifying national language. The Chinese have reputedly over 300 million people studying English, more than the population of the USA, and there are very few areas in the world where an English speaker may not be found. Indeed, 44 countries have English as an official language.

Of the six languages used by the UN as “International”, English is the one most commonly used in an international context and the majority of traditionally published work, whether popular or academic, is in English. Although very difficult to estimate, it is thought that over 65% of the material on the Internet is in English.

China currently has a population of about 1.5 billion, and so by sheer force of numbers, the 50 or so languages spoken by that nation, with Mandarin as the common unifying national language, Chinese is the most spoken language group on this planet. But speaking Chinese on six of the seven continents of this planet is unlikely to bring much success.

Success in the long term depends not only on quantity but also quality. Having established itself, it is extremely unlikely that English could ever be challenged due to its ability to grow and change to meet circumstances.

English has a curious ability to develop and evolve due to its eclectic history and nature. Its roots of predominantly classical Latin, ancient Greek, Germanic and Celtic have been transformed through highly complex rules (or non-rules!) into a modern language with extraordinary abilities. A Greek suffix may have a Latin prefix with a Germanic syllable in the middle to form a word that has obvious meaning to English speakers. This means that the language has almost unique flexibility and a huge vocabulary enabling often extremely complex ideas to be expressed very precisely.

This ability also means that new words may be often easily created in English for technical and scientific purposes, in medicine, pharmaceuticals, computing, physics and so on. The basic vocabulary of English is about 615,000 words. French uses a basic vocabulary of 100,000 words and German 187,000. Many complex or new words in Ukrainian have invariably been derived from English although sometimes through other languages. Attempts to introduce Ukrainian alternatives, such as “електронно- обчислювальна машина” for “computer” have not led to widespread use, even though that term uses ‘elektron’ from Greek and ‘machine’ from Latin, for example.

Learning English as a foreign language is generally easier than learning most other languages, despite the frequently apparent lack of simple formal structure and

clear rules. In English there are only two cases (the common and the possessive) while in Ukrainian there are seven. English has only ever one form of an adjective (other than the almost never-used blond/blonde) while Ukrainian has over a dozen. Its alphabet relies less on very complex throat and mouth sounds represented by long consonant clusters as in Arabic, and very fine tonal nuances of pronunciation as in Chinese.

Whereas it is impossible to ever conclude which language is the “best”, it may be not too difficult to argue the case that English is the most powerful in both ability and usage. The enormous growth of the Internet and the desire of people around the world to reach information published, in English primarily, has now given a further stimulus to the spread of the global language, English.

### *Notes*

**1. A global language** – світова мова, an official language – офіційна мова, a unifying national language – єдина національна мова, an international language – міжнародна мова, мова міжнародного спілкування, language roots – мовні корені, the UN language department – відділ перекладів ООН, language shift – мовні зміни, тобто зміни в граматиці, лексичних значеннях та вжитку слів, які з часом відбуваються у мові.

**2. Contender** – претендент, кандидат. Порівняйте вживання англійських слів “contender” і “candidate”, які не є повними синонімами в англійській мові. Volodymyr Klichko was a contender for the WBO and WBC titles. The candidates for President appeared in a debate.

**3. Serendipity** – інтуїтивна прозорливість.

**4. Millennium** – тисячоліття. Іменник має дві форми множини: сучасна – millenniums та застаріла – millennia.

**5. To estimate** – визначати кількість, оцінювати, вважати. Порівняйте: He estimated that Prime Minister would arrive in about five minutes. An estimated 70 000 people took part.

**6. By sheer force of numbers** – виключно за рахунок чисельності.

**7. To challenge** – кидати виклик, заперечувати, претендувати на щось.

**8. Due to** – завдяки чомусь, через щось. Due to the ability – завдяки здатності. Due to the circumstances – з певних обставин. Michael hated mathematics at school, mainly due to the teacher.

**9. Vocabulary** – словник, словниковий запас або склад мови, термінологія. Huge vocabulary – дуже великий словниковий запас.

**10. To derive** – визначати походження, простежувати виникнення, походити, брати початок. Derivative – похідне слово, дериват, однокорінне слово. Derivation – походження, виникнення. Derived – похідний, вторинний.

**11. To give a further impact** – дати додатковий поштовх.

**12. To argue the case** – обстоювати якесь положення, точку зору.

### *Dialogue 1. Travelling among the football crazy*

Katia: Brilliant! Here we are in the middle of the desert and we've hardly a

cupful of petrol left.

Mykyta: We're on a major trade route and we should have come to a filling station ages ago, according to what the man at the rental agency said.

K: You're really sure that we haven't wandered off the road or taken the wrong turn?

M: There's only this one road in a thousand square kilometres, anyway, look! There are a couple of Arabs. Hey!

Anwar: English, eh?

K: No, Ukrainian, but we speak English.

Osama: David Beckham, yes?

M: A very good player but we have Shevchenko.

A: Ah, Milan. You are from Italy?

K: Kyiv in fact, but where can we get some petrol?

O: Ryan Giggs, yes? He still plays in Manchester.

M: Yes, but we need to fill our tank.

A: Zidane, over the next dune.

K: Am I crazy or what? No, look. There's a billboard to the south. It's advertising Texaco.

M: I see it. It's Zidane endorsing petrol, that where the filling station must be.

K: I wish it was Shevchenko endorsing 'Rohan'. I'd love a long cold beer now.

## **Dialogue 2. Doing homework**

Ira: I've got to write an essay on Mykola Kulish and I really don't want to have to go down to the library.

Andrii: Why? Use your dad's PC and you'll get masses more from the Internet.

I: On a Ukrainian poet? I've never seen a translation of his work into English and so how am I going to find critical reviews? I thought most of the Web was in English.

A: It's true the majority is, but there are loads of Ukrainian language sites now.

I: Well, maybe, but I don't like using English-language search engines and trying to fathom the results in English.

A: You don't need to. I always use Google and there's a 'Google Ukraine' interface now, actually in Ukrainian.

I: And that'll give me results in Ukrainian?

A: And in English and maybe in Russian if there are any Russian sites on Kulish.

I: Chance would be a fine thing.

## **Notes**

**1. Brilliant!** Вжито в іронічному значенні, в даному контексті перекладається як "Жахливо!" У буквальному значенні "Чудово!"

**2. Filling station** – заправна станція, бензоколонка, синонім – petrol station (брит.). В американському варіанті вживається словосполучення "gas station". To fill a tank – залити бак.

**3. To endorse** – рекламувати. Вживається стосовно знаменитостей, які особисто рекламують певний товар. To advertise – розміщувати рекламу, рекламувати. It was important to find a famous personality to endorse the product during the advertising campaign.

**4. I wish it was ...** У сучасній англійській мові здебільшого вживається “was” замість граматично правильного “were”.

**5. Masses of something** – велика кількість чогось. Синонім – loads of something.

**6. Chance would be a fine thing.** Стале словосполучення, яке можна перекласти “Добре, якщо нам пощастить”.

**7. To fathom the results.** З’ясувати результати, збагнути.

**8. There are a couple of Arabs.** У розмовній англійській мові можливе вживання дієслова у множині з “a couple of”, коли йдеться про живі істоти, а не предмети.

### **Subject Vocabulary**

Language, dialect, to be alive, to be in use, programming languages, artificial language, mother tongue, openness of vocabulary, machine translation, inflection, free admission of words, derivative, cluster

to borrow, to give a stimulus, to outnumber, to meet circumstances, to wander off, to wonder, to be forced, to simplify, to fathom, to endorse, to argue the case, to derive, to estimate, to fill a tank

approximately, simplicity, vital, essential, obvious, doubt, in the original, incredibly, a practical purpose (aim, goal, target, objective), tonal nuances, predominantly, flexibility, invariably, reputedly, unique, pharmaceuticals, computing, widespread, cupful of something, rental agency, billboard, essay, critical review, contender, millennium.

### ***1. Answer the following questions.***

1. Why is English the only realistic contender for global language? 2. How many people in the world speak English as their first language? 3. Why is English used as a unifying national language in India? 4. How many countries have English as an official language? 5. What are the major international languages? 6. Why is Chinese the most spoken language on the planet? 7. What are the roots of modern English? 8. What is meant by the unique flexibility and huge vocabulary of English? 9. What is the number of basic words in English (Ukrainian, French, German)? 10. Why have so many new words migrated from English into Ukrainian? Give examples of such borrowings. 11. Is it difficult or easy to learn English? Express your opinion and prove it. 12. How many cases are there in English and Ukrainian? Compare the two languages and give examples. 13. Why is English the most powerful language in both ability and usage? 14. What factors have given a further stimulus to the spread of English as a global language?

### ***2. Insert articles or pronouns where appropriate.***

1. Today roughly half ... billion people speak ... English as ... first language. 2. ...

Chinese have reputedly over 300 million people studying ... English, more than ... population of... USA. 3. ... Mandarin is ... common unifying national language in China. 4. ... Success in ... long term depends not only on ... quantity but also ... quality. 5. ... English word may have ... Greek suffix with ... Latin prefix and... Germanic syllable in ... middle. 6.... new words may often be easily created in ... English for ... technical and scientific purposes. 7. Learning... English as ... foreign language is generally easier than ... most other languages. 8.... English is ... most powerful in both ... ability and ... usage.

### ***3. Insert prepositions wherever necessary.***

1. England may have a population today 48 million, but English is clearly the only contender ... global language ... the world. 2. The population ... the relatively small country ... Portugal is vastly outnumbered ... the total speakers ... Portuguese due to the use ... that language ... South America. 3. ... the six languages used ... the UN as “International”, English is the one most commonly used ... an international context. 4. Although very difficult to estimate, it is thought that... 65% ... the material... the internet is ... English. 5. China currently has a population 1.5 billion, and so ... sheer force ... numbers, Chinese is the most spoken language ... the planet. 6. Many complex or new words ... Ukrainian have invariably been derived ... English although sometimes ... other languages. 7. Its alphabet relies less ... very complex throat and mouth sounds, represented ... long consonant clusters as ... Arabic. 8. The enormous growth ... the internet and the desire ... people ... the world to reach information published ... English has given a further stimulus to the spread ... English. 9. Speaking Chinese ... six ... the seven continents... this planet is unlikely to bring much success.

### ***4. Translate the following words and word combinations into Ukrainian and use them in the sentences of your own.***

A global language, a unifying national language, a relatively small country, to be outnumbered by, estimate, by sheer force of numbers, the most spoken language, to meet circumstances, ancient languages, a huge vocabulary, unique flexibility, to be derived from, possessive case, consonant clusters, tonal nuances, to give a further stimulus, derivatives, serendipity.

### ***5. Give the Ukrainian equivalents of the following proverbs, sayings and quotations. Explain in English the meaning of each saying and express your own opinion.***

1. Learn a new language – learn a new world.
2. The more languages you know, the more you grow as a human being.
3. Language is fossil poetry.
4. Language is the dress of thought. (S. Johnson)
5. There is no such a thing as an ugly language. Today I hear every language as if it were the only one, and when I hear of one that is dying, it overwhelms me as though it were the death of the Earth.

6. I speak Spanish to God, Italian to women, French to men and German to my horse.  
(Charles V, King of Spain)

**6. Work in pairs to discuss the following phrases and to decide whether they are true or false.**

1. English was already an important world language four hundred years ago. 2. It is mainly due to the United States that English has become a world language. 3. One person out of seven in the world speaks perfect English. 4. There are few inflections in modern English. 5. In English, many verbs can be used as nouns. 6. English has borrowed words from many other languages. 7. In the future, all other languages will probably die out.

**7. Read the article on English as a world language. Compare the information to your answers to exercise 6. Translate the text into Ukrainian.**

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that this is a relatively recent thing – that in Shakespeare's time, for example, only a few million people spoke English, that there was no standardised English and the language was thought to be unimportant by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This export of the English language began in the seventeenth century, with the first settlements in North America, India, Australia and Africa. Above all, it is the great population growth in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, which has given the English language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose - administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

**8. Fill each gap with one suitable word only from the following list: since, human, make, use, are, mistakes, involved, accuracy, back, more, so, ever, improving, part, replaced. Translate the text into Ukrainian.**

#### Computer translation

Once upon a time, according to a much-told story, a computer was set the task of translating 'traffic jam' into French and back into English. The machine buzzed, clicked, blinked its lights and eventually came up with 'car-flavoured marmalade'. Machine translation has come a long way ... then. Computer translation systems are now in ... in many parts of the world. Not surprisingly, the EU is very ... with so many official languages, translating and interpreting take up ... than fifty per cent of the Union's administrative budget. But although the efficiency of machine translation is ... rapidly, there is no question of... translators being made redundant. On the

contrary, people and machines work together in harmony. Today's computers of little value in translating literary works, where subtlety is vital, or the spoken word, which tends to be ungrammatical, or important texts, where absolute ... is essential. But for routine technical reports, working papers and the like, which take up ... much of the translation workload of international organizations, computers are likely to play an increasing ... The method of operation will probably be for the machine to ... a rough version, which the translator will then edit, correcting obvious ... and where necessary referring ... to the original. If machines can translate languages, could they ... teach languages? Yes, say enthusiasts, although they doubt that the teacher could ever be totally ... by a machine in the classroom. Perhaps humans are not yet redundant.

### ***9. Translate the following sentences from Ukrainian into English.***

1. Сьогодні англійська є безперечно єдиним претендентом на світову мову. 2. Міжнародні мови, що використовуються Організацією Об'єднаних Націй, – це англійська, французька, іспанська, російська, арабська та китайська. 3. В Індії, де функціонує 1600 різних мов та діалектів, англійська використовується як уніфікована національна мова. 4. Хоча це дуже важко визначити, вважається, що приблизно 65% інформації в Інтернеті подається англійською мовою. 5. Китайська мова вважається найбільш поширеною мовою на планеті, оскільки зараз населення Китаю нараховує 1,5 мільярда людей. 6. Для англійської мови притаманні такі риси, як: унікальна гнучкість, великий словниковий запас та відкритість словника для нових запозичень. 7. Базовий словниковий склад англійської мови налічує 615 000 слів. 8. Велика кількість складних та нових слів постійно запозичується з англійської мови до української. 9. Вивчення англійської як іноземної мови легше, ніж вивчення інших іноземних мов. 10. Немає сумніву, що англійська мова є найбільш впливовою та розповсюдженою завдяки її широкому використанню у всьому світі. 11. Англійською мовою як рідною розмовляють у Великій Британії, Сполучених Штатах Америки, Канаді, Австралії, Новій Зеландії. 12. Нові слова, утворені в англійській мові для використання в галузі медицини, науки, техніки, освіти, нових інформаційних технологій, часто запозичаються в інші мови. 13. У 44 країнах англійська мова використовується як офіційна. 14. В англійській мові вживається 2 відмінки: загальний та присвійний.

### ***10. Put the verb in brackets into the Present Simple or the Present Continuous.***

1. Who (knock) on the door? 2. It (rain), better take your umbrella. 3. Don't interrupt me, please, I (work). 4. Hurry downstairs, your sister (wait) for you. 5. What you (think) of right now? 6. Let's have some tea. It (get) cold. 7. Keep the noise down. We (listen) to music. 8. "What Tom (do) now?" "He (play) the oboe." 9. It's a lovely day. The sun (shine) brightly. 10. What you (look) at? 11. We (drink) coffee every morning. 12. What this word (mean)? 13. At this moment we (do) an exercise on the Present Simple. 14. You (know) that boy over there? 15. "What you (do), Tom?" "I (draw)" "Let me see what you (draw)" 16. You (see) anything? 17. I (not remember)... his name exactly. 18. Granddad (be) by himself in the kitchen. Gran



(do) the housework. 19.1 (hope) you (know) where he (live). 20. "You (read) dear?" "Yes." "What (be) the book about?" "Don't talk to him while he (read)." 21. You (eat) too much, which is why you (get) so fat. 22. How long it (take) you to get to the institute, usually? 23. You (like) what you (do) now? 24. "It (snow) now?" "Yes, it (snow) very hard. You shouldn't go out yet." 25. "How Peter (get) on in the Navy?" "Very well. He (seem) to like the life."

**11. Complete the conversation with verbs in the Present Continuous. Use each of the verbs in the following list once only: invite, stay, come, hold, make, get, book, give, travel, deliver. Read the dialogue to the end before you do the exercise.**

Lewis: Can you keep a secret?

Sophie: Yes, of course. What is it?

L: I (a) ... a surprise party for Emily next Saturday. It's her thirtieth birthday.

S: A surprise party! That'll be difficult to arrange without her knowing. Who ... you (b) ...?

L: Everybody. All our friends, her friends from work, all her family, even her two aunts from Scotland. They (c) ... down by train on Friday evening and they (d)... overnight in that small B&B at the end of our road.

S: What about the food and drink? Where (e)... you ... that from?

L: It's all arranged. Luigi's restaurant (f)... all kinds of food and drink on Saturday afternoon, and their chef (g)... even ... a special birthday cake with pink icing and sugar flowers.

S: Excellent! And what (h) ... you ... Emily for her birthday? Have you got her a good present?

L: Oh yes! I (i)... a very special holiday. A weekend for two in Paris! We (j)... by Eurostar, through the Channel Tunnel!

S: That's a great idea. I can see that you are going to enjoy her birthday, too! Do I get an invite?

L: Of course. But keep it a secret!

**12. Put the verb in brackets in the correct tense, the Present Perfect or the Present Perfect Continuous.**

1. I'm exhausted! I (work) all the day, and I (not finish) yet. 2. I (visit) many countries over the past few years. 3. Someone (take) my books. I (look) for them for ages, but I still (not find) them yet. 4. I (shop) all the morning, but I (not buy) anything. 5. That's one of the best books I ever (read). 6. 'You're filthy! What you (do)?' 'I (work) on the rockery.' 7. The streets are all wet. It (rain). 8. I (listen) to you for ages, but I'm afraid I (not understand) a single word. 9. 'What's the matter?' 'I (read) for too long, and now I've got a headache.' 10. I (try) to lose weight for ages. I (lose) ten pounds so far. 11. 'Why is your hair wet?' 'I (swim).' 12. 'Why the phone (engage)?' 'I (use) the Internet'.

**13. Open the brackets using the verbs in one of the Present Simple, Present Continuous, Present Perfect, or Present Perfect Continuous tenses:**

1. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books. 2. What you (to do) here since morning? 3. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together. 4. He (to run) now. He (to run) for ten minutes without any rest. 5. What they (to do) now? – They (to work) in the reading room. They (to work) there for already three hours. 6. Where he (to be) now? – He (to be) in the garden. He (to play) volleyball with his friends. They (to play) since breakfast time. 7. I (to live) in Manchester. I (to live) in Manchester since 1998. 8. This is the factory where my father (to work). He (to work) here for fifteen years. 9. You (to find) your notebook? – No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it. 10. You (to play) with a ball for already three hours. Go home and do your homework. 11. Wake up! You (to sleep) for ten hours already. 12. I (to wait) for a letter from my cousin for a month already, but (not yet to receive) it. 13. She already (to do) her homework for two hours; but she (not yet to do) half of it. 14. I (to wait) for you since two o'clock. 15. What you (to do)? – I (to read). I (to read) for already two hours. I already (to read) sixty pages. 16. It is difficult for me to speak about this opera as I (not to hear) it. 17. I just (to receive) a letter from my granny, but I (not yet to receive) any letters from my parents. 18. The weather (to be) fine today. The sun (to shine) ever since we got up. 19. Every day I (to wind) up my watch at 10 o'clock in the evening. 20. Come along, Kylie, what you (to do) now? I (to wait) for you a long time. 21. Where your gloves (to be)? – I (to put) them into my pocket.

#### ***14. Put the verb in brackets in the correct tense.***

1. Didier is French. He ... (come) from Toulouse. 2. Derek's good at golf, but he ... (not/play) very often. 3. It's very noisy – Suzy ... (listen) to rock music. 4. You look good, Anne.... you ... (wear) a new dress? 5. While I ... (walk) past the cemetery, I ... (see) something scary. 6. When ... you ... (meet) each other? 7. He ... (not/work) at the computer when I... (come) to visit him. 8. She ... (have) a headache since yesterday. 9. I ... (not/know) her very long. 10. They ... (build) this house five years ago. 11. I got up late yesterday morning when he ... (arrive). 12. She couldn't go on holiday because she ... (not complete) her thesis yet. 13. She ... (not study) hard last term, but she ... (work) hard this term. 14. What ... you ... (do) since lunchtime? 15. How long ... she ... (write) this essay? 16. How many pages ... you .. (read) so far? 17. If the food ... (be) good, we ... (come) here again. 18. If he (not pay), he ...(get into) trouble. 19. I'm very busy. But if I ... (have) more free time, I ... (not waste) it. I ... (learn) another language. 20. If I... (be) you, I... (take) the scratched CD back to the shop.

#### ***15. Use the Present Simple or Continuous, Past Simple or Continuous, or Present Perfect. Sometimes there are two possible options.***

Benjamin and Barbara Golightly (live) in a village called Henfield. They only (live) there for a few weeks. They (move in) on 28<sup>th</sup> August when they (to have

delivered) the furniture to their new house. They (not make) many friends yet, but they (expect) that they soon will. The neighbours (be) very kind so far, and Mr. Golightly (invite) some of them to a housewarming he (hold) next week. His friends from Brighton and Worthing (come) to the party. The Golightlys (live) in Crawley, not far away, before they (come) to Henfield. Barbara especially (not like) living so near to Gatwick airport. While Benjamin (visit) some friends in Brighton last year, he (meet) a company director who (offer) him a job. Barbara (not want) to live in Brighton itself, as whenever they (visit) the seaside resort, the tourists were so numerous and so they (decide) to enjoy living in the country.

**16. Delete the two incorrect options.**

1. Many teachers **say to/say that/tell** their students should learn a foreign language. 2. Learning a second language is not the same **like/as/ that** learning a first language. 3. It takes **long time/long/a long time** to learn any language. 4. It is said that Chinese is perhaps the world's **more hard/ hardest/harder** language to master. 5. English is quite difficult because of all the exceptions **what/which/who** have to be learnt. 6. You can learn the basic structures of a language quite quickly, but only if you **are wanting/ are willing to/will to** make an efforts. 7. A lot of people aren't used **to the study/to study/to studying** grammar in their own language. 8. Many adult students of English wish they **would have started/had started/would start** their language studies when younger. 9. In some countries students have to spend a lot of time working **by their own/on their own/in their own**. 10. There aren't **no/any/some** miraculous ways to learn a foreign language instantly. 11. Some people try to improve their English **by hearing/ by listening/by listening to** the B.B.C. World Service. 12. **Live/Living/Life** with a foreign family can be a good way to learn a language. 13. It's no use **to try/trying/in trying** to learn a language just by studying a dictionary. 14. Many students of English **would rather not to/would rather not/ would rather prefer not** take tests. 15. Some people think it's time we <sup>a</sup>**ll learn/should learn/learnt** a single international language. 16. Darren Gough is a teacher at a comprehensive school in Cardiff. He **joins/joined/ has joined the school staff in** 1998 **and** worked/has been working/works there ever since. 18. Before **moving/to move/move** to Cardiff, he taught in England and Ireland, and before that he **has been/was/was being** an undergraduate at Manchester University. 19. So far he **wasn't/isn't/hasn't been** in Wales for as long as he was in Ireland but he likes the country a lot and **could/should/would** like to stay there for many more years.

**17. Put the verbs in brackets into the correct tense and form using modal verbs wherever necessary.**

Jamie: I (speak) to Anne, please?

Anne: Anne (speak).

J: It's Jamie. Where you (be), Anne? I (try) to get you for the last half hour. You (leave) your office at 5.00?

A: Yes, but today I (go) shopping and only just (get) in. It (be) nice to hear your voice, Jamie. I (not know) you (be) in London.

J: I only (arrive) this morning. I (ring) you before but I (be) terribly busy all day at a sales conference. It only just (end). You (do) anything tonight, Anne?

A: Yes, I (go) to the theatre.

J: But that (be) terrible! I (be) only here for one night.

A: I (be) sorry, Jamie. If you (tell) me you were coming here, I (keep) the evening free. But you didn't tell me.

J: I (not know) myself till this morning when the boss suddenly (call) me into his office and (tell) me to rush up here to be present at the conference.

A: I thought Sarah is usually (present) at the conferences.

J: Yes, she usually (is) but when she (drive) up here last week, she (have) an accident and (to be taken) to hospital. So I (do) it instead. Anne, you really have (go) out tonight? ... Can you (change) your tickets?

A: No, I ... (neg.). I'm free tomorrow but I (suppose) that (be) too late.

J: (suddenly changing his plans): No, I (stay) on another day. I daresay the boss (get) over it. You (like) to meet me for dinner tomorrow?

A: I (love) to. But Jamie, you (be) sure it (be) all right? I (hate) you to lose your job.

J: It (be) all right. I (ring) the boss and tell him I (stay) another night.

I (stay) an extra night in York last month and he (not seem) too bothered.

A: Why you (stay) an extra night in York?

J: I (tell) you tomorrow. See you soon.

**18. Put the verbs in brackets in the correct tense or verb form. Translate the text from English into Ukrainian.**

Paintings Worth £ 200M (Steal)

Paintings by Monet, Rembrandt, and Degas (steal) from Amsterdam Museum.

Yesterday afternoon two thieves wearing police uniforms arrived at the museum and asked the guard (show) them Monet's paintings. They said that they (receive) a telephone call at the police station that morning telling them that the paintings were in danger. The guard immediately let them (see) the paintings. The thieves told him (turn off) the alarm system and then suddenly they forced him (lie) on the ground while they (tie) his arms and legs. They worked very quickly and carefully and when they (collect) the best paintings they (leave) the museum quietly and calmly through the front door. The director of the museum, Ruud Kaas said: 'The thieves (take) our best pictures. I (work) here for 12 years and I can't believe that this (happen). How did they manage (take) them so easily? They might (try) (sell) them to an art collector in the USA, but this will be difficult because the paintings are so well known. If they (not be) so well known, it would (be) easier (sell) them. We have decided (employ) more guards, and a new alarm system already (install). I'm sure the police will find the thieves and our paintings, but they think it might (take) a long time.'

**19. Translate the following sentences from Ukrainian into English using the Present Simple, Present Continuous, Present Perfect and Present Perfect Continuous.**

1. а) Мій тато працює в інституті. б) Мій тато працює в інституті з 1995 року. 2. а) Моя бабуся готує обід зараз. б) Моя бабуся готує обід з другої години. 3. а) Моя сестра спить. б) Моя сестра спить з п'ятої години. 4. а) Мама прибирає квартиру. б) Мама прибирає квартиру зранку. 5. а) Дідусь дивиться телевизор. б) Дідусь дивиться телевизор з шостої години. 6. а) Мій дядько пише вірші. б) Мій дядько пише вірші з дитинства. 7. а) Вона читає. б) Вона читає зранку. 8. а) Вони грають у волейбол. б) Вони грають у волейбол з третьої години. 9. а) Ми вивчаємо англійську мову. б) Ми вивчаємо англійську мову з 1998 року. 10. а) Вона все ще вивчає іспанську мову. б) Вона вже два роки вивчає іспанську мову. 11. а) Вони все ще живуть на дачі. б) Вони вже чотири місяці живуть на дачі. 12. а) Вона все ще розмовляє по телефону. б) Вона розмовляє по телефону вже двадцять хвилин. 13. а) Мій брат усе ще розв'язує цю важку задачу. б) Він розв'язує цю задачу вже півгодини. 14. а) Вона все ще пише листа бабусі. б) Вона вже цілу годину пише цього листа. 15. а) Вони все ще ловлять рибу. б) Вони ловлять рибу вже протягом п'яти годин. 16. а) Дідусь і бабуся все ще грають у шахи. б) Вони грають у шахи вже дві години. 17. а) Вони все ще сперечаються. б) Вони сперечаються вже дві години. 18. а) Вона ще спить. б) Вона спить уже дві години.

**20. Translate the following sentences from Ukrainian into English using the verbs in *Présent Simple*, *Présent Continuous*, *Présent Perfect* or *Présent Perfect Continuous*.**

1. Ми знаємо один одного вже чотири роки. 2. Я завжди хотів вивчати англійську мову. 3. Де Ніна? – Вона вже дві години вдома. 3. Де діти? – Вони все ще граються у дворі. 5. Мій брат уже три роки інженер. 6. Мій друг знає англійську мову з дитинства. 7. Я вже півгодини спостерігаю за тобою. 8. Ваш брат ще хворий? – Ні, він уже одужав. Він уже три дні займається фізикою. Він хоче одержати відмінну оцінку на іспиті. 9. Мені вже давно хочеться прочитати цю книжку. 10. Я вже двадцять хвилин намагаюся знайти мій старий зошит. 11. Вони вже десять років живуть у Нью-Йорку. 12. Моя тітка – артистка. Вона завжди любила театр. 13. Ваш тато вже повернувся з Півночі? – Так, він уже два тижні вдома. 14. Я вже три дні про це думаю. 15. Моя сестра п'є каву з молоком. А я завжди віддавав перевагу чорній каві. 16. Ми дуже раді вас бачити. Ми вас чекали цілий місяць. 17. Ви все ще читаете цю книжку? Скільки часу ви її вже читаете? 18. Моя сестра займається музикою вже п'ять років. 19. Я шукаю тебе весь вечір. Де ти був увесь цей час? 20. Вони пишуть твір уже дві години.

## UNIT 5

**Topic:** Taras Shevchenko

**Grammar:** Past Tenses

**Functional Expressions:** Evaluating ideas and actions

### ***1. Learn the following expressions that are involved in the process of the evaluation of ideas and actions***

Let's look at that more closely...

What do you think is the best part of..?

How would you rank these ideas..?

Do you now feel that the result was achieved correctly?

How do you feel about..?

Would you have done anything differently?

Do you agree with the idea that..?

How could we improve..?

Did you spot any mistakes in..?

### ***2. Test your knowledge of Literature by choosing the right answer from those given. Discuss the authors and their work using expressions from above.***

1. The founder of modern Ukrainian literature was

a) Ivan Kotliarevskyi; b) Hryhorii Kvitka-Osnovianenko; c) Taras Shevchenko; d) Panas Myrnyi.

2. The first woman writer who appeared in Ukrainian literature was

a) Lesia Ukrainka; b) Olena Pchilka; c) Marko Vovchok; d) Oxana Zabuzhko.

3. One of the key "Writers of the Sixties" was

a) Volodymyr Vynnychenko; b) Mykola Bazhan; c) Pavlo Tychyna; d) Vasyl Stus.

4. Who was the author of the following words; "The world grabbed me, but it didn't catch me".

a) Mykola Kostomarov; b) Ilarion of Kyiv; c) Hryhorii Skovoroda; d) Feofan Prokopovych.

5. Which Ukrainian poet rewrote Virgil's "Aeneid":

a) Melentii Smotrytskyi; b) Hryhorii Skovoroda; c) Petro Hulak-Artemovskiy; d) Ivan Kotliarevskyi.

6. The most popular author in Britain is

a) Phillip Pullman; b) Terry Pratchett; c) J. K. Rowling; d) J.R.R. Tolkien.

7. Samuel Langhorne Clemens is the real name of

a) John Irving; b) Mark Twain; c) James Joyce; d) Thomas Hardy.

8. "Catch-22" was written by

a) John Steinbeck; b) Joseph Heller; c) J.D. Salinger; d) Ernest Hemingway.

9. Jane Austen was the author of

a) "Rob Roy"; b) "Bleak House"; c) "Emma"; d) "Wuthering Heights".

10. "My Family and Other Animals" was written by

a) Jack London; b) Bram Stoker; c) Gerald Durrell; d) Ernest Hemingway.

**3. Translate the following proverbs and sayings into Ukrainian and explain them.**

1. Don't judge a book by its cover.
2. A picture is worth a thousand words.
3. Actions speak louder than words.
4. A room without books is like a body without a soul.
5. The World's Literature is best tackled like eating an elephant. One bite at a time.

**4. Practice the pronunciation of the following words having checked their transcription in a dictionary.**

Heathen, temporarily, exuberant, mightier, subtle, legacy, vision, coherent, issue, exile, prophesy, oppression, nostalgia, Academy.

**5. Read the words and sentences paying especial attention to the different allophones of the consonant [d] in different positions.**

"The **D**ream", considered, the foundation, satirized, contributed, today, desperately, **d**estroy.

1. Shevchenko was freed**d** in 1838. 2. His poetry soon moved**d** to a more sombre portrayal of Ukrainian history. 3. Though forbidd**ed** to write or paint, Shevchenko clandestinely wrote a few lyric poems **d**during the first years of his exile. 4. He had**d** a revival of creativity after his release in 1857. 5. In add**it**ion to his literary skills, Shevchenko was a talented**d** artist.

**6. Read the sentences inserting the linking [r] in the intervocalic position at the junction of words.**

1. The greatest strength of 'Kobzar'is that Shevchenko expressed the hopes of Ukrainians. 2. His 'Kobzar'expressed the importance of history and its cultural effect on the Ukrainian nation as well as the more fanciful interests in the folklore of the Ukrainian Romantics. 3. Shevchenko was a memberof the secret Brotherhood of Saints Cyril and Methodius. One thing I've neverrasked – why is the main University named after Shevchenko?

**7. Transcribe the following sentences, mark the stresses and tunes and draw them onto staves. Working in pairs, compare your answers with your partner's.**

1. Has my brain packed up or what? 2. He was a poet, mostly. 3. I can't begin to imagine what would have happened if London tried to call Scotland "Little England". 4. That's when Moscow called this country "Little Russia"? 5. No, Taras, the Ukrainian poet and national hero.

**Text: Taras Shevchenko**

Taras Shevchenko was the foremost Ukrainian poet of the 19th century, an outstanding Ukrainian patriot and a major figure of the Ukrainian national revival.

Born a serf, Shevchenko was freed in 1838 while a student at the St. Petersburg Academy of Art. His first collection of poems, entitled 'Kobzar' (1840; "The Bard"), expressed the importance of history and its cultural effect on the Ukrainian nation as

well as his more fanciful interests in the folklore of the Ukrainian Romantics. The greatest strength of 'Kobzar' is that Shevchenko expressed the hopes of Ukrainians, suffered as they suffered and rejoiced when they rejoiced.

His poetry soon moved away from nostalgia for Cossack life to a more sombre portrayal of Ukrainian history, particularly in the long poem "The Haidamaks" (1841). When the clandestine Brotherhood of Saints Cyril and Methodius, of which Shevchenko was a member, was suppressed in 1847 and many of its members arrested, Shevchenko was punished by exile and compulsory military service for writing the poems "The Dream", "The Caucasus", and "The Epistle", which satirized the oppression of Ukraine by Russia and prophesied a revolution.

Though forbidden to write or paint, Shevchenko secretly wrote a few lyric poems during the first years of his exile. He had a revival of creativity after his release in 1857; his later poetry treats historical and moral issues, both Ukrainian and universal.

Shevchenko contributed significantly to the evolution of the literary form of the Ukrainian language that is today considered the foundation of contemporary Ukrainian. He did this not only by his coherent use of the language but by the sheer force and vision of the images conveyed by his words.

In addition to his literary skills, Shevchenko was a talented artist. He has left a wide legacy of highly-regarded works in various forms: oil, watercolour and sketches. Perhaps the most famous are those which were his own illustrations to his literary work and portraits in oil of his contemporaries.

### ***Dialogue. The University's Name***

Graham: One thing I've never asked – why is the main University named after Shevchenko?

Maryna: It's all to do with Ukrainian patriotism. Shevchenko worked hard to restore Ukrainian national identity at a time that the Russian Empire was desperately trying to destroy it.

G: That's when Moscow called this country "Little Russia"?

M: Exactly. The same mentality was trying to destroy the Ukrainian nation in all kinds of subtle and not-so-subtle ways.

G: As a Scot, I can't begin to imagine what would have happened if London tried to call Scotland "Little England".

M: It's easy to say that now – Imperial Tsarist Russia didn't exactly have freedom or a democratic Parliament. Shevchenko was a serf, a feudal slave, until freed as a young man.

G: So was Shevchenko a revolutionary leader or something?

M: Not at all. The pen is mightier than the sword. He was a poet, mostly.

G: Got it. He wrote about Ukraine in the way Bums wrote about Scotland.

M: Yes, but he had a much more exuberant set of whiskers than Bums.

### ***Notes***

**1. Fanciful interests** – інтереси, породжені уявою.



2. **To make a prophesy** – передрікати, передбачати.
3. **It's all to do** – все це стосується...
4. **Little Russia** — Малоросія.
5. **Subtle and not-so-subtle ways** – брутальні та завуальовані способи.
6. **Exuberant set of whiskers** — розкішні вуса.

### **Subject Vocabulary**

Revival, exile, oppression, legacy, identity, bloke.

To entitle, to rejoice, to suffer, to suppress, to prophesy, to release, to treat, to contribute, to convey, to restore.

Fanciful, sombre, clandestine, compulsory, contemporary, coherent, desperate, subtle, exuberant, sheer, foremost.

### **1. Answer the following questions, using complete sentences.**

1. How do you evaluate Shevchenko's role in Ukrainian history? 2. How did Shevchenko portray Ukrainian history in his first collection of poems? 3. What is the greatest strength of "Kobzar"? 4. What clandestine society did Shevchenko belong to? 5. Why was Shevchenko punished by exile? 6. Why do you think Shevchenko was banned to write and to paint? 7. Did Shevchenko's later poetry treat just Ukrainian or universal moral issues? 8. What is Shevchenko's contribution to the Ukrainian language and literature? 10. Do you consider Shevchenko just to have been a poet? 11. Why is the main University in Ukraine named after Taras Shevchenko?

### **2. Insert articles where appropriate.**

1. ... greatest strength of 'Kobzar' is that Shevchenko expressed ... hopes of... Ukrainians. 2. Shevchenko secretly wrote ... few lyric poems during ... first years of his exile. 3. Shevchenko was ... serf, ... feudal slave, until freed as ... young man. 4. Shevchenko contributed significantly to ... evolution of ... literary form of ... Ukrainian language. 5. Andriy Shevchenko scored ... winning goal for Milan in ... European Cup final. 6. Shevchenko was ... talented artist, who left ... wide legacy of... works. 7. ... pen is mightier than ... sword. 8. "Epistle" satirized ... oppression of ... Ukraine by ... Russia and prophesied ... revolution. 9. His poetry soon moved away from ... nostalgia for Cossack life to ... more sombre portrayal of... Ukrainian history. 10. Taras Shevchenko was ... foremost Ukrainian poet of... 19th century, ... outstanding Ukrainian patriot and ... major figure of ... Ukrainian national revival. 11. Shevchenko worked hard to restore ... Ukrainian national identity at ... time that ... Russian Empire was trying to destroy it. 12. "Kobzar" expressed ... importance of ... history and its cultural effect on ... Ukrainian nation.

### **3. Insert prepositions wherever necessary.**

Taras Shevchenko was born ... 9 March 1814 ... Moryntsi, Cherkassy County. Born a serf, Shevchenko was orphaned ... his early teens and grew ... poverty and misery. He was taught to read ... the village precentor and was often beaten ... "wasting time" ... drawing, ... which he had an innate talent. ... the age ... 14 he was

taken ... his owner P. Engelgardt to serve as a houseboy, and travelled ... him, first ... Vilno and then ... St. Peterburg. ... his compatriots, Shevchenko met ... the Russian painter K. Briullov, whose portrait ... the Russian poet V. Zhukovskiy was sold ... a lottery, the money ... which was to buy Shevchenko's freedom ... Engelhardt ... 1838. Shevchenko enrolled ... the Academy ... Fine Arts ... St. Peterburg. ... the 1840s, Shevchenko visited Ukraine three times. Those visits made a profound impact... him. He was struck ... the great devastation ... Ukraine. Two months ... Shevchenko's death (1861) his remains were transferred ... Chemecha Hill... Kaniv,... Ukraine.

#### **4. Complete the following sentences.**

1. To buy Shevchenko's freedom ... 2. The poems "Dream" and "Caucasus" were written... 3. Shevchenko's place in Ukrainian history... 4. Among Shevchenko's creations... 5. Shevchenko had an innate talent for ... 6. Forbidden to write or paint Shevchenko secretly ... 7. Shevchenko was not a revolutionary leader, but... 8. When the clandestine Brotherhood of Saints Cyril and Methodius was suppressed in 1847 Shevchenko ... 9. In the long poem "The Haidamaks" ... 10. The Russian Empire was trying ... .

#### **5. Fill in the blanks with one suitable word only: supported, described, serfdom, published, volume, historical, reflected, soul, feudal, My Thoughts, forgot, oppressed. Translate the text into Ukrainian.**

While in St. Petersburg, Shevchenko never ... his Motherland and her sufferings under the yoke of .... He wrote poems in Ukrainian and in 1840 ... his first book of verse "Kobzar". He opened his... and expressed his thoughts in the poem "... ("Dumy moi"), which also ... the thoughts and sorrows of Ukrainian people who at that time were ... both socially and nationally. The dramatic centre of the ... was the poem "Kateryna", which ... the tragedy of a peasant girl with an illegitimate child. A year later Shevchenko published his ... poem "Haidamaks" about the heroic uprising of the peasants ... by the Zaporizhia Cossaks against the Polish ... lords in 1768.

#### **6. Find English equivalents for the following Ukrainian words and word combinations and make up your own sentences.**

Поступити у Художню академію, вигадливий, сучасники, гноблення, ілюстрації до літературних творів, безрадісний, акварелі, внесок у національну літературу, завуальовані методи, звільняти, розкішні вуса, засудити на заслання, забороняти писати вірші, таємне товариство, страждати і радіти, український фольклор, збірка віршів, національне відродження.

#### **7. Work in pairs. Discuss how these dates are connected with Shevchenko's life. Order the events and comment on them.**

1) 1840; 2) 1838; 3) 1857; 4) 1814; 5) 1841; 6) 1847; 7) 1861.

#### **8. Translate the following text into Ukrainian. Use the following key words: to hold back – стримувати, coherent modern form – зрозуміла сучасна форма,**

*inspirational role – надихаюча роль, statehood – державність, without parallel – ні з чим не зрівнянний, безпрецедентний.*

Shevchenko has a unique place in Ukrainian history. The Ukrainian language had long been held back and not permitted to develop under Russian Imperialism. He created the foundation and the conditions that allowed the evolution of the language of common people, which was the Ukrainian language at the time, to be raised to become a fully functional and coherent modern form. This enabled new heights to be reached, especially in the literary use of Ukrainian. His influence on Ukrainian political thought and his inspirational role promoting a modern democratic ideal of renewed Ukrainian statehood are without parallel. His poetry contributed greatly to the evolution of national consciousness not only among the Ukrainian intelligentsia but also among the people, and his influence on varied aspects of cultural and national life is still felt today.

**9. Work in pairs. Compare two translation of the same extract from “Testament” by Shevchenko. Discuss with your partner the version you prefer. Give your reasons.**

When I die let me be buried  
In my beloved Ukraine.  
My tomb on a grave-mound high  
Amid the wide-spread plain,  
That the fields, the steppe unbounded,  
The Dnipro’s plunging shore,  
My eyes could see, my ears could hear,  
The mighty river roar.

*Adapted from the translation by John Weir*

Dig my grave and raise my barrow  
By the Dnieper-side In Ukraine, my old land,  
A fair land and wide.  
I will lie and watch the cornfields,  
Listen through the years  
To the river voices roaring,  
Roaring in my ears.

*Translated by E. L. Voinich*

**10. Translate the following text into English using the following prompts:** *мужик – peasant; велетень – a titan, a giant, володар – Master; томитися під вагою – languish under the weight; солдатська муштра – military drilling; переслідувати – persecute; золото душі – steel of the soul, іржа – rust; зверхність – arrogance; зневіра – lack of faith (in); невмируща – immortal; всерозквітаюча – flourishing; збуджувати – stir.*

Він був сином мужика і став володарем у царстві духа.

Він був кріпаком і став велетнем у царстві людської культури...

Десять літ він томився під вагою російської солдатської муштри, а для волі

Росії зробив більше, ніж десять непереможних армій.

Доля переслідувала його у житті скільки могла, та вона не зуміла перетворити золота його душі в іржу, ані його любові до людей у ненависть і погорду, а віри в Бога у зневіру і песимізм...

Найкращий і найцінніший скарб доля дала йому лише по смерті – невмирущу славу і всерозквітаючу радість, яку в мільйонів людських сердець все наново збуджуватимуть його твори.

Отакий був і є для нас, українців, Тарас Шевченко.

Іван Франко

**11. Dramatize the following situation: a group of tourists is having a tour of Shevchenko's key locations. Their hovercraft has just landed on the Dnipro's shore near Kaniv. Working in groups of four, create a dialogue between the players.**

Olexandr – a Ukrainian guide and interpreter, who has escorted the group to Chemecha Hill.

Iryna – a student from Poltava, now at Shevchenko National University, who's a member of the University Shevchenko Society.

Graham – a Scottish tourist, who's visiting Ukraine for the first time and knows nothing about Taras Shevchenko. An engineer by trade.

Prof. Hill – a British professor of Slavic Literature, who has written several papers on Ukrainian poets.

**12. Translate the following sentences into Ukrainian and comment on the use of the past tense of the italicised verbs.**

1. During his exile Shevchenko *wrote* many wonderful poems and *drew* hundreds of sketches. 2. Engelhardt *noticed* Shevchenko's artistic talent and *sent* him to study under the painter V. Shiryayev for four years. 3. Shevchenko *was released* from exile in 1857 but he *was still not allowed* to live in Ukraine. 4. Taras *was attending* private lessons held by Professor Rustemas with another student's pass when he *was* 16. 5. In the poem "Charwoman" he *depicted* the fate of a single mother, one of the best images in world literature. 6. In 1860 Shevchenko *decided* to become a family man but his matrimonial plans *were ruined*. 7. Shevchenko *was awarded* three silver medals for his painting and by the end of his life he *had become* an Academician of Art. 8. Shevchenko's friends *wanted* to fulfil the poet's wish that he *had expressed* in "Testament" and *took* his mortal remains to Ukraine. 9. In Vilno, Shevchenko *heard* different languages (Lithuanian, Russian and Polish) for the first time and *saw* people who *had been freed* by their masters. 10. A large portion of his literary heritage, as well as his private diary, *was written* in Russian.

**13. Put the verbs in brackets into the correct form of the Past Tense.**

1. When I (go) out, the sun (shine). 2. By the time I (complete) my studies last month, I (live) in London for nearly a year. 3. A friend of mine (return) to his house after a holiday to find it (break into). 4. The scientist suddenly (see) the answer to the problem that (occupy) his mind for the last two months. 5. By the time the doctor

(arrive), the man (die). 6. After the stewardess (serve) lunch to the passengers, the plane (land). 7. By the time all the guests (go) and the road (be) quiet again, the children (wake up) and (cannot) get to sleep again. 8. My husband and I (were) abroad for ten years, but before that we (live) near Dover. 9. The policeman (read) to the suspect his rights after he (arrest) him. 10. I (call) at the manager's office to discover that I (miss) him: he (go) out for lunch. 11. He (stand) in a queue when he (hear) the announcement. 12. I (be) very tired when I (meet) you because I (ride) a bicycle for two hours. 13. Emily (call) her sister after she (receive) her student grant.

**14. Choose either the Past Continuous or the Past Perfect Continuous.**

1. My parents and I *were living/ had been living* on Oxford Road in 1990. 2. I *had been living/was living* in Regina for fifteen years before moving to Toronto. 3. The children were behind the curtain; they *had been playing/ were playing* hide-and-seek. 4. He *was working/ had been working* for an hour and a half when Adrian said that he could not continue. 5. At the end of June I *had been preparing/ was preparing* for my course exams. 6. Bernard took with him the book he *was reading/ had been reading*. 7. When his mother entered the room, the boy *had been reading/ was reading* the book. 8. Andy turned off his CD player. The music *was playing/ had been playing* all night. 9. She said the headmaster *was working/ had been working* since early morning in his study. 10. While the caretaker had been making tea, the policemen *had been watching/ was watching* him suspiciously. 11. When I arrived, everyone was sitting round a table covered with dishes and cutlery. Obviously, they *had been eating/ were eating*. 12. When I arrived, everyone was glum. They *were watching/had been watching* the football.

**15. Put the verbs in brackets in the following sentences into the Past Perfect or the Past Simple.**

1. He (take) a diary, (open) it and (begin) writing. 2. By noon, Grace (finish) all her work. 3. I (arrive) over an hour late. My car (break) down on my way there. 4. I felt refreshed after a long walk, so I (go) straight back to the office. 5. Mr. Morgan (lecture) to me when I was at University. 6. I haven't seen Ben for ages. – You see, he (be arrested) for robbery. 7. It (happen) one morning as she was leaving the supermarket. 8. No sooner Alice (come up) to the horse than it bolted. 9. There was a motorbike by the fence. It (break) down and the rider was trying to fix it. So Andy (stop) to see if he could help.

**16. Consider these important events in Taras Shevchenko's life. Then complete the sentences below, using the past perfect with *already* or *not yet*.**

1828 – was taken to serve as a houseboy; 1838 – was freed from Engelhardt; 1840 – published “Kobzar”; 1842 – painted the picture “Katherine”; 1843 – wrote the drama “Nazar Stodolia”; 1844 – wrote the poem “Dream”; 1845 – wrote “Testament”; 1846 – joined the secret Cyril and Methodius Brotherhood; 1847 – was arrested.

1. By 1829 ... as a houseboy by his owner Engelhardt. 2. By 1837 ... from slavery. 3. By 1839, his first collection of poems .... 4. By 1843, his picture

expressing the tragic fate of the serf woman .... 5. By 1844 his drama “Nazar Stodolia” .... 6. By 1834 his most satirical and politically subversive poem “Dream”... 7. By 1846 ... “Testament”. 8. By 1845 ... a member of the clandestine society. 9. By 1848 ... and was serving as a soldier in the Orenburg special corps.

**17. Translate the following into English paying especial attention to the forms of the verbs.**

1. Я писав курсову роботу про поезію Шевченка, коли мені зателефонував Богдан. 2. Він вимкнув телевізор та піднявся у спальню. 3. До кінця жовтня він закінчив перекладати статтю про сучасну українську літературу, і на початку листопада її надрукували. 4. Марійка йшла поряд з Олегом і про щось говорила йому, коли я побачив їх у парку. 5. Минулого року навесні дуже часто були дощі. 6. Скільки коштувала ця каблучка? – Вона тоді коштувала приблизно 50 фунтів, але зараз вона значно дорожча. 7. Я приймала ванну, коли хтось постукав у двері. 8. Кілька років тому експедиція у центральну Африку була атакована левими-людожерами, але ніхто, на щастя, не постраждав. 9. Чому він був здивований, коли отримав за твір “задовільно”? 10. Вона мала якийсь інший вигляд: трохи схудла та змінила зачіску. 11. Він глянув на годинник у холі, було пів на третю. Вони сиділи тут вже три з половиною години. 12. Скільки ви мені дали? – Вибачте, я неправильно дала вам решту.

**18. Read the following text. There are nine mistakes in the tenses of the verbs. Find and correct them. Translate the text into Ukrainian.**

Vasyl Stus was born on January 8, 1938 in the village of Rakhnivka in the Kyiv region. He had spent his childhood in the Donbas. After graduating from Teachers' Training College he had been working as a teacher of the Ukrainian language and literature. Stus started publishing in 1963 with “The Circuit”. In 1965 he publicly had protested against the repression of the Ukrainian intelligentsia. Right after the event he had expelled from his post-graduate programme. In 1972 he had been arrested, charged with anti-Soviet propaganda and sentenced to five years in the camps and three years exile. In 1979 he was staying in Kyiv for almost eight months when he was arrested again. This time he had been sentencing to ten years of imprisonment and five years of exile. Vasyl Stus had died on September 4, 1985 in a punishment cell at a camp for political prisoners in the Urals. He had been 47 years old.

**19. Translate the following text into English paying especial attention to the Past Tense form of the verbs. Use the following words and expressions: the heavy hand of fate, a house boy, artistic intellectuals, a folk minstrel, the Charwoman, the Epistle.**

Народившись у сім'ї кріпака, Шевченко ще в дитинстві зазнав тяжких ударів долі. Рано померли батьки, підлітка забрали до пана, і як козачок він помандрував з паном до Вільна та Петербурга. Шевченко залишався кріпаком, і тільки завдяки втручання творчої інтелігенції 22 квітня 1838 року у двадцятичотирирічному віці він дістав свободу, а разом з тим – право навчатися

в Академії мистецтв.

Постать народного співця-кобзаря дала назву першій збірці Шевченка, що була опублікована у 1840 році. У 1845 Тарас повернувся на Батьківщину, де настав найбільш плідний період його творчості, коли майже за два роки з'явилися десятки малюнків, акварелей, поеми Наймичка", "Кавказ", послання "І мертвим, і живим...".

Винятково несприятливі умови для поетичного натхнення створювала царська армія, де Шевченко провів десять років. Навіть після визволення Шевченко не одержав справжньої свободи, так само як і права повернутися в Україну назавжди.

## UNIT 6

**Topic: Weather and Climate**

**Grammar: Future Tenses**

**Functional expressions: Questioning**

**1. Learn the following expressions using questioning techniques.**

What's your view on ...?

Who asked you to ...?

Why did you...?

Am I right in that...?

When did you decide to ...?

Would you agree that...?

How did you come to the conclusion that...?

Tell me your views on this.

Answer this question, please.

**2. Discuss in pairs the following questions relating to the topic, using the forms of questioning given above:**

1. Which season is your favourite? Why?

2. What is meant by "Indian summer"?

3. Why do so many poets and writers prefer autumn?

4. Which is the hottest season of the year? Describe it.

5. What is the weather like in spring?

6. Which is the coldest season of the year?

7. What is the weather today?

8. What is the weather forecast for tomorrow?

**3. Pronounce the following words paying attention to the consonants between vowels and at the ends of words. Ensure you can hear the differences in vowel length and consonant strength:**

loosen – lose, course – cause, lacy – lazy, fussy – fuzzy, buses – buzzes, racing – raising, place – plays, niece – knees, price – prize, hearse – hers.

**4. Practice pronunciation of the following words and word combinations:**

The Channel Islands, Manchester, Glasgow, January, Atlantic, a long standing joke, pattern, bank holiday, latitude, national, matter, standstill, sadly, that's right, happen, flash, perhaps.

The weather is always like this, with the weather prevailing from the west, their weather is very different, when there is the same weather, that's our weather, weather patterns, winter is on the way, we can't wash off the wax, to be over, heat wave.

**5. Transcribe the following words and word combinations and read them aloud.**

A moderate continental climate, the Gulf Stream, the Emerald Isle, contentious matters, a pleasantly inoffensive topic, important phenomenon, lush greenery, national crisis, horrific blizzards, the Atlantic Ocean, Caribbean, currents.

**6. Listen to the recording of the text "British weather and climate" and the dialogues. Mark the stresses and tunes. Practise them for test reading.**



### ***Text: British Weather and Climate***

London and Kyiv are almost on the same latitude, with only about one degree difference between them. But their climate and weather are very different. While Kyiv has a moderate continental climate, Britain has an island climate where the sea continually lowers temperatures in the summer and raises them in winter. Spring and autumn are also much longer seasons than they are in Ukraine and some people may say jokingly that they are each five months long in Britain.

There is another important phenomenon that affects the British Isles, the Gulf Stream. This brings ocean currents from the Caribbean northwest across the Atlantic Ocean, which tends to raise temperatures, especially in winter.

This climate means that temperatures rarely fall below -7 degrees and rarely are higher than 25 degrees, and in an island climate that means changeable weather and often a lot of rain.

With the weather prevailing from the west, clouds have plenty of time to form over the Atlantic Ocean and once they reach the west of the British Isles, there can be especially high levels of rainfall. Ireland, with its lush greenery is often called the Emerald Isle. There are many British jokes about how it seems to always rain in western cities, such as Manchester and Glasgow.

People from continental climates where the weather patterns are slow to change are often surprised by how British people can discuss the weather so frequently. Perhaps that's because in Britain there are so few days when there is the same weather all day long. April is popularly the most changeable month, when "April Showers" can mean sunshine followed by rain, followed by sunshine and so on, with very many changes each day.

Besides, the British are mostly a very reserved race who don't like to discuss private or contentious matters, so the weather is a pleasantly inoffensive topic for conversation.

### ***Notes***

**1. Changeable weather** – мінлива погода; under the weather – нездоровий, у біді, weather forecast – прогноз погоди, weather conditions – погодні умови, weather pattern – типова погода.

**2. Latitude** – широта. Наприклад: London and Kyiv are almost on the same latitude.

**3. Climate** – клімат, район з певними природними умовами. Moderate continental climate – помірно-континентальний клімат; island climate – острівний клімат. Наприклад: Ukraine has a moderate continental climate.

**4. Current** – течія, потік; хід подій. Наприклад: The Gulf Stream is a powerful system of ocean currents. Current – поточний, сучасний; Що перебуває в обігу; наприклад: current events – поточні події; current usage – сучасне вживання.

**5. Lush greenery** – буйна зелень.

**6. Emerald Isle** – Смарагдовий острів.

**7. April showers** – раптова злива. Наприклад: April showers bring May flowers.

**8. Reserved race** – стримана нація. Наприклад: The English are a very reserved race.

**9. Contentious matters** – спірні питання. Наприклад: We would like to discuss these contentious issues.

***Dialogue 1. At the classic car rally***

Andrii: I've read about your British tradition for rain on Bank Holidays.

Daria: I've heard it's supposed to be a long standing joke, but I'm sure it's true. I'm soaked through.

Kate: I told you to take an umbrella with you.

D: But it was sunny when we left – there wasn't a cloud in the sky.

Ian: That means nothing – the weather's always like this in May.

A: Does that mean we need to shelter here all day?

K: Oh, not at all. The sun'll be out soon.

D: But now it's completely overcast.

I: Not for more than about another five minutes. That's our weather.

A: What about all these beautiful old cars? So why are they all on show here?

K: Their owners are car collectors and they usually hold their shows and competitions on Bank Holidays. Because that's when British people most like to go out to special events.

A: And that's why fate decrees that it has to rain.

D: It looks as though this time they're not lucky with the weather again. And they must have spent days polishing their cars.

K: But everybody's used to that. And the cars will be fine – the water runs straight off the wax and the cars dry off pretty quickly in the sunshine.

D: So why didn't I wax my dress this morning?

***Dialogue 2. At the garden centre***

Bohdan: This is a really impressive selection of roses for sale.

Lesia: Yes, there must be over a hundred here. I wish we could see them all in flower.

Anne: They don't sell them later in the year, since you can't plant them when they're flowering. You'd have to go to the Rose Garden in the park for that.

B: In Kyiv we always need to cover many shrubs over winter because of the harsh frosts. With what do you cover your roses in winter?

Julian: Cover them? We never do.

L: But doesn't the frost kill them?

A: Roses are quite hardy – they'll cope with a few degrees of frost.

B: But in Scotland where we are now, we must be on the same latitude as Estonia. And that's a lot further north than Ukraine.

J: Well, yes, we are that far north and we do always have snow but it's almost never especially cold.

L: So just how cold does it get?

A: Maybe minus 5 or 6 – a few nights are colder, but usually not for more than a day or two.

B: And in spring it's always this cold?

J: It's you that needs covering more than the shrubs.

### **Dialogue 3. In a car in England in winter**

Serhii: I never expected us to spend all day getting from London to Cambridge.

Natalia: We're on the M1 motorway, aren't we – why's it so slow?

Jeremy: What do you expect? It's snowing.

S: But there's only a dusting.

Gill: Are you kidding? There must be over a centimetre lying out there.

N: So we've travelled 100 kilometres in over three hours because of all this snow?

J: That's right – we're really lucky it's not snowing like last month.

S: So what happened then?

G: Five centimetres of snow fell and people were stuck on this very motorway for over 24 hours.

N: Sounds like a national crisis.

J: It was – the airports closed, these roads all came to a standstill – it was just terrible.

S: Horrific blizzards like these are always traumatic.

### **Notes**

**1. Bank Holiday.** Святковий або вихідний день, коли банки та інші установи не працюють.

**2. I am soaked through** – я промокнув до рубця. Синонім: I am soaked to the skin.

**3. To shelter** – сховатися, знайти притулок.

**4. It's overcast** – Небо вкрито хмарами, хмарно.

**5. To hold a show** – проводити показ. To show off – хвалитися, виставляти напоказ. Наприклад: She was very keen to show off her new dress.

**6. To be lucky with ...** – щастити з чимось.

**7. Impressive selection** – вражаючий вибір.

**8. To cover shrubs** – накривати кущі.

**9. Heavy frosts** – сильні морози. Синонім: hard frosts.

**10. To cope with** – подолати. Синонім – to manage to do something. Наприклад: He has already coped with the difficulties in learning Italian. The students managed to pass all their exams.

**11. M1 Motorway** – автомагістраль номер. This very motorway – саме ця магістраль.

**12. There is a dusting** – випало трохи снігу.

**13. Are you kidding?** – Ти жартуєш?

**14. To be stuck on a road** – застрягти на дорозі.

**15. To come to a standstill** – повністю зупинитися.

**16. Horrific blizzards** – страшенна завірюха.

**17. A long standing joke** – “бородатий” жарт.

## **Subject Vocabulary**

To soak through, to cope with, to come out, to prevail, to come to a standstill, to shelter, to be stuck, to be in flower.

Cool, airless, frosty, humid/muggy/sultry, damp/moist/wet, foggy, windy, sunny, slippery, snowy, bitter/harsh, dry, arid, hardy, inoffensive, contentious, reserved, overcast, changeable, traumatic, gloomy.

Drought, rainfall, snowfall, snowstorm, blizzard, heat wave, latitude, longitude, April showers, cyclon, anti-cyclon, a long standing joke, a spell of good weather, shrubs, wax, selection, currents.

It's drizzling. It's snowing. The snow's falling hard. It's sleeting. The temperature is 10 degrees above (below) zero. The temperature is rising (going up). The temperature is falling (going down). We are in a spell of fine weather. Indian summer has arrived. The weather is dreadful/awful/terrible. The weather is improving.

### ***1. Answer the following questions.***

1. What is the typical climate of Ukraine? 2. What is the typical climate of Great Britain? 3. Why is the British climate so different from the Ukrainian one? 4. What factors affect the British climate? 5. What are the usual seasonal temperatures in England? 6. What British jokes about the weather do you know? 7. Why are the English believed to speak frequently about the weather? 8. What English proverbs about the weather do you know? 9. Why is Kyiv so empty during the peak summer months? 10. Compare the British and Ukrainian climates.

### ***2. Insert articles and possessive pronouns where appropriate.***

1. Britain has ... island climate where ... sea continually lowers ... temperatures in ... summer and raises them in ... winter. 2. ... Spring and ... autumn are much longer ... seasons than they are in ... Ukraine. 3. There is ... another important phenomenon that affects ... British Isles, ... Gulf Stream. 4. ... British are mostly ... very reserved race who don't like to discuss ... private matters. 5. ... Weather is ... generally inoffensive topic for ... conversation. 6. There wasn't ... cloud in ... sky. 7. ... owners are ... car collectors and they usually hold ... shows and ... competitions on ... Bank Holidays. 8. This is ... really impressive selection of ... roses for ... sale. 9. In Southern England, it may fall to ... minus 5 or 6 – ... few nights are ... colder, but usually not for more than ... day or two. 10. I don't mind ... winter nights as long as ... house is cosy and warm, and I adore ... crisp, fresh, autumn air. 11. Have you noticed ... old oak trees in ... lane? 12. I prefer ... autumn and ... winter to ... summer. 13. I suppose we'll be switching on ... central heating again in ... few weeks. 14. ... trees will be losing ... leaves in ... few weeks.

### ***3. Insert prepositions wherever necessary:***

1. London and Kyiv are almost... the same latitude, with only ... one degree difference ... them. 2. ... the weather prevailing ... the west, clouds have plenty ... time to form ... the Atlantic Ocean and rain falls once they reach the west ... the British

Isles. 3. Ireland ... its lush greenery is often called the Emerald Isle. 4. "April Showers" can mean sunshine followed ... rain, followed ... sunshine and so ... very many changes ... each day. 5. I've read ... your British 'tradition' ... rain ... Bank Holidays. 6. I am soaked ... . 7. That's when British people most like to go special events. 8. The water runs straight ... the wax and the cars dry ... pretty quickly ... the sunshine. 9. You'd have to go ... the Rose Garden ... the section ... that has the climbers. 10. ... Kyiv we always need to cover many shrubs ... winter because ... the harsh frosts. 11. They will cope ... a few degrees ... frost. 12. I think the summer is ... last going and winter is ... the way. 13. I'm really looking sitting ... a blazing log fire again. 14. It got so hot that I couldn't get... sleep.

**4. Read, translate and retell the following dialogue.**

Judith: Good afternoon, Mrs. Jones. It's become quite chilly all of a sudden, hasn't it?

Mrs. Jones: Yes, I think the summer's over at last and winter's on the way.

J: The days are getting a lot shorter now. It's getting dark quite early in the evening now. We'll need to put the central heating on soon.

Mrs. J: I've got a real fireplace and I'm really looking forward to sitting by a blazing log fire again. I don't mind the winter nights as long as the house is cosy and warm, and I love mornings with crisp, fresh autumn air.

J: Me too. I much prefer autumn and winter to summer. I really don't like the heat. Do you remember that heat-wave we had in July? It was so hot that I couldn't get to sleep at night and the milk was going off as soon as the milkman left it.

Mrs. J: I used to love the summer, but now I'm growing older I like it less and less.

J: Well, we're all getting older; there's no doubt about that. The years seem to flash past faster and faster.

Mrs. J: Have you noticed the silver birches in the lane? Their leaves have turned yellow already. They look quite beautiful.

J: It won't be long before the oaks turn and then winter'll really be here.

Mrs. J: Do you know, my hair was yellow once and now it's sadly just grey. No one tells me how beautiful it looks any more.

J: Never mind, Mrs. Jones. The trees'll be losing their leaves in a few weeks. But you'll stay looking as good as ever.

**5. Read, translate and retell the transcription from a weather forecast broadcast in Great Britain.**

And now here's the weather forecast for the next twenty-four hours for the whole of England, Wales, Scotland, and Northern Ireland. Starting with Southern England and the Midlands, well, it'll be mainly dry and sunny, but quite cold, with temperatures around six or seven degrees Celsius. It should stay dry all day, but there'll be quite a wind, so wrap up warm.

And the West Country, Wales and Northern Ireland. You can expect some rain in the morning and afternoon and quite strong north easterly winds, and the

temperature will be lower than yesterday, around the three or four degrees mark. I don't think you'll see much of the sun: cloudy all day, I'm afraid. The East coast of England will see the best of today's weather. It'll be warmer than yesterday, no winds, and sunshine, so quite warm for the time of year.

In Scotland and Northern Ireland, however, there'll be heavy rain and maybe some snow during the afternoon, and on the hills temperatures will drop to below freezing, minus four or five, and on the highest spots minus ten. Over much of Scotland it will be cloudy, and windy too as the cold front moves in over the Atlantic. Northern Ireland can expect the same, but the rain will end before dark. But again very cold, with temperatures not going above freezing.

And that's all from me.

**6. Read several Ukrainian newspapers and write in English a weather forecast for tomorrow and for the next week in Ukraine based upon the actual information you find.**

**7. Translate from Ukrainian into English. Find English equivalents in the texts.**

Помірно-континентальний клімат, острівний клімат, широта, Британські острови, мінлива погода, пишна (буйна) зелень, спірні питання, промокнути, переховуватися (знайти притулок), проводити виставку, вражаючий вибір, вкривати кущі, сильні морози, справлятися з чимось, прохолодно, закінчитись, бути на порозі, очікувати з нетерпінням, обожнювати, свіже повітря, немає сумніву, змінити колір, у провулку, принаймні, стримані люди.

Опади у вигляді дощу. Дощ ллє як із відра. Зараз піде дощ. Сильний снігопад. Іде сніг з дощем. Сильний мороз. Річки та озера замерзли. Температура – десять градусів тепла. Температура підвищується. Температура знижується. Зараз період гарної погоди. Погода жахлива. Погода покращується.

**8. Translate the following sentences from Ukrainian into English.**

1. Нам не пощастило з погодою, весь день дощ лив як із відра. 2. Клімат у Києві помірно-континентальний, а у Великій Британії – острівний. 3. Чому англійці дуже часто обговорюють погоду? 4. Справа у тому, що мені не подобається дощ взагалі, навіть коли мрячить. 5. Я змок до рубця. Шкода, що в мене немає парасольки. 6. Я не чула прогноз погоди і не знаю, чи буде сьогодні дощ. 7. Погода стане теплішою, і я думаю, що скоро зацвітуть фруктові дерева. 8. Раптово похолодало, чи не так? 9. Я думаю, що літо закінчується, а похмура осінь починається. 10. Учора яскраво світило сонце, небо було голубе, і на ньому не було жодної хмаринки. 11. Здається, що з кожним роком літо минає все швидше. 12. Сьогодні дуже спекотно. Я терпіти не можу спеку. 13. Раніше мені подобалось літо, але коли я став старший, воно все менше мені подобається. 14. Ірландію з її пишною зеленню часто називають Смарагдовим островом.

**9. Choose the correct answer. Only one answer is correct.**

1. Water **is to boil/boils/is boiling** at a temperature of 100°C. 2. Americans **say/tell/are telling** the temperature in degrees Fahrenheit. 3. In most Equatorial regions **is/there is/it is** extremely hot all the time. 4. In cold countries people wear thick clothes **to keep/for keeping/for to keep** warm. 5. In England people supposedly are talking always about **weather/a weather/the weather**. 6. In some parts of the world **it raining/there rains/ it rains** almost every day. 7. In deserts there isn't **very few/very many/ very much** grass. 8. The Channel Islands have **the warmer /warmer /a warmer** weather than the rest of the UK. 9. In England **colder/coldest/the coldest time** of year is usually from January to March. 10. **The most/Most of/Most** people haven't been to Antarctica. 11. Very **less/few/little** people now travel by ocean liner. 12. After being a meteorologist, Michael Fish **become/became/was becoming** Britain's most famous weather presenter on television. 13. In Britain, the shipping forecast **says/tells/foretells** the coastal weather over the radio for ships. 14. Today many people **look up/ look over** the weather forecast on the internet. 15. When on holiday, many people **likes/like/are liking** to sunbathe. 16. Others prefer to sit **under/in/ at** the shade. 17. Some holidaymakers enjoy swimming **at/on/in** the sea. 18. Snorkelling **at/over/in** coral reefs is enjoyable to many. 19. The most adventurous may **be/go/journey** parascending. 20. If it rains on holiday, we'll **travel to/visit/be visiting** a museum. 21. What does the weather forecast **tell/say /be telling** for tomorrow?

**10. Use the verbs in brackets in the correct tense form: Present Simple or Future Simple tense.**

1. My sister is terribly superstitious. She always says to me: "If you (to spill) salt, you should throw a little salt over your left shoulder. If you (not to do) this, you (to have) bad luck. If you break a mirror, you (to have) bad luck for seven years." 2. I (not to speak) to him until he (to apologize). 3. Peter (to introduce) us to his friends as soon as we (to meet) them. 4. We (to go) to the station to meet Taras when he (to arrive) from Yalta. 5. Don't leave until mum (to come) back. Give her the note as soon as she (to arrive). 6. You (to go) to the library with us? – No, I .... I (to stay) here and (to help) Sarah with her essay. I (to go) to the library after I (to finish) this page. 7. Ring me before you (to set off). 8. I (to explain) to Ann if I (to see) her today. 9. If you (to ask) me difficult questions, I (to be) nervous. If I (to be) nervous, I (to make) a mistake. If I (to make) a mistake, the other students (to laugh) at me. If the other students (to laugh) at me, I (to be) embarrassed. And if I (to be) embarrassed, I (to cry). So please don't ask me difficult questions.

**11. Use the verbs in brackets in the correct tense form: Future Simple, Future Continuous or Future Perfect tense or use any other future tense constructions.**

1. I (to write up) my lab reports tomorrow. 2. I (to write up) my lab reports at six o'clock tomorrow. 3. I (to finish) my lab reports by six o'clock tomorrow. 4. Tomorrow I (to begin) writing up my lab reports as soon as I get back from my lectures. I always try to write my essays between three and six p.m. The other students usually (to return) to the Hall of Residence by seven o'clock. I (to finish) all

my lab reports by the time they come, so that we (to go) for a walk together. 5. By the time I get back from the cinema, my family (to have) gone to bed. 6. When you come to my flat tomorrow, I (to read) your dissertation. I (to have) my tea by the time you come. 7. Don't drop in at my flat tomorrow. I (to wash) my hair. 8. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 9. What you (to do) tomorrow? 10. What you (to do) at eight o'clock tomorrow? 11. You (to play) cricket tomorrow? 12. You (to complete) this essay by next Sunday? 13. When you (to go) to see your friend Nastya next? 14. How many pages you (to read) by five o'clock tomorrow?

**12. Complete the following sentences using will or going to, and any other necessary words. Sometimes both will and going to are possible.**

1. I've got to phone a Paris number. Do you know the code? No, but I ... look in the directory for you. 2. What are you doing over the Easter holidays? Absolutely nothing. We ... rest. 3. Did you read the Yahoo weather forecast? Yes. ... cold at first, then ... warm up this afternoon, and by evening there ... some light showers. 4. Why did you buy a flat in such a terrible condition? It was cheap. We ... modernize it completely, and then ... rent it out. 5. If you are elected, what your party ... do about unemployment? We have carefully considered this issue. When we are elected, as we most certainly ... be, we ... create half a million new jobs. 6. What are you ... do now? Bohdan's thought you ... joining him for lunch. 7. I completely forgot! I ... give him a call, and tell him I ... be late. Thanks for reminding me. 8. How ... the proposed tax increase on petrol affect your business? To be blunt, we haven't thought about it yet. We ... cross that bridge when we get to it. 9. When ... we go on holiday? Next month. Where ... we be going? Jamaica.

**13. Select the most appropriate future form at each point where a choice is given in the following transcription of a telephone call. Translate it into Ukrainian.**

Charlotte: Hey, Dave, how're tricks ?

David: Charlie! Great to hear you again. Pretty good – and how are you doing?

C: Not so bad, thanks. Listen, I'm ringing to try to arrange **to be seeing/to be seeing with/ to see** you. **I'll be coming/I'm coming/I come** to London next Wednesday to see some customers, **I'm going to meet / I'll meet / I'm meeting** them in the morning. **Will you be/are you/are you going to be** free any time in the afternoon?

D: **I won't be/I'm not/i'm not going to be** in London, I'm afraid, **I'll / I'm going / I'll be going abroad** for a few days on business.

C: **Oh, no. Where do you go off to/will you off to/are you going off to?**

D: To Ukraine. I have a meeting in Kharkiv. My company **will open/ opens/is opening** a new office there next year.

C: **Wow, that sounds different. When do you fly out/are you flying out/will you fly out?**

D: On Monday early morning, and **I'm not back/I won't be back/ I'm not going to be back** until Thursday morning.

C: **Oh, well. I could stay overnight and see you then. What time is your**



**plane getting in / does your plane get in / will your plane get in?**

D: 10.40, so if I get a taxi, **I'll be / I am / I could be** in my office at 12.00.

C: On second thoughts, don't do that. **I'll see / I'll be seeing / I'm going to see** you at the airport. We can talk there. **We finish / we're finishing / we'll have finished** by 2.00, probably, so then we can have something to eat and I can get the 3.00 shuttle back to Manchester. How does that sound?

D: Fine. We'll do that then. Drop me an email so I **won't forget / don't forget / don't be forgetting** anything. **Look / Looking / I'll be looking** forward to seeing you again. Bye.

C: OK, see you. **I'm there / I'll be there / I'll going to be there** on Thursday. Have a good trip and bring me back some *salò*.

**14. Put the verb in brackets in the correct tense. Choose from the following forms: will/might/may/could do or may/could/ won't be doing or any simple tense construction.**

1. There's no point in phoning him this afternoon. He (work) in his garden, and he (not always take) his mobile.
2. Don't forget your umbrella. You never know, it (rain).
3. I hope we (not disturb) Cheryl when we drop in tonight. Don't worry. She (not work). She told me yesterday she never works in the evening.
4. It's a crazy idea but it (work).
5. I've invited Jane to the Shevchenko Opera House on Saturday. She (not come). She hates ballet.
6. I've bought ten kilos of cheese for the party. That's rather a lot, isn't it? They (not like) cheese.
7. Why haven't you gone to the airport? I thought you were going to Lviv tonight? I'm sure the flight (be cancelled). The weather's really bad.
8. Be careful with our cat. She turns a bit nasty sometimes, and (bite) me.

**15. Complete the dialogues using a form of will or going to, translating the Ukrainian words in brackets as appropriate. Sometimes both future forms are possible. Make all other necessary changes.**

*Example:* 'Why are you wearing your old clothes?' 'Because I'm *going to wash* the car.'

1. I've got a headache. You (знайти) me some paracetamol? Yes, there's some in the bathroom. I (принести) it for you.
2. Don't forget to tell me if I can help you. Thanks. I (відправити) an email if I think of anything.
3. Why are you making sandwiches? Because we (мати) a picnic on the beach. What a great idea! I (принести) the towels and the swimming costumes.
4. I'm going now! Bye! See you! What time you (бути) back tonight? I don't know yet, I (телефонувати) you later.
5. Who do you think (виграти) the next election? Oh, the Labour Party (виграти), without a doubt.

6. You still owe me ten pounds. Have you forgotten? I'm sorry. Yes, I'd forgotten. I (повернути) tomorrow.
7. Wow, Alex! What an amazing new stereo! I must admit it's impressive. Alex, er, I was wondering. What (робити) with your old stereo? I don't know. Why? Do you want it? Er, maybe. 'I (заплатити) you for it. How much do you want? No. It's OK. You can have it for nothing.
8. Your exams start in two weeks' time. When you (почати) revision? You haven't done any yet. – I know. I (зробити) some tonight. – You're going out tonight. – I (вийти) tomorrow night, then.'
9. Can you repair this watch, please? Certainly. How much (коштувати)? I charge twenty pounds an hour but I (телефонувати) you if it's more than a tenner. That's fine. When it (бути готовим)? Friday if there's nothing serious.
10. Do you like the shirt I bought for Volodya's birthday? Yeah, I'm sure he (сподобатися) it too. What you (робити) for his birthday? We're (виходити) for a meal.'

**16. In the following pairs of responses, one verb form is right and one is wrong. Choose the correct form.**

1. 'Have you booked your holiday?'  
'Yes, we have. We're going to Turkey.'  
'Yes, we have. We'll go to Turkey'
2. 'Have you got toothache again?'  
'Ow! It's agony! But I see the dentist this afternoon.'  
'Ow! It's agony! But I'm seeing the dentist this afternoon.'
3. 'What a beautiful day! Not a cloud in the sky!'  
'Ah, but the weather forecast says it will rain.'  
'Ah, but the weather forecast says it's going to rain.'
4. 'I heard you've just bought a new washing machine.'  
'Yes, that's right. It's being delivered tomorrow.'  
'Yes, that's right. It will be delivered tomorrow.'
5. 'Please don't tell anyone. It's a secret.'  
'Don't worry. We won't tell anybody.'  
'Don't worry. We're not telling anybody.'
6. 'I haven't got enough money to pay for my ticket.'  
'It's OK. I'm going to lend you some.'  
'It's OK. I'll lend you some.'
7. 'You two look really shocked. What's the matter?'  
'We've just learnt that we'll have twins!'  
'We've just learned that we're going to have twins!'
8. 'Can you meet me after work?'  
'I'd love to, but Geoff's taking me out tonight.'  
'I'd love to, but Geoff'll take me out tonight.'

**17. Translate the following sentences from Ukrainian into English.**

1. Він зробить вправи з англійської мови, якщо в нього не буде інших справ. 2. Якщо я не допоможу йому, він не напише контрольну роботу завтра. 3. Він не піде в бібліотеку сьогодні ввечері. 4. Якщо він не піде в бібліотеку, він буде вдома. 5. Ми будемо вдома завтра. 6. Якщо ми будемо вдома завтра, ми подивимося цю програму по телевізору. 6. Її не буде завтра вдома. 8. Якщо її не буде завтра вдома, залиште їй записку. 9. Завтра погода буде гарна. 10. Якщо завтра погода буде гарна, ми поїдемо за місто. 11. Коли вона приходить у школу, вона знімає пальто. 12. Коли вона прийде в школу, вона зніме пальто. 13. Щойно він згадає цю кумедну сцену, він починає сміятися. 14. Щойно він згадає цю кумедну сцену, він почне сміятися. 15. Я прийду додому о шостій годині. 16. Коли я прийду додому, я зателефоную вам. 17. Вона зателефонує нам увечері. 18. Якщо вона зателефонує вам, попросить її принести мені книжку. 19. Я побачу Тома завтра. 20. Щойно я побачу Тома, я розповім йому про це. 21. Я поїду до Парижа наступного тижня. 22. Перед тим як я поїду до Парижа, я зателефоную вам.

**18. Translate the following sentences from Ukrainian into English. Pay attention to the sequence of tenses.**

1. Я знаю, що він незабаром прийде. 2. Я знав, що він незабаром прийде. 3. Я думаю, що вона спатиме в цей час. 4. Я думав, що вона спатиме в цей час. 5. Вона думає, що зробить усю роботу до п'ятої години. 6. Вона думала, що зробить усю роботу до п'ятої години. 7. Я був упевнений, що до десятої години він уже вивчить вірш. 8. Я знав, що до дев'ятої години мама вже приготує вечерю і о дев'ятій годині вся сім'я сидітиме за столом. 9. Я боявся, що прийду занадто пізно. 10. Вона боялася, що її друг не прийде. 11. Вони написали, що скоро прийдуть. 12. Я був упевнений, що зустріну його на станції. 13. Я думаю, що тато скоро напише нам листа. 14. Чи сказали вам, що в грудні ми писатимемо контрольну роботу? 15. Він зрозумів, що ніколи її не забуде. 16. Я думаю, що вони згадають про нас. 17. Він говорить, що знає цю людину.

**19. Translate these proverbs and sayings back into Ukrainian. Write explanations to illustrate their meanings in English.**

1. After rain comes fair weather.
2. There is no bad weather, there are bad clothes.
3. Other countries have climate, in England they have weather.
4. Everything is good in its season.
5. When two Englishmen meet, their first comment is about the weather.
6. No one thinks of the snow that fell last year.
7. Season resembles no season.
8. If there were no clouds, we should not enjoy the sun.
9. To see the rain is better than to be in it.
10. Where there was a storm, there is calm.

## UNIT 7

**Topic: Tourism in Ukraine**

**Grammar: Modal Verbs**

**Functional expressions: Changing your mind**

### ***1. Learn the following expressions that convey changing your mind.***

No, I've changed my mind. Let's ...

I think I was wrong. We ought to ...

On second thoughts, we should ...

I've now come to the opinion that...

With hindsight, I feel we should have ...

Let's use your idea instead.

Having thought about it again, I've come to the conclusion that ...

Now I've had time to think it through, we're going to have to ...

### ***2. Discuss the following questions relating to the topic of the text, using the above expressions whenever possible.***

1. Which parts of Ukraine do you intend to visit this year?

2. Do you like to travel independently or in an organised group?

3. What kind of holiday do you usually take?

4. What season of the year suits you best for travelling?

5. What are the most famous places of interest in Ukraine?

### ***3. Read the following words aloud. State: a) which consonants are silent; b) which of the words have /θ/ and /ð/.***

The Carpathians, tomb, thrill-seeker, autumn, sights, corps, thought, Scythian, sunbathing, catacomb, light, parascending, weight, fascinating.

### ***4. Transcribe and read the following sentences. Classify the words in the bold type according to the vowels /ʊ, u:, ʌ, ɪə, ə/ and diphthongs /əʊ, aʊ/.***

1. Look at the five-years-old **on** their cute little **skis** and tiny **boots** going down this **slope**. 2. Yes, **but** they're **shorter** than me and **don't** have **so far to fall down**. 3. **But** they **don't** have **so much** padding **on** their rear **ends**. 4. I'm **not** afraid, I'm **ready to shoot off** – I just think **Olia should go** first, **so** that **I** can **protect** her rear and **not** get in her way. 5. **Oh come on**, it's **such** a beautiful **sunny** day, and you **don't** have to go **fast until** you're **ready**.

### ***5. Read and transcribe the following words. Sort them out according to the phonemes /ɔ, æ, i:, u, ei, əʊ, ɔi, ʌ, ɜ:, ei, ʌ, ɪə, ɔ, e/.***

Gorgeous, attraction, each, choose, major, she, location, enjoyment, shut, birches, dangerous, January, such, chocolate, region, beach, chestnut, show, church.

### ***6. Transcribe and intone the following sentences. Working in pairs, read your answer to your partner.***

1. Are you sure about this? 2. Look, that's amazing – she's off and hasn't fallen. 3. Why don't you feed your mind instead at the museum where I want to go? 4. Right, an ice cream, a trip round the museum, then shashliky, and we'll be back. 5. What? You're taking us to visit another "Cave Monastery". 6. What else is there?

### **Text: Tourism in Ukraine**

An important part of people's lives is the opportunity to travel for enjoyment, relaxation and the ability to see new countries and cultures. Although most people choose to take their major holiday in the peak of the summer season at a beach resort when children are on holiday from school, many also take a few days or a week to travel to somewhere new each year.

Ukraine can cater for most people's tastes as there is so much variety of locations and attractions. If we take a look at where to go, season by season, then clearly the mountains in the West are an excellent place to start at the beginning of the year. The Carpathians from January to March offer glorious views of snow-covered mountains and forests as a background for skiers and snowboarders. There is a vast number of slopes, ranging from nursery standard to steep and dangerous runs, strictly for the experienced thrill-seekers.

In Spring and Autumn, "City Breaks" are at their best, when the chestnut trees come into flower in May or when the silver birches give displays of yellow and orange in October. The weather is not so hot and the streets not so dusty and so it's most pleasant to wander about and see the sights. While Kyiv is the most obvious place to visit, such cities as Chernihiv and Lviv also have many wonderful churches, monasteries and architecture.

During these seasons, it is thought to be the best time to visit the many archaeological sites, especially in the South and the Crimea where Greek, Byzantine, Scythian and even Celtic remains may be visited and studied. Those more interested in relatively recent architecture may visit the excellent museums of outdoor architecture at Feofaniya near Kyiv and at Pereyaslav-Khmelnytskyi, roughly 90 km away from the capital, where old cottages from each region of Ukraine, wooden churches, farms and windmills have been recreated for visitors.

Finally, during the summer, there are beaches, cliff-side walks and resort attractions along the Crimean coast. Watersports, as offered by the sea all over the world for holiday-makers have now arrived: jet skis, water skiing, parasailing and rental scuba equipment may now all be found.

### **Notes**

**1. Holiday** – відпустка, канікули, відпочинок. В американському варіанті англійської мови частіше вживається слово "vacation".

**2. Relaxation** – відпочинок, розслаблення, розваги. Порівняйте зі словом "rest", яке означає відпочинок від будь-якої форми роботи, та словом "recreation", яке, як правило, означає активний відпочинок.

**3. To cater for all tastes.** Ідіома, яка означає бажання задовольнити різні смаки.

**4. Nursery slopes** – гірські схили для початківців.

**5. Thrill-seekers** – шукачі гострих відчуттів, екстремали.

**6. City Breaks** – екскурсія вихідного дня.

### ***Dialogue 1. Winter in the Carpathians***

Olia: Are you sure about this?

Ian: It's easy learning to ski and you'll soon get the hang of it.

Kate: Look at the five-year-olds on their cute little skis and tiny boots going down this slope.

O: Yes, but they're shorter than me and don't have so far to fall down.

I: But they don't have so much padding on their rear ends.

Volodia: I'm not afraid, I'm ready to shoot off – I just think Olia should go first so that I can protect her rear and not get in her way.

K: Oh come on, it's such a beautiful sunny day and you don't have to go fast until you're ready.

O: Okay, here goes.

I: Look, that's great – she's off and hasn't fallen.

V: I'm absolutely ready, I just thought I'd stay a moment longer to appreciate the clean, crisp air up here.

K: I'm following Olya – see you.

I: You can always take the chair-lift back down.

V: Oh no, I'm going but only if you promise to take us to the slopes in Scotland next winter if I don't die in the next five minutes.

### ***Dialogue 2. Summer in Yalta***

Kate: I just want to lie on the beach and bake.

Olia: Mmm, yes, and then a swim to cool down.

Ian: I thought it was time for us to go and grab some shashliki. Volodia: Not again. Why don't you feed your mind instead at the museum where I want to go? I'm not hungry yet and it's boring just sunbathing.

K: Well, you two can do what you like as long as you shut up.

O: I'm going to read my book for a bit and I'd also appreciate some peace and quiet.

I: I don't make a lot of noise when I'm eating.

V: Right, an ice cream, a trip round the museum, then shashliki, and Ian and I'll be back before your sun lotion runs out.

K: You may bring me a strawberry ice cream before you two go off.

O: And I'll have chocolate and vanilla.

### ***Dialogue 3. Visiting the Pecherska Lavra***

Matt: What? You're taking us to visit another "Cave Monastery" – is this like the one in Chemihiv we saw last week?

Dima: Perhaps a bit similar but much larger with many more buildings in its grounds.

Sue: We've already seen so many churches, cathedrals and monasteries. I think

the Mykhailivskiy complex is my favourite so far, it's gorgeous.

Ilona: Well, maybe you'll pick a new favourite after this trip.

M: It seems we've seen so many gold domes, gold items and golden decorations. I'm not sure if I can stand any more gold.

D: We did want you to see the Treasury in the Lavra. There's a Scythian pectoral there that weighs one and a half kilograms and it shows some fascinating detail of Scythian life. It was found in a tomb in 1971.

S: Made of gold, of course.

I: Naturally. It's around two and a half thousand years old and terrific.

M: What else is there?

D: Catacombs. Lots of mummified corpses to look at.

S: Sounds absolutely fabulous, I don't think.

### *Notes*

**1. To get the hang of something** – ідіоматичний вислів зі значенням “опанувати щось, що потребує певної практики”.

**2. Rear end** – сідниці.

**3. To shoot off** – швидко, миттєво рухатися.

**4. Here goes...** Скорочення від “here goes nothing”; ідіома, яка означає початок процесу, якого мовець побоюється.

**5. She's off.** Перекладається як “вона поїхала”.

**6. To want to lie on the beach and bake.** Хотіти лежати на пляжі та загоряти. Дієслово “bake” вжито у метафоричному значенні.

**7. So far** – усталений вираз, перекладається “на сьогодні, на даний момент”.

**8. Terrific.** Прикметник, вжитий у переносному значенні “колосальний”.

**9. In the grounds** – на території.

### **Subject Vocabulary**

Camp site, self-catering villa, guesthouse, Bed and Breakfast (B&B), youth hostel, holiday camp, all-inclusive, a package tour, a journey, a trip, a voyage, to cater for, in the background, thrill-seeker, to wander, site, cliff-side, windmill, landscaped garden, sun lotion, padding, to shoot off, in the grounds, treasury, mummified, chair-lift, tomb, pectoral, to be off, slope, crisp, dome, catacomb, fabulous, the rapids, to be at one's best

to sunbathe, to swim, to go sightseeing, to ski, to go for a drive, to tour, adventure holiday, to go on an excursion, to climb/ go climbing (mountaineering); to camp/go camping, snowboarding, trekking or hiking, bungee-jumping, sailing, parascending, snorkelling, water skiing, gliding, hang-gliding, canoeing, jet-skiing, banana-boat, scuba-diving, rafting, extreme sports.

### **1. Answer the following questions.**

1. What is the general name for the remains of a building or structure after most of it has been destroyed? 2. What adjective would you use to describe sheets covered by very small pieces of sand or earth? 3. Give a common colloquial phrase meaning

“to move away quickly”. 4. How do the British and Americans differently call the periods of recreation when they are not at work? 5. What do you call the land next to or close to the sea? 6. What do you call a holiday that is bought as a whole, organized from A to Z? 7. Give a common idiom meaning “to match the product to requirements”. 8. What do you call the gentle, easy slopes, where people learn to ski?

**2. Transcribe and translate the following.**

Fabulous, cathedral, gorgeous, dome, appreciate, rear, Celtic, roughly, parascending, cute, tiny, lotion, Scythian, Carpathians, Byzantine, the Crimea, tomb, corpses.

**3. Insert articles where, and only where appropriate.**

1. Let's have ... ice cream and ... coffee for pudding. 2. We're going to relax tonight, staying at... home. 3. It was such ... incredibly tiny room. 4. ... Carpathians offer... real challenge to your skiing ability. 5. He hesitated for ... moment, before entering ... hall. 6. ... old house looked rather dusty and .... bit eerie. 7. It was ... very ornament that was found in ... tomb in 1971. 8. We used to spend... hottest part of the day at... village near... river. 9. The scenery contained ... vast number of cliffs and ... white sweeps of snow. 10. Children, stop making ... lot of noise when your father's working.

**4. Insert the appropriate preposition where necessary.**

A city was founded ... the 14<sup>th</sup> century ... the Black Sea shore, ... one ... its natural shallow harbours. It was named Odessa ... 1795. The name is said to have derived ... the French word “eau” meaning “water” and honouring the mineral and healing waters ... the city's natural springs. The history ... Odessa is the history ... a cosmopolitan city ... a mixture ... people ... different nations who came to live ... there or came ... there ... board ships. Being the biggest seaport ... Ukraine, Odessa is called “the Southern Window ... Europe”, and it's a leading centre ... sea trade ... all the countries ... the world. Nowadays Odessa has become “the Capital ... Humour”. It has always been famous ... the peculiar humour ... its citizens, and it's the place ... annual Humour Festivals that take place ... April 1.

**5. Find in the ‘Tourism in Ukraine’ text above, synonyms for the following words and compose sentences of your own.**

Possibility, to travel, places of interest, beautiful, clear, position, the busiest time of the season, to begin, to start flowering, a show, to go around a place, very little.

**6. Find Ukrainian equivalents for the following and use them in sentences of your own.**

To be ready to shoot off, to take a look, to run out, terrific, dusty roads, gorgeous, fascinating, all over the world, glorious views, mummified corpses, fabulous, to be off, cute skis, tiny boots, to be slightly afraid, to grab something, golden domes, can stand something, to feed your mind, major holiday, vast number



of something, to be at your best, to wander about, to be away.

**7. Match the following words and word combinations with their definition.**

to go hitchhiking	a box with medical supplies
to go canoeing	to travel on a small rubber inflatable boat over rapids
Swiss Army knife	a sport which involves jumping from great heights while attached to a rubberised rope
bungee jumping	to travel by getting free rides in someone else's vehicle
First Aid kit	a knife with multiple blades and tools
white water rafting	to travel in a canoe
parascending	to be towed on water skis with an attached parachute until lifted into the air

**8. Insert rest, recreation or relaxation where you feel the right word is the most appropriate.**

1. People who do mental work all day often find in some kind of physical activity. 2. After her illness the doctor told her that she needed to have complete .... for a period of time. 3. The Constitution of Ukraine guarantees all citizens the right to .... 4. At the .... home we had various forms of .... : in the daytime swimming, hiking and excursions; in the evening cinema, entertainment and discos. 5. Those who are fond of fishing may have found an excellent kind of.... 6. The .... has done you much good, you look splendid! 7. If you swim for a long time and get tired, the best thing to do is to lie on your back and .... for a few minutes. 8. Any kind of sport is an excellent sort of ....

**9. There are more than a dozen typical language mistakes in the paragraph below. Correct them.**

The Smiths stayed at a camping last summer because all other kinds of holiday accommodations are too expensive for them. Every day Mrs Smith had a sunbathe, Mr. Smith made a sigh seeing and the children made a travel around the island. One day they made an excursion to a local castle.

**10. Find English equivalents to the following words and word combinations in the vocabulary of the unit.**

Велика кількість архітектурних деталей, задній план, водні види спорту, чудове місце, крутий схил, прогулянка морським узбережжям, вітряні млини та старовинні дерев'яні будівлі, місцезнаходження, простьобаний ватин, стартувати, ухопити, золоті куполи, жити думку, бути в найкращій формі, блукати, мумія, скарбниця, очевидний, опанувати, відновлювати, захищати, підйомник для лижників, лосьйон для загару, розкішний собор.

Пірнання з аквалангом, водні лижі, пішохідний туризм, похід з палатками, стрибки з банджі, плавання з трубкою, планерний спорт, дельтапланеризм, водяний скутер, рафтинг, альпінізм, велосипедний спорт, вітрильний спорт, водний парашут.

**11. Translate the following text into Ukrainian and discuss in class the attractiveness of this sort of museum for visitors. Give your own impressions of this Waxworks museum and Madame Tussaud's Waxworks in London (for those who've been there), using the vocabulary of the text.**

In January 2000 the "long-awaited" Waxworks museum opened in Kyiv. The collection began in 1997 and to date the museum boasts over 40 wax figures on display. Creating such sculptured figures is not an easy feat. An entire artistic team, including a sculptor, a wigmaker, make-up specialist, model and costumier, works on each single figure together. In 3-4 years the museum plans to expand its collection to 100 figures. If you'd like to show something interesting to your guests or simply have some free time on your hands, visit the wax museum. Statesmen and political figures, writers, athletes and certain popular actors and singers are frozen in time, patiently waiting for you to come and visit them. You can take a picture with Ukrainian soccer star Andrii Shevchenko or with the famous trio of actors Vitsin, Nikulin and Morgunov. Or you can be photographed threatening Arnold Schwarzenegger or winking at Sharon Stone. For those who are fascinated by history, the legendary rulers of Kyivan Rus recently joined Kyiv's wax community. And it's true that you can now get to know your ancestors' face, even if it is only made of wax!

**12. Read the following advertisements. Choose one of the trips you want to go on and dramatise the situation by playing the following roles: a) A Ukrainian speaking about his favourite trip; b) an interpreter; c) a guide in the museum; d) a foreign visitor.**

**The PALACE GARDENS BAKHCHISARAI**

A trip to Bakhchisarai, in the depths of the Crimean Peninsula, is a fascinating journey into history. The town, founded in the 16<sup>th</sup> century, is awaiting your visit. Don't miss the famous Fountain of Tears, beloved of Alexander Pushkin.

**A TRIP AROUND THE CITY WHERE THE 'MASTER' WAS BORN**

A walking tour along the streets of Kyiv as described in the events in Bulgakov's biography. See the roads and many of the buildings so important to his life. An experienced guide will then escort you through Bulgakov's Museum.

**GRAND JOURNEY AROUND GOGOL'S LAND**

(Poltava – Dykanka – Myrhorod – Sorochyntsi)

Explore the picturesque Ukraine of Gogol with visits to real Ukrainian markets.

**13. Match the idioms with their explanations and act out the situation based upon one of them together with your partner.**

On the road	To pay too much for something
Wheel around	To relax while feeling smug
Rest on your laurels	To turn around quickly, to change direction
To put your feet up	In the process of travelling
To pay through the nose	To take a deserved break from work

**14. Complete the sentences in order to explain the first part.**

1. I make sure I take travel sickness pills ... 2. My essential gadget is my notebook PC ... 3. I never leave without my portable mp3 player... 4. We always take a travel alarm clock ... 5. I wouldn't travel without earplugs. 6. My essential is a corkscrew ... 7. I never leave without mosquito repellent ... 8. I never leave without moisturiser ... 9. The most important thing for me is my ATM card ...

**15. Work in groups of four to prepare a presentation on a new travel tour to any part of Ukraine. Emphasise the most important points relating to transport, accommodation, entertainment, local customs and personal security.**

**16. Translate into Ukrainian the following text. Discuss with your partner your own objectives for foreign travel.**

What is it that makes people want to travel? Each nationality finds its own reasons. The Americans want to take photographs of themselves in: (a) Trafalgar Square with the pigeons, (b) in St Mark's Square, Venice, with the pigeons and (c) in front of the Arc de Triomphe, in Paris, without pigeons. The idea is simply to collect documentary proof that *they have been there*. The Japanese like to do the same but in greatly increased quantity. Photographs showing themselves, their family and friends. Photographs without themselves, their family and their friends. Photographs with pigeons, photographs without pigeons. The thicker the photo album or the bigger the digital file, the more they believe they have really travelled. The Germans travel to confirm the accuracy of this guide-books: to see that the Ponte di Rialto is really at its proper location, that the Leaning Tower is in its correct Square in Pisa and is leaning at the promised angle – he ticks these things off in his guide-book and returns home with the gratifying feeling that he has not been swindled. But why do the English travel?

Firstly, because their neighbour does and they are obliged to do the same or better – this is called “Keeping Up With the Joneses”. Secondly, they used to be taught that travel broadens the mind and although they have by now discovered the sad truth that whatever travel may do to the mind, Swiss or German food certainly broadens other parts of the body; the old notion still lingers on. But lastly – and perhaps most important – they travel to avoid foreigners. In their cosmopolitan England, one is always exposed to the danger of meeting all sorts of peculiar aliens. Not so on one's journeys in Europe, if one manages things intelligently.

*(adopted from George Mikes)*

**17. Translate the following sentences into English. Make use of the following key words:** дитячий парк – play ground, скеля – cliff; заповідник – reserve; околиці – outskirts, маршрут – itinerary, історико-культурний заповідник – National History & Culture park, цілюща вода – spa water, різноманітні форми (баум) – varied structure, бути установленим – to be installed, дзвіниця – bell tower, бути занесеним до каталогу – to be listed as, надбання людства – world heritage site, найкращий відпочинок – favourite pastime, зберегтися – to survive, присвячувати

– to dedicate to, реставрувати – to restore.

1. Дитячий парк “Казка” у Сумах – одне з найулюбленіших місць відпочинку жителів міста та гостей. 2. Околиці Нового Світу варті уваги, існує екскурсійний маршрут, що дозволяє роздивитись їх за декілька годин з вікна автобуса. Можна насолодитися видами скель із чудовою назвою “Орлина любов”, повз бухти “Черепашка” дійти до 17-метрової скелі “Чортів палець”. 3. Серце Запорізької Січі – Хортиця – зберігає козацьку пам’ять і славу. З 1965 року вона стала історико-культурним заповідником. На острові розташовано Музей історії запорізького козацтва, де зберігається чудова колекція козацької зброї. 4. Щоб покращити здоров’я, треба їхати у Миргород не менше ніж на три тижні, туди, де повільно тече Хорол ось уже 400 років. У кінці XIX століття у Миргороді відкрили мінеральні джерела з цілющою водою. 5. Белгород-Дністровський відомий ще з початку нашої ери. Греки збудували тут першу фортецю навколо поселення, що називалося “Тира”. Загальна довжина стін фортеці понад два кілометри, висота сягає семи метрів, а ширина п’яти метрів, тут збереглися двадцять башт, що вражають різноманітністю форм. 6. У Дніпропетровську збереглося чотири церкви. Цікаво, що всі вони присвячені Святому Миколі. Найцікавішою є Брянська Миколаївська церква. Це собор із п’ятьма куполами і чудовою дзвіницею, що був відреставрований у 1986 році, має унікальну акустику, а орган, встановлений там, занесений у каталог ЮНЕСКО як надбання людства. 7. Одноденна прогулянка на пароплаві по Дніпру до Канева – чудовий відпочинок. 8. Для мене читання – найкращий відпочинок, а мій брат надає перевагу тенісу та плаванню як найкращим видам відпочинку. 9. Існує багато видів відпочинку: прогулянки пішки та на велосипеді, рибна ловля та збирання грибів, полювання тощо. 10. Відвідання виставки сучасного мистецтва було для мене справжнім відпочинком. 11. Мандрувати новими місцями є для нього найкращим способом відпочинку.

***18. Translate from English into Ukrainian. Share your own experiences of visiting a Ukrainian hotel with your class mates.***

The English visitor arrived at his Ukrainian hotel, thankful that his long journey was almost over. After getting up at 0400 to get to Heathrow for his check-in at 0600, he was ready to drop. He dragged himself up to Reception and dropped his cases. The girl smiled at him and pointed at the sign above her that said “каса”. The Englishman smiled back and took out his passport and wallet. The girl shook her head, smiled again and pointed at the other end of the counter, 20 metres away and said “First register”. The visitor sighed, picked up his bags and staggered to the registration clerk. He showed his passport, invitation fax, had his visa checked, filled out a form with his home details and stood there hoping to be able to go to his room for a shower. “That’ll be 1400 US Dollars for your week’s stay” said the clerk. “But how do you know what my bill’s going to be? What if I use the bar or eat in the restaurant?” The girl looked blank. “Then you pay them for each drink or meal”, she said as she realised what he meant. The visitor shrugged and struggled down to the cashier where he offered his credit card, wondering why he was expected to pay in

American currency. After the transaction he asked, “Where’s my room key?” “Your room’s 705, so you go to the caretaker on that floor to get your key”. The Englishman sat on his largest suitcase and wondered what on earth that meant.

**19. Choose the correct modal verb and explain your choice.**

1. Our teacher ... speak three languages. (*can/must/may*) 2. They ... take every Friday off last year. (*were allowed to/might/could*) 3. Your coat is quite new. You ... buy another one. (*mustn't/needn't/can't*) 4. I'd like ... play chess. (*to have to/to be able to/to can*) 5. Students .... interrupt their teachers. (*cannot/needn't/mustn't*) 6. He said he ... stay any longer as he had to catch the last bus. (*might not/couldn't/needn't*) 7. I think I'll ... go and explain it to them. (*must/have to/can*) 8. Are you sure you'll ... get to the bottom of it? (*can/be able to/may*) 9. The woman got up and Amie ... see her face clearly as she lit a cigarette. (*might/was able to/could*) 10. We ... return home before it began to snow. (*might/ had to/could*)

**20. Paraphrase the following sentences using the modal verbs can, may, to be.**

1. The event has proved that it was impossible to hold without major investment. 2. Naturally, he has shown himself able to do it. 3. What am I expected to say to that? 4. Perhaps they were simply a part of the legend of Robin Hood. 5. I don't believe it really is true. 6. Are you able to hear anything outside? 7. Perhaps you are turning into an old fuddy-duddy (консерватор) after all. 8. I hope that she will be coming by the first train. 9. My hands trembled so much that it was only at the third attempt that I was able to dial Adel's number correctly. 10. No one told me anything. How could I know that I was going to meet him at your place? 11. Do I have your permission to go upstairs to fetch the book? 12. The Captain said, “You understand, Doctor, that the school party is not allowed to leave the ship.” 13. How can we get on with the work? 14. Well, if you'll permit me to apologize, the fault is all mine.

**21. Translate into English paying especial attention to the use of modal verbs must, can, may, should, would, and the verb to be used as a modal verb.**

1. Не може бути, щоб вона повісила слухавку. Мабуть, вас хтось роз'єднав. 2. Він міг почуватися погано і піти до лікаря. Він мав не дуже добрий вигляд уранці. 3. Він може говорити про свою роботу годинами, він просто закоханий у неї. 4. Можливо, він ще не прочитав книгу до кінця, а тільки продивився її. 5. Лікарю, ви можете прописати мені щось від головного болю? 6. Лист, мабуть, отримали ще вчора. 7. Запитайте його, чи не можна мені поговорити з ним. 8. Вона, мабуть, забула або переплутала дати. 9. Це зовсім не схоже на неї. Не може бути, щоб вона відмовилася вам допомогти. 10. Поспішайте, можливо, буде дощ. 11. Вона може чудово зіграти цю п'єсу, але сьогодні вона не в формі. 12. Можна мені приєднатися до вашої компанії? Вибач, мені не слід було говорити цього панові Сміту. Мені дуже шкода. 13. Дивно, Що ніхто не зустрів мене на станції. – Вам слід було надіслати листа електронною поштою. – Я так і зробив. Мабуть, вони не отримали його вчасно. 14. – Хотів би я знати, де мої рукописи. – Передовсім тобі слід привести свої папери до ладу. Тоді не треба

буде витратити стільки пасу на їх пошуки. 15. – Ваш приклад нічого не доводить. – Можна, я поміркую і наведу інший? 16. – Я думаю, що ви повинні звернутися До нього по допомогу. – Ні, я не хочу і не можу мати з ним справу. – Бідолашна Сара. Я дуже занепокоєна її здоров'ям. – Не слід вам турбуватись. Я впевнений, з нею все буде гаразд.

**22. Rewrite the sentences, using the modals in brackets to make sentences, negative or positive as required by the logic.**

*Example:* I didn't practice enough, so I didn't pass the test. (Ought to)

I ought to have practiced more to pass my test.

1. I didn't go to college. Now I'm unhappy with my job prospects. (should) 2. She felt sick. She ate a lot of chocolate. (should) 3. I jogged five miles this morning and now I'm exhausted. (should) 4. I didn't do the laundry yesterday, so I don't have any clean socks. (ought to) 5. I didn't invite Cynthia to the party. Now she's angry at me. (should) 6. They lent him a car, but he had no driving license and got caught by the police. (should) 7. I have told them about her visit and that was a big mistake. (should) 8. It was a mistake to stay up so late. (should) 9. I regret not watching the show about archaeology. (should) 10. I was surprised that the library didn't have that book. (ought to) 11. I'm annoyed at Sarah for not reminding me about it. (should) 12. You got so wet because you left your umbrella. (should)

**23. Translate from English into Ukrainian paying attention to the different ways of translating modal verbs.**

1. It can't be true he said such awful things. 2. We could pick a lot of apples off this tree last year. 3. May I leave Benny with you for an hour, Mrs Brief? 4. An old lady asked the captain if she might take her dog with her. 5. It may snow. 6. It might snow. 7. You might play better. 8. If you had been with me at that time you might have helped me. 9. A fool may ask more questions than a wise man can answer. 10. Must I read all the books by tomorrow? – No, you needn't. Read only one of them. 11. It must be cold outside. 12. A thief must have been here a few minutes ago. 13. What should you have done when a pregnant woman came onto the bus? 14. I had to wait 30 years for an eclipse of the sun. 15. We are to come here next spring. 16. Bryan was to have brought the CD, but he forgot. 17. Must I pay a fine for speeding? – Yes, you must. 18. You ought to have repaired that chair, as well. 19. It's not unusual to feel deep regret about things in the past that you think you should have done. 20. You must pay your rent a week in advance. 21. You needn't bother to go to the Post Office, I've got some envelopes. 22. You must sign the hotel bill. 23. You mustn't smoke in the "No smoking" section. 24. You needn't come with me if you don't want, I'll go on my own. 25. You needn't buy a license for a bicycle in England. 26. You should drive carefully because of black ice. 27. Accidents could happen in such a terrible fog. 28. That's just what you would say.

**24. Combine the modal verb need with the appropriate form of the infinitive in brackets.**

1. You needn't (to take) his advice. 2. It's the only alternative, you know, and as far as I'm concerned you needn't (to worry). 3. He told the students that they needed (to make) considerably more effort. 4. He didn't provide a satisfactory service and when they complained, he said they needn't (to return). 5. Shocked? Well, I suppose you needn't (to shock) by what you would have done yourself. 6. She asked her mother to help so that she needn't (to watch) her toddler while writing. 7. I'm sure I need not (to remind) you that everything has to be ready in time. 8. You needn't (to turn on) the light, I can see well enough. 9. You needn't (to stay) there so long next time.

**25. Answer the following questions. Give both positive and negative answers. When answering pay attention to the shades of the meaning suggested by the Ukrainian versions given.**

1. Must we translate the whole article into Ukrainian? (Так, вам треба. Ні, вам не треба цього робити) 2. Need we have the window open in this cold weather? (Так, краще відкрити. Ні, в цьому немає необхідності) 3. Need we come early? (Краще, так. Ні, в цьому немає потреби) 4. Must we book the tickets beforehand? (Краще, так. Ні, в цьому немає потреби) 5. Need I comment on this article at all? (Так, це необхідно. Ні, не треба) 6. Must they work so late every evening? (Так, це необхідно. Ні, не треба) 7. Must we do all the exercises to this text? (Так, ви повинні це зробити. Ні, в цьому немає потреби) 8. Need we have a telephone in the hall? (Краще, так. Ні, в цьому немає потреби) 9. Need I act upon your advice? (Так, ви просто повинні. Ні, це не обов'язково) 10. Must we send them an email? (Краще, так. Ні, в цьому немає потреби) 11. Need we worry about it now? (Залежно від контексту: Краще, так. Ви просто мусите. Ні, в цьому немає потреби) 12. Must we give the answer at once? (Залежно від контексту: Краще, так. Ви просто мусите. Ні, в цьому немає потреби) 13. Need we ring him up? (Краще, так. Ні, в цьому немає потреби) 14. Surely you must need to find that book? (Так, мені треба це зробити. Ні, в цьому немає необхідності).

**26. Translate into English paying especial attention to the use of would, need, must, should, shall, and could.**

1. Я обов'язково зайду до вас завтра ввечері. 2. Я ніколи не нагадаю тобі про той сумний випадок. 3. Сестро, чи не заперечуєте ви проти того, щоб пацієнт трохи прогулявся? 4. Йому спало на думку, що він, можливо, сказав не те, що треба. 5. Допоможи мені відкрити цю шухляду, вона ніколи не відкривається. 6. Я хочу поїхати на море і відпочити як слід. 7. Нарешті настав день весілля. Чи могла вона його забути? 8. Ймовірно, що вона зайшла в аптеку, щоб замовити ліки, інакше вона була б уже вдома. 9. Зараз мені треба негайно їхати. Прийти до тебе після вечері? 10. Я думаю, вам не обов'язково приходити так рано. 11. Вам не слід було турбуватися. Він чудово зробив це сам. 12. Вам не треба було так поспішати, в нас ще багато часу. 13. Він дуже розумна людина. З ним, очевидно, цікаво поспілкуватися. 14. Тобі не треба купувати квитки, я вже придбала два. 15. Ні, тобі не треба нагадувати мені про зустріч, я

все записала. 16. Не треба було перейматися через таку дрібницю, ми все виправимо. 17. Тоді вона вирішила, що має поговорити з лікарем про стан батькового здоров'я. 18. Того дня ми, певно, пройшли близько 10 кілометрів. 19. Тобі не треба боятися, маленький, лікар тобі хоче допомогти. 20. Вам нічого не треба мені пояснювати, я все вже знаю. 21. Не слід було повідомляти йому цю новину.

**27. Paraphrase the following sentences using the verb *dare* and translate them into Ukrainian.**

1. How can you be so rude as to speak to your mother in such a tone? 2. He felt that he was wrong but had no courage to admit it. 3. The little girl had not enough courage to stroke the dog. 4. How can you be so thoughtless as to interfere in their conversation? 5. Look at your little sister, she's crying. Were you cruel enough to tease her? 6. It was stupid of you to insult that woman. 7. He wasn't brave enough to speak up and kept silent. 8. He was afraid to tell them the truth. 9. The boy was frightened of climbing the tree. 10. It's so stupid for you to try to deceive me!

**28. Translate into English paying especial attention to the use of the verb *to dare*.**

1. Бекі знала, що вчитель страшенно розлючений, і не насмілювалася підняти очі. 2. Місіс Патрік розлютилася, коли Мейсон насмілився нагадати їй, що вона не заплатила йому за минулий тиждень. 3. Як ти смієш говорити зі мною так? 4. Дівчинка розбила мамину улюблену чашку і не насмілювалася сказати їй про це. 5. Я не насмілююсь втручатися у вашу дискусію, але мені здається, ви обидва помиляєтесь. 6. Кейт не насмілювалася визнати свою помилку навіть перед самою собою. 7. Як ви насмілилися бити дитину!

**29. Translate the text into English paying especial attention to modal verbs and using the following keywords: *нідступний* – *misleading*, *помірний (про ціни)* – *reasonable*, *чергуватися* – *to be met by*, *спробувати себе* – *to try out*, *порада* – *tip*, *максимальний комфорт* – *greatest level of comfort*, *згоріти на сонці* – *to get sunburnt*.**

Хочете максимального комфорту – їдьте у Славське. Рівень сервісу тут близький до європейських стандартів, а ціни досить помірні. Обов'язково підніміться на гору Тростян, щоб помилуватися вражаючою панорамою гір. І у Ворохті, і у Верховині круті схили чергуються з пологими долинами, а чудово оснащені лижні траси простягаються на десятки кілометрів. Якщо ти досвідчений гірськолижник, то можеш дістатися до Славського (це 130 кілометрів від Львова) і спробувати себе у сноуборді. А тепер декілька корисних порад. Виряджаючись У лижний похід, обов'язково не забудьте сонцезахисний крем, тому Що гірське сонце дуже підступне. Згоріти можна за декілька хвилин, особливо вражаються ніс, вуха та губи. А без сонцезахисних окулярів (бажано із сірого скла) дивитись на сяючий сніг просто боляче.



## UNIT 8

**Topic:** A Visit to Kyiv

**Grammar:** Simple Sentence. Secondary Parts of the Sentence

**Functional expressions:** Making suggestions

### ***1. Learn the following expressions that convey making suggestions.***

How about...?	I'd prefer...
What about...?	I suggest...
Shall we...?	Why don't we...?
Would you like to...?	You might...
I've got a better idea.	I've got a suggestion.
It would be better...	Now, if you don't mind...
I'd rather...	Why don't you...?

### ***2. Discuss the following questions related to the topic of the lesson, using the expressions from above where possible.***

1. When was Kyiv founded?
2. Why is Kyiv called "the Mother of all Rus' Cities"?
3. What are the key events in the history of Kyiv?
4. What Kyiv museums have you been to?
5. What historical places have you visited in Kyiv?
6. What Kyiv theatres do you like most of all?
7. When is Kyiv especially beautiful?
8. Why do we call Kyiv the political centre of Ukraine?
9. What famous monuments and statues are there in Kyiv?
10. What is Kyiv especially famous for in the world?

### ***3. Practice pronunciation of the following words and word combinations.***

Skyscrapers, plasterwork, grandiose, atlantes, caryatids, Hidropark, walruses, the House of Chimeras, picturesque cobbled streets, concrete, variety, fascinating, embroidered, weird, the Seine, the Danube, wander, wonder, antiques, superbly, tinted, architecture, Baltic, archaeological, bygone.

### ***4. Listen to the recording of the text "A visit to Kyiv" and the dialogues. Mark the stresses and tunes. Practise the text and the dialogues for test reading. Dramatise the dialogues.***

### ***5. Draw the following sentences onto staves.***

1. How about a nice fur hat for your dad? 2. What do you suggest? 3. Hey, you're really good at this. 4. Now, he's not easy to choose for at all. 5. A favourite spot for tourists all year round is Andriivskyi Uzviz. 6. It's weird being so far from the sea. 7. What's that smell?

### **Text: A Visit to Kyiv**

The most important impression that most visitors will have of Kyiv is that it is green and leafy with very many grandiose pre-revolutionary buildings. Many have now been renovated, and so are a pleasure to see – a welcome change from the concrete and tinted glass skyscrapers that dominate so many capital cities around the world. Kyiv's chestnut trees are majestic and all the more special in May, when they flower. Even the buildings in the city centre that are simply residential blocks from the 19<sup>th</sup> century, with perhaps shops on the ground floor, have again become very attractive now that their ornamental plasterwork of atlantes and caryatids has been restored and repainted.

A favourite spot for tourists all year round is Andriivskyi Uzviz, due to the powerful presence of the Baroque church of St. Andrew's which dominates the area. The picturesque cobbled streets, lined with sellers of gifts and antiques, that lead down to Contract Square with its attractive architecture and striking statue of Hetman Sahaidachnyi, are a pleasure to wander along whatever the weather.

The newly rebuilt Mykhailivska Square, with its superbly reconstructed church and statues of Olha, Kiril and Mefodiy and Andrii Pervozvannyi, is a spacious and especially attractive spot to stop and look around. The view down to St. Sophia's with the statue of Bohdan Khmelnytsky on the Square will remain in tourists' memories long after they have gone home.

Some examples of Soviet architecture, monuments and statues will also stay in people's minds, especially as they cannot be found anywhere else in the world other than the former Soviet Union. Perhaps the most dramatic of these is the massive aluminium *Mother of our Homeland* with her commanding location near the Dnipro River. While many tourists will see the Parliament building and admire the hard design of both it and the nearby Cabinet of Ministers' building, most will take photographs of the statue of the very remarkable miner near the entrance to the *Rada*.

Cutting through the middle of Kyiv is the Dnipro which, like the Thames, the Seine, the Danube and other such major rivers through capital cities, has an important presence and is the site of relaxation throughout the year. Perhaps one of the most pleasant ways to spend a sunny Sunday morning in midwinter is to take a walk on the frozen river in the *Hidropark*, watching the sun reflected on the domes of the Lavra and the walrus braving the cold.

A blight on many cities is the amount of advertising that surrounds visitors – but the building created by the architect Horodetsky in the 19<sup>th</sup> century to advertise his concrete business, as well as to be his house, is unique and fascinating. The House of Chimeras, studded with concrete animals from both real life and fantasy, is a “must-see” for visitors.

At the end of a hard day's sightseeing, the variety and sheer number of bars, cafés and restaurants can cause a few problems, since making the decision of where to eat and relax is not so simple.

### **Notes**

**1. Repair** – ремонтування, renovation – відновлення інтер'єру та фасадів,

decoration – косметичний ремонт (фарбування стін, стель, заміна шпалер тощо), refurbishment – будь-який тип ремонту, що проводиться в межах окремої квартири, reconstruction – перепланування та ремонт, rebuilding – капітальна перебудова будинку. Зверніть увагу на те, що слово “remont”, яке інколи вживається у пресі, не існує в англійській мові.

**2. Tinted glass** – затемнене (тоноване) скло.

**3. Residential block** – житловий будинок. Слово “house” вживається в англійській мові у значенні “дім”, “приватний будинок”. Багатоквартирний житловий будинок перекладається як “block of flats” або “residential block” у британському варіанті англійської мови, в американському варіанті вживається словосполучення “apartment building”.

**4. Plasterwork** – ліпка. Виліплені прикраси на фасадах будинків та в інтер’єрі.

**5. Atlantes** – атланти; **caryatids** – каріатиди. Колони у вигляді чоловічих та жіночих фігур із грецької міфології, що використовувалися в оздобленні фасадів будинків.

**6. Walruses.** Буквальний переклад “моржі”. Але в цьому значенні слово в англійській мові не вживається.

**7. Must-see.** Журналістське кліше, яке перекладається “те, що необхідно побачити, відвідати”.

**8. Chimera** – химера. Скульптурне зображення фантастичної істоти з давньогрецької міфології, що символізує пороки, темні сили і є частиною прикрас готичних будівель.

**9. Hidropark** – Гідропарк. Типовою помилкою українських перекладачів є написання цього слова “Hydropark”. Багато англійських слів, що мають у своєму складі “hydro-”, вимовляються як /haidrʒu/.

### ***Dialogue 1. Hunting for a souvenir***

Ronnie: I need to take some presents back home for my family. What do you suggest?

Nadia: How about a nice fur hat for your dad?

Sarah: I’ve never seen his father in a hat – besides, they’re a bit funny about fur in England.

R: He wore a baseball cap on holiday on the Costa Brava last summer, but otherwise, spot on.

Leonid: Wait, I’ve got it. Wouldn’t he like one of those steel whisky flasks with a KGB emblem from the market?

S: Ten out of ten. Sold. What about Ronnie’s mum?

N: They have some really nice embroidered tablecloths at the same market.

R: No, too twee. She’s too matter-of-fact for stuff like that.

L: But I bet she’d like some nice amber earrings. I know it really comes from the Baltic but there’s a really good choice here.

R: That just leaves my brother. Now he’s not easy at all.

N: A t-shirt of Kyiv?

S: If he’s anything like Ronnie, he’d never wear such a thing.

L: Then it's off to Petrivka for some CDs and software.

R: Hey, you're really good at this. How can you come up with so many good ideas?

L: It's easy when you've as many relatives as me.

### ***Dialogue 2. Driving to Kyiv***

Viktor: Do you know, it must be over five years since I last drove to Kyiv.

Gary: There's a lot more traffic here than in Kirovohrad.

Maria: Isn't there just. We've travelled less than a couple of hundred metres in the past ten minutes.

Jane: Well, you'll need to get used to the jams – we live here all the time and walk whenever we can, rather than use the car.

V: This junction's changed. Don't we need to turn right by that supermarket?

G: You'll find there are now four supermarkets in the next kilometre, so you'd better decide which one.

M: I don't remember either. Not the supermarket just past the filling station?

J: There are quite a few filling stations along this road too.

V: It was the one just before the new apartment building.

G: Nice one. Take a look at the number of cranes and building sites ahead of you.

M: Let's park and take a taxi. I don't suppose you can remember the address, can you?

### ***Dialogue 3. At the Hidropark in summer***

Sam: It's weird being so far from the sea but having beaches, even though they're only along the Dnipro.

Oleh: Maybe, but let's see how long you can resist going for a dip. Cath: About another two minutes if he's as hot as me.

Nastia: I thought it might be nice to have a game of beach volleyball first.

S: Definitely later, but it's got to be a swim or a beer first.

O: You've got to watch that – you shouldn't mix the two.

C: That's absolutely true – you're strictly on Cokes until the evening.

N: I want to keep in shape in any case, so no fattening beer for me.

S: Fair enough. Let's go and rent some chairs and an umbrella.

O: Oh, I'll just spread my towel on the sand, but some shade would be a good idea.

C: What's that smell? Shashliki! That's my first port of call.

N: Me too – I can bother about my keep-fit stuff later.

### ***Dialogue 4. A bit of ancient history***

Andy: There's a bit of history here. Our town in Kent County, Arizona, was founded in 1805, so it's really old.

Natasha: You'll find Kyiv is a bit older than that.

Maryna: The oldest archaeological remains go back about 40 000 years.

A: You're kidding, right?

N: Not at all, although the town we're in was founded in the 6th or 7<sup>th</sup> century.

A: Wow, who by?

M: Well, according to the 12th-century chronicle "Tale of Bygone Years," Kyiv was founded by three brothers, Kyi, Shchek, and Khoriv.

N: Each established his own settlement on a hill, and these combined to become the town of Kyiv, named after the eldest brother, Kyi.

M: A small stream nearby was named after their sister Lybid.

A: So they're the guys who are in the statue on the riverbank. So why are there so many wedding parties gathered around it?

N: That's another story ...

### Notes

- 1. They're a bit funny about fur in England.** "У них в Англії до хутра дещо дивне ставлення". Речення містить натяк на рух "зелених" і прояви агресії щодо тих людей, які носять вироби з натурального хутра.
- 2. Spot on.** Ідіоматичний вислів розмовної англійської мови, який можна перекласти як "Точно" або "Абсолютно вірно".
- 3. Sold.** Розмовний вислів, що вживається як реактивна репліка зі значенням "домовились, згоден."
- 4. Too twee.** "Це кіч, це занадто". У сучасній розмовній мові слово "twee" вживається у значенні "вульгарний, кіч" і висловлює зневажливе ставлення мовця до того, про що йдеться. Інше значення цього слова "шикарний, вишуканий" є застарілим.
- 5. Isn't there just.** "Дійсно так". Усталений вислів сучасної розмовної мови.
- 6. You're strictly on Cokes until the evening.** "Ти сьогодні до вечора алкоголю не вживатимеш". Ідіоматичний вислів розмовної мови "to be strictly on something" означає "обмежитись чимось", "сидіти на чомусь".
- 7. You've got to watch that.** Дієслово "watch" вжито в цьому реченні у значенні "бути обережним". Наприклад: Watch your step.
- 8. That's my first port of call.** Ідіоматичний розмовний вислів, який можна перекласти "це для мене пріоритет", "це я зроблю в першу чергу".
- 9. To keep in shape.** Тримати себе у формі.
- 10. To go for a dip.** Піти скупатися.
- 11. "Tale of Bygone Years".** "Повість временних літ".

### Subject Vocabulary

Aluminium, blight, chimera, flask, settlement, T-shirt, filling station, crane, building site, amber, remains, skyscraper, dome, tourist attraction, sightseeing, cathedral, church, icon, fresco, picture gallery, memorial, keep- fit stuff, concrete, beach volleyball, junction, wedding party, cronicle, walrus to dominate, to wander, to cut through, to brave the cold, to go for a dip, to be strictly on something, to keep in shape, to stretch along, to come up with something, to spread

cobbled, antique, striking, commanding, studded, twee, weird, fattening,

fascinating, dramatic, spacious, matter-of-fact, in any case, at any rate, ahead of, nearby.

**1. Answer the following questions.**

1. What is the first and the most important impression of Kyiv? 2. When is Kyiv the most beautiful and attractive? 3. What is Andriivskyi Uzviz famous for? 4. What is situated in Mykhailivska square? Describe the Mykhailivskyi Cathedral. 5. Where is *Mother of our Homeland* situated? Do you like this monument? 6. Why is the Dnipro river so very important to Kyiv? 7. How can you spend your free time in the Hidropark? 8. What is a blight on many cities? 9. What does the House of Chimeras look like? 10. What cafes and restaurants do you prefer as places to eat and relax? 11. What is your favourite place in Kyiv?

**2. Insert articles or pronouns only where appropriate.**

1. Even ... buildings in ... city centre have again become ... very attractive. 2. ... picturesque cobbled streets, lined with ... sellers of... gifts and... antiques are ... pleasure to wander along. 3. Perhaps... most dramatic, is ... massive *Mother of our Homeland* with ... commanding location near ... Dnipro River. 4. Cutting through ... middle of Kyiv is ... Dnipro which, like ... Thames,... Seine, ... Danube has ... important presence. 5. Perhaps one of ... most pleasant ways to spend ... sunny Sunday morning in ... midwinter is to take ... walk on ... frozen river in ... Hidropark. 6. He wore ... baseball cap on ... holiday on ... Costa Brava ... last summer. 7. At ... end of ... hard day's sightseeing, ... variety of ... bars and ... restaurants can cause ... problem of where to choose to eat and relax. 8. I've never seen my father in ... hat in ... England. 9. ... House of... Chimeras, studded with ... concrete animals from both ... real life and ... fantasy, is ... "must-see" for ... visitors.

**3. Insert prepositions wherever necessary.**

1. A favourite spot ... tourists all year round is Andriivskyi Uzviz due ... the presence ... the church of St. Andrew. 2. The newly rebuilt Mykhailivska Square ... its superbly reconstructed church and statues ... Olha, Kyryl and Mefodii is an attractive spot to stop and look ... 3. The view St. Sophia's ... the statue ... Bohdan Khmelnytsky ... the square is really wonderful. 4. Some examples ... Soviet architecture, monuments and statues will also stay ... people's minds. 5. Tourists cannot resist taking photographs ... the statue ... the very remarkable miner ... the entrance ... the Rada. 6. You can watch the sun reflected ... the domes ... the Lavra. 7. I need to take some presents ... home ... my family. 8. Wouldn't he like one ... those steel whisky flasks ... a KGB emblem ... the market... Andriivskyi Uzviz? 9. I want to keep ... shape ... any case.

**4. Find English equivalents to the following words and word combinations in the vocabulary of this unit.**

Найважливіше враження, затемнене скло, хмарочос, каштани, ліпка, реконструйовані будинки, Андріївська церква, вулиці з бруківки, пам'ятник

Богдану Хмельницькому, будинок з химерами, моржі, куполи Лаври, необхідно побачити, хутряна шапка, фляжка, вишита скатертина, у будь-якому випадку, занурення, Гідропарк, атланти і каріатиди, пам'ятник Ользі, Кирилу та Мефодію, захоплюватися архітектурою, реставрувати житлові будинки, вульгарний, вірно, поселення, практичний, кран, будівельний майданчик, чудернацький, тримати себе у формі, жирна їжа, залишки, цементний, височіти над, вражаючий, прорізати, кидати виклик, нападуть.

**5. Complete the following sentences in the context of the above material.**

1. The most important impression of Kyiv ... 2. A favourite spot for tourists is... 3. The view down to St. Sophia's ... 4. A blight on many cities is ... 5. The emblem of Kyiv is ... 6. ... is a "must-see" for visitors. 7. It's weird... 8. It's easy when ... 9. It might be nice... 10. Let's go and rent... 11. Tourists can't resist...

**6. Working in pairs, make up dialogues to expand each of the following sentences.**

1. What can you suggest for me to buy as a souvenir on Andriyivsky Uzviz? 2. While we're in Kyiv, what theatres should we go to? 3. What Kyiv museums should we visit? 4. Where should I go first when I get to Kyiv? 5. How about going to the zoo next Friday? 6. Is it possible to see anything much in Kyiv in only a couple of days? 7. How can I get to Mykhailivska Square from the railway station? 8. What is there to see in St. Sophia's Square? 9. Could you tell me the opening times for the Pecherskiy Lavra?

**7. An Irish friend of yours has written to you asking for information about Kyiv which he is planning to visit next year. Compose a reply with some useful suggestions about interesting and historical places in Kyiv which your friend might like to see.**

**8. Work in groups to prepare a presentation on a new travel tour to the capital of Ukraine, Kyiv. Pay attention to the most important points relating to transport, accommodation, entertainment, local customs and personal security. Emphasize what places of historic interest tourists should see.**

**9. Read the following text, adapted from a newspaper article, and translate it into Ukrainian. In groups of four, discuss your favourite springtime activities in Kyiv.**

"Few things indicate the arrival of spring in Kyiv as much as a view down the city's main strip, Khreshchatyk. As temperatures finally broke through into double digits this weekend, the street looked like the scene of a massive parade, as Kyivans and ex-pats streamed out of their apartments to welcome the change in seasons, even if that meant enduring a spring shower or two. As further evidence that spring has arrived, hemlines were noticeably higher, and the queues to buy beer were longer. However, dressing down and sipping beer represent but a few of the things that can be done when the weather improves, and Kyiv Post readers added a few more obvious ones in this week's Readers' Poll, which asked the faithful to submit their

choice as best springtime activity.

In first place was the almighty grill and most everything associated with it.

The thing is, Ukrainians love to barbecue; they enjoy it so much it makes you wonder if some Georgian or other Caucasian blood didn't work its way into their ancestral mix. And now that the sun is finally making its presence felt, firing up the grill at home or grilling over a fire outside offers far greater benefits than merely providing warmth. For Post readers this spring, barbecuing also signals the end of wintry hibernation and the re-emergence of life."

#### ***10. Translate the following sentences from Ukrainian into English.***

1. Київ особливо красивий у травні, коли цвітуть каштани. 2. Улюблене місце туристів протягом усього року – це Андріївський узвіз. 3. Ви отримаєте велике задоволення, блукаючи мальовничими брукованими вулицями, що ведуть до Конtrakтової площі. 4. Не можна не захоплюватися, дивлячись на Андріївську церкву, збудовану архітектором Растреллі у стилі бароко. 5. Величний Михайлівський собор був реставрований у 2000 році. 6. Багатьох туристів приваблює пам'ятник Богдану Хмельницькому, розташований у центрі Софіївської площі. 7. На Михайлівській площі ви можете побачити пам'ятники Ользі, Кирилу та Мефодію, а також пам'ятник Андрію Первозванному. 8. Софіївська площа, де стоїть пам'ятник гетьману України Богдану Хмельницькому, надовго залишиться у пам'яті туристів. 9. Чи можливо побачити щось цікаве у Києві за день або два? 10. Як ви вважаєте, що мені слід відвідати в першу чергу? 11. Якщо у вас мало часу, вам необхідно відвідати Лавру, Софіївський собор та побувати на Андріївському узвозі. 12. Відпочивати влітку в Гідропарку – це справжнє задоволення для киян та гостей столиці. 13. Які сувеніри я можу купити в Києві? Що ви мені порадите? 14. У нових районах Києва ви можете побачити житлові будинки, а також безліч магазинів, кафе, ресторанів та барів.

#### ***11. Translate the following text into Ukrainian. Read and discuss your experiences of Kyiv markets.***

"As in most European countries, Ukraine has a long tradition of markets. Mykola Gogol wrote eloquently about some of those traditions in his famed "Evenings on a Farm near Dykanka," a compilation of mystical stories about eighteenth century farmer's markets in his native Poltava region, markets visited by farmers and businessmen from near and far.

Perhaps Kyiv's best known market is Bessarabka, built 1908-1912. The city's most expensive meat, fruit and flower market, Bessarabka looms at the end of Khreshchatik on a spot that was formerly an open trading area where peasants from Bessarabia purchased and traded goods. For many years, the market was the main place where many inhabitants of the city centre did their shopping. In the early days of Ukrainian independence, fresh fruits and vegetables were hard to come by. Stores generally carried canned goods or pickled vegetables, hardly the type suitable for fresh garden salads or pasta sauce. Yet, stallholders would always compete to sell you



the most seductively appetizing fruits and vegetables. At that time, the market was also the one place you could buy a well fed chicken, without fail, although it did take some time to bum off the remaining feathers once you got it home.

Even in the winter, Bessarabka has always been a kaleidoscope of colours, from the greens of lettuce and peas to the sunset reds of peaches and pomegranates, strawberries and red peppers and, the occasional mango. Many of the vendors came from Central Asia, bringing with them traditional melons. With their heavy accents, these vendors often joked with the Ukrainian babushkas who supplemented their pensions by selling home-grown potatoes, carrots, radishes and the like. You could spend hours there, wandering from one vendor to the next, filling up bags of fresh foodstuffs.”

***12. State whether each of the following sentences is simple or composite. Decide which of the sentences given below are extended and which are unextended sentences.***

1. The cat sat on the mat. 2. The cat sat on the mat while the mice were eating the cheese. 3. The cat sat on the mat and the dog was in the garden. 4. While eating her breakfast, Oxana quickly read her course material for the day’s lectures. 5. The sun rose. 6. The sun was shining and the birds were singing in the trees. 7. The night was dark and stormy. 8. Beyonce received the award for Best Female Singer. 9. As Shevchenko turned in the penalty area, the defender took his legs away. 10. Princess Diana was an icon. 11. Reality Television follows a selected group of people as they attempt to lead ‘normal’ lives. 12. The short ones were green, the long ones were red. 13. Cut the blue wire but don’t touch the red wire! 14. The bomb exploded. 15. Princess Anne was committed to trial after her dogs again attacked a child in the park 16. The chestnut trees in Kyiv start to flower in May.

***13. Point out secondary parts of the sentence. Translate the sentences into Ukrainian.***

1. At the top of the stairs she paused to wave goodnight to him. 2. Marc listened to their news without betraying his amazement. 3. Having knocked on his door, she boldly entered Granddad’s room. 4. After waiting for a few minutes, she marched up the steps, closely followed by Damian. 5. Why do you always look at things with such razor-sharp logic? 6. That night I could hardly sleep while puzzling over the gossip I had overheard. 7. She didn’t feel at all awkward holding Matt’s hand like that. 8. We have some exceptionally fine roses in bloom this year. 9. Jonathan shook his head slowly, without looking up, his hands shaking out of sight beneath the table. 10. Sally never would have been able to make a success of the cafe but for the kindness and assistance of her relatives. 11. Susie was furious with herself for having fainted.

***14. Define what objects in the following sentences are direct, indirect, prepositional or complex. Translate the following sentences into Ukrainian.***

1. What have you got there? 2. Marc found their belongings packed and stacked

ready for the removals men. 3. I know all about your past, my friend. 4. I have to show Dr. Yossarian to his room. 5. I never heard you express that opinion before. 6. Pausing, he allowed the Customs Official to speak first. 7. He was with you at the banquet until after midnight. 8. They don't want anything from us – not even our respect. 9. I do beg your pardon for not calling you by your official title. 10. I found myself pitying the overworked shop assistant. 11. I've agreed it with Gill that we can borrow her apartment for the weekend. 12. He graced the young men with a smile simultaneously regal yet personal. 13. Dave didn't know how to talk with Sharon about their problems. 14. Leanne helped her mother with the table settings. 15. Why did you not want him to come back and see me today? 16. Joe Jackson, not exactly knowing what to do, smiled a rueful smile. 17. He found it impossible to utter the next word. 18. He could see the man and Great Beaver talking together. 18. She had lied about the scullery door being open on the night of the disappearance of the bank-notes. 19. Each woman thought herself triumphant and the other altogether vanquished. 20. Thus these two waited with impatience for the three years to be over. 21. Sammy watched Mr. Cheviot slowly take the receiver from the girl. 22. He hated her to work in the boarding house. 23. The Consul felt his legs give way. 24. Mother objected to Aimee being taken away from her game with the boys. 25. They had never heard him speak with such urgency, his eyes glowing like amber coals in the fading light.

***15. Translate the following sentences into English paying attention to the ways of translating complex object constructions.***

1. Поліція чекала, що хто-небудь зможе дати свідчення. 2. Ми чули, як він розповів про секрет свого винаходу. 3. Ви бачили, як хто-небудь вийшов з кімнати? 4. Я ніколи не чула, щоб про цього студента погано говорили. 5. Я хочу, щоб ти зробила письмово переклад нового тексту. 6. Зайшовши до картинної галереї, я побачила свою сусідку біля вікна. 7. Олена хотіла, щоб подруга допомогла їй прибрати у кімнаті. 8. Вчитель дозволив нам користуватись англо-українськими словниками. 9. Я чула, як хтось зайшов до аудиторії. 10. Ми не сподівалися, що він повернеться так швидко. 11. Студенти хотіли, щоб вчитель розповів їм про свою подорож до Лондона. 12. Мати бачила, як діти побігли до саду. 13. Вона хоче, щоб її син вступив до університету. 14. Ми очікували, що угорська делегація приїде в кінці місяця.

***16. Point out the attribute and define what part of speech it is expressed by. Translate the sentences into Ukrainian.***

1. What do you say to a nice cup of tea, Father? 2. He was always the first to enter the dining-room and the last to leave. 3. Sally hated the idea of borrowing and living on credit. 4. The two men faced each other silently. 5. It was a simple hand-to-mouth existence. 6. I am not in the habit of reading other people's letters. 7. He thrust his hands deep into his overcoat pockets. 8. It was not a matter to be discussed even with a guide, philosopher and friend so near and trusted as the Professor. 9. Emily, the youngest of his four daughters, married a handsome but poor waiter. 10. He

pointed to a house on a near-by grassed hillock. 11. There was just one thin pane of glass between her and the great, cold, wet, outside world. 12. Frodo heard clearly enough. A distant, hollow sign was his only reply.

**17. Define the type of the adverbial modifier and state by what parts of speech it is expressed by. Translate the following sentences into Ukrainian.**

1. The commercial director slowly nodded his head. 2. They're coming for the meeting on Thursday at one o'clock. 3. Lucy stopped them in their tracks with a stem command. 4. I recognise my own weaknesses too clearly to presume to preach. 5. A few miners hung on, hoping the mines would reopen. 6. The discovery of the first gold bar raised their hopes sky-high. 7. She had to cover her mouth because of her uncontrollable urge to laugh. 8. Greg pushed back his huge chair and rose to his full height as if preparing to deliver a sermon. 9. He took a glass and held it before Emma to be filled. 10. Melanie was walking too quickly for Sally to keep up with her. 11. It was quite a long narrative. 12. Of course, Lee and Chris thought themselves far too grown-up to bother about such things.

**18. Insert prepositions wherever necessary. Define what parts of the sentence they are used with.**

**A** 1. Swimming is regarded as a good activity ... keeping fit. 2. I rely ...the trams for getting ... and ... the University. 3. You should go ... foot. It's only a question ... habit. 4. Turn the lights .... We must economise ... electricity. 5. I'm going to have a nap. I can't do ... a rest in the afternoon. 6. Once you've put... your pictures, you'll start to feel... home. 7. The telly isn't working because you haven't plugged it ... yet. 8. I couldn't buy that new book I want. The shops are stock already. 9. I came ... that word in a book I was reading last week. 10. I'm not accustomed ... getting involved ... other people's business. 11. He missed a couple of lectures. He'll have to study hard to catch the others. 12. I can't stand that man, but I keep bumping ... him in the mornings.

**B** 1. He is interested ... languages, but he isn't good ... them. 2. He specialised ... ancient Roman history. 3. I didn't like him at first, but I got to know him very well ... the end. 4. We met by chance ... the end ... the holiday. 5. He is very well .... His inheritance enables him to travel all over the world. 6. It is difficult to adjust... the heat in such countries. 7. We are thinking ... going to Sweden, but we haven't made ... our minds yet. 8. I want to have my room done but I'm too hard ... at the moment. 9. We called Will's last week. He was pleased to see us. 10. Why don't you visit me this summer? I could put you ... for a few nights. 11. My son isn't getting ... very well at school. 12. I'll tidy-... the room and put your books... while I look ... your notebook.

**19. Translate the following sentences into English using phrasal verbs from the list given below.**

1. look after; 2. look up; 3. look for; 4. look out; 5. look forward to; 6. look at; 7. be in; 8. be away; 9. to be on (cinema); 10. to be off (milk); 11. to be up to sb; 12. to

be up; 13. to be in; 14. to be on (lights); 15. to be off (person); 16. to be off (central heating); 17 to be up (happen).

1. Коли я не знаю значення якогось слова, я шукаю його у словнику. 2. Я шукаю свої окуляри. Ти не бачив їх де-небудь? 3. Обережно! Он та склянка зараз упаде! 4. (Закінчуючи листа) З нетерпінням чекаю на відповідь! 5. Подивись на того дивного чоловіка ось там! Що він робить? 6. Санітарки дуже добре доглядали мою матір, коли вона була в лікарні. 7. Прощай! Я їду до Австралії на три тижні. 8. (Телефонна розмова в офісі) – Можна поговорити з Джеймсом? – На жаль, він зараз у відпустці, чи можу я чимось допомогти? 9. – Мені хочеться піти до кінотеатру сьогодні ввечері. – Хороша думка! Що там зараз іде? 10. Мені здається, молоко згіркло. Пахне жахливо. 11. – Куди ми підемо поїсти? – На твій розсуд. Це твій день народження. Ти обираєш. 12. – Ну, давайте, діти! Ви ще не піднялися? Сніданок на столі. 13. Цікаво, чому вони не відповідають на дзвінок у двері. В середині має хтось бути. Світло всюди ввімкнено. 14. Я повинен скоро йти. Хочу потрапити до магазину, перш ніж він зачиниться. 15. Чому немає гарячої води? – Центральне опалення вимкнене. Ось чому. 16. – Ти плачеш. Що трапилось? – Просто мені трохи сумно. От і все.

**20. Rewrite the following sentences using phrasal verbs from the list below instead of the words in italics: make up, get over, hang on, work out, put off, go on. Each phrasal verb is used twice with a different meaning. Translate the sentences into Ukrainian.**

1. I'm trying to *calculate* how much you owe me. 2. "Can I speak to Martin?" "Wait a moment. I'll go and get him." 3. Do you want to come out with me or not? I want us to *be reconciled*. 4. Do you hear all that noise outside? I wonder what's *happening*. 5. *Hold on tight!* We're going to crash into the car in front! 6. Can we *postpone* our meeting until next week? Something urgent has come up. 7. How are we going to *climb over* the wall? 8. Is that a true story or did you *invent* it? 9. It's one of those books where it is difficult to *understand* who all characters are. 10. The kitchen in the restaurant was so dirty. It *made* me *not want* to eat there again. 11. Adrian will never *recover* from the death of his mother. 12. "Are you listening to me?" "Yes, *continue speaking*. I'm listening to your every word."

**21. Translate the text into English paying attention to the translation of secondary parts of the sentence. Use the following key words and expressions: відновити, відбудувати – to rebuild, солідна установа – important organisation, знести – to demolish, величний – majestic, зберігати – to preserve, нащадки – descendants, височіти – to loom.**

#### Київські церкви

До 1913 року в Києві налічувалося понад 100 церков, монастирів та соборів. За перші роки Радянської влади (1920-1941) понад 25 київських храмів було знищено, решта – закриті або перепрофільовані. Між іншим, у 60-ті роки також було зруйновано багато церков.

Проте останнім часом було відбудовано такі величні храми, як

Михайлівський та Успенський собори. Міська влада пропонує відновити Десятинну церкву, яка розташована поряд з Історичним музеєм. Кияни збирають гроші на будівництво Сретенської церкви на Львівській площі. Можливо, з часом у Києві знову засяють куполи всіх зруйнованих у минулому сторіччі храмів. Але на місці багатьох церков уже збудовані нові багатоповерхові будинки та офіси солідних установ.

На Михайлівській площі знесли Трьохсвятительську церкву, гроші на будівництво якої дав свого часу Василь Кочубей. На місці цієї церкви було збудовано приміщення Міністерства закордонних справ України. Навряд чи коли-небудь можна буде відновити Володимиро-Либідську церкву, на місці якої розташовано палац “Україна”. Слід зазначити, що ця проблема цікавить як учених-істориків, так і пересічних громадян. Нам слід пам’ятати, що величні архітектурні споруди минулого – це історія українського народу, яку ми повинні не руйнувати, а зберігати для наших нащадків, для наступних поколінь.

## UNIT 9

**Topic: Ukrainian Holidays and Festivities**

**Grammar: The Noun**

**Functional expressions: Generalising**

**1. Learn the following expressions relating to the generalising of ideas or opinions.**

It's probably the case that ...

I'm sure many would agree that...

Speaking by and large ...

You'll find that as a rule, ...

On the whole ...

It goes without saying that ...

In most cases ...

There can be no argument that...

Most people would say that ...

It's usually true that...

**2. Discuss the following questions, relating them to the topic of the lesson and using the expressions above wherever possible.**

1. Which are the most important festivities in Ukraine?

2. Which is your favourite?

3. Where did these festivities originate, on the whole?

4. Why have these festivities been so important since the dawn of history?

5. Which would you say have been recently imported?

6. Are there too many public holidays in Ukraine today?

7. What public holidays would you discard if you were in power?

8. Are there any festivities around the world you would like to see observed in Ukraine?

**3. Based on the most expected way of stressing words by a native English speaker, guess what the phonetic transcription of the following Ukrainian words might be when spoken by a native English speaker. Compare your guess to the recording and then write down the transcription:**

Ivan Kupalo, Malanka, Vertep, Sviata Vecheria, Triitsia, kutia, uzvar, kozak, Perun, zoria, bandura, koliadky, schedrivky, kalach, Bohdan, Oxana, Boris, Ihor, Ivan.

**4. Before reading the text practise the following sounds in the following words and word combinations:**

/i:/ feast, sheaf, wheat, deceased, stream, eve, Easter, seed;

/i/ festivities, incarnation, equinox, spirit, fertility, invoke, slip, alternative, ritual, speciality, Christmas, spring, significant, family, dish, village;

/ʌ/ puppet, love, couple, sun, jump, up, fun, another, month, husband, bunny;

/ɜ:/ girl, heard, birth, vernal, world;

/θ/ orthodox, strength, thirteen, thing, thunder, theme, thin, tablecloth, earth, death, theatre;

/ð/ this, another, Carpathians, though, they, that, then;

/ɜ:/ first come, first served; learn thirteen words from lesson thirty.

**5. Pronounce the following words and word combinations, concentrating on:**

- 1) *linking r*: everywhere else, river or stream, Easter or on, we're in, a year is, for at least, that are an awful waste,
- 2) *nasal plosion*: button, threaten, don't know, utmost, not mine, sadness, bad man, rude manners,
- 3) *reduction of vowels*': we are, we are not, we're not; is she, she is not; there is, there's.
- 4) *sonorants preceded by consonants*': celebration, daybreak, glide, bring, tradition, from, twelve, twenty, travel.

**6. Read and transcribe the following words containing “-ough”, which is pronounced in so many different ways: thorough, tough, thought, ought, plough, though, Slough, slough, enough, trough, through, cough.**

**7. After listening to the text and dialogues, transcribe the following sentences, mark the stresses and draw them onto staves.**

1. What? Pope Gregory moved the calendar by ten days ages ago! 2. How can you remember dates like that? 3. Give me strength – now we're in presence of a living calculator! 4. Anyway, that's why there's a gap of thirteen days between them. 5. I'll get back to you on that one. 6. Oh no, look. A whole stand of hollow chocolate bunnies.

**Text: Ukrainian Holidays and Festivities**

The most important holiday in Ukraine today is the New Year celebration, which itself is the contemporary incarnation of **Malanka**, the traditional Ukrainian celebration of New Year's Eve. This has long been the traditional end to the Winter Solstice festivities, which later became Christmas – a last opportunity to party before spring or the vernal equinox.

As in the rest of the Christian world, the two most significant religious holidays are Christmas and Easter, although as everywhere else, the Church subsumed ancient pagan festivals. In Ukraine, the Christmas holiday was specifically to honour the ancestors of the revellers, the most important event being the feast on Christmas Eve, later called **Sviata Vecheria**. The table is covered by two tablecloths, one for the ancestors of the family and one for the living members. One extra place setting is left for the souls of deceased family members. A *Kalach* is the centrepiece on the table, with the circular braided bread representing eternity. A *Didukh* is a sheaf of wheat stalks (or other mixed grain), prominently displayed, with the stalks symbolizing the ancestors of the family, whose spirits reside in the sheaf during the holidays. During the meal, *Kutia*, made from boiled wheat, poppy seeds and honey, is the key dish, washed down by *Uzvar*, which should be made from twelve different fruits.

A more recent Christmas tradition is the **Vertep**, dating from the 17<sup>th</sup> century, when during the holidays students travelled from town to town, from village to village, playing music and giving performances of puppet theatre. A Kozak played the bandura and sang epic songs and Kozak Mamai (or “Kozak Zaparozhets”) was

often the central character.

Perhaps the oldest Ukrainian festivity is that of the summer solstice, *sontsevorot*, when *Perun*, god of the sun, was rescued and resurrected by *Zoria*, daybreak. This celebration and its fertility festivity also invoked *Kupala*, god of love and god of the harvest. Bonfires were lit to *Kupala*, and couples jumped through these ceremonial fires. Later, the Christian church tied this major holiday to the feast of the birth of St. John the Baptist (*Ivan*) on July 6<sup>th</sup>, removed most of the rampant sexual excesses and the festival become **Ivana Kupala**.

Still celebrated today in many Ukrainian villages is **Triitsia**, an ancient festivity later renamed as this and performed the 50<sup>th</sup> day after Easter, when families would decorate their homes with tree branches and symbolic herbs and young girls would weave garlands to float away in a river or a stream. It was believed that whoever found the garland would become that girl's husband.

Many other days around the year are also public holidays, some older, others more recently introduced. **Paskha** is slowly regaining its former importance, it is dangerous for any Ukrainian man to ignore **Women's Day** on the 8<sup>th</sup> March and **Independence Day** is now extremely significant.

### ***Dialogue 1. Understanding different calendars***

Kate: What I can't get my head round is how Christmas in Ukraine is in January.

Roman: Simplicity itself. The Orthodox Church still uses the Julian calendar while the rest of the country has used the Gregorian calendar since 1918.

Ian: What? Pope Gregory moved the calendar by ten days in 1582! That was ages ago.

Oxana: Well, England didn't use the Gregorian calendar until 1752. Greece not until 1923.

K: You're all walking history books. How can you remember dates like that?

R: Perhaps we didn't all doze off in our history lessons.

I: No, hold on. If the calendar was moved ten days then why isn't Orthodox New Year on January 10<sup>th</sup>?

O: That's because the Gregorian calendar isn't all that accurate. A year is 365 days, 5 hours, 48 minutes, 46 seconds, so by the time the Soviet Union adopted that calendar, it had slipped three days.

K: Give me strength – now we're in the presence of a living calculator.

R: Anyway, that's why there's a gap of thirteen days between them.

I: Not so easy – then why was Easter on the same date across Europe this year?

O: That's because the different Churches count significant full moons differently.

K: That would be an ecumenical matter

### ***Dialogue 2. Going carolling***

Zhenia: There's a group going carolling on Christmas Eve next week – want to come along?

Susie: I'm sure it would be a laugh, but I don't know any Ukrainian carols.



Nelia: They're called *koliadky* and *shchedrivky* but that's okay, you can just dress up and come along for the ride.

Clem: I've got a Santa Claus costume.

Z: No, no, no. You'd be perfect as the goat.

S: I always said he smelt like an old goat – now he can look like one. And acting the goat is another of his specialities.

C: What on earth are you talking about?

N: Well, when you go carolling in Ukraine there's a traditional troupe of characters and one of them is a goat that is shown dying and being brought back to life at each household you visit.

Z: As you might guess, it symbolizes the death of winter and the birth of spring.

S: So would I dress up as a giraffe or a hamster or what?

N: You'd look great in a posh long dress carrying a six-pointed star.

C: A goat. I'll get back to you on that one.

Z: Oh come on, it'll be fun. Of course if you don't fancy being the goat, you can always dress up as Death or carry the *trembita*.

S: That's another one I've never heard of. Go on.

N: It's a musical instrument – a wooden pipe about 8 to 10 feet long – that's traditionally used in the Carpathians. We've got one at the university.

C: The alternatives sound heavy – the goat it is. Providing I don't get your goat, that is.

### **Dialogue 3. Easter eggs**

Justin: One thing I've not yet seen in these Kyiv supermarkets is those Easter eggs that swamp England for at least a couple of months before the holiday.

Lesia: What do you mean? Eggs are really important at Ukrainian Easter.

Kylie: He means those hollow chocolate eggs that are an awful waste of money.

Anatolii: No, ours are those as produced by chickens and then decorated.

J: Much more sensible. In England a chocolate egg weighing 100 gm with a Mars bar in the box can cost 60 or 80 hryvnia.

L: I suppose you could buy a painted wooden egg for loads more than that.

K: You get painted hen's eggs in Britain too. It's all part of ancient pagan rituals, and fertility and birth and things like that.

A: Nowadays you mostly get just eggs dyed red, even though I've heard that's ancient in itself.

L: I read that in Ukrainian tradition only girls could decorate eggs, since they're the ones that give birth, and they then presented them to their loved ones at Easter.

J: Oh no, look. A whole stand of hollow chocolate bunnies. They're invading!

A: I don't mind. I love chocolate – which of you present me with a chocolate bunny?

### **Notes**

**1. To get your head round something.** Сучасний розмовний ідіоматичний вислів зі значенням “розуміти щось”.

**2. To doze off.** Дрімати, поки не заснеш.

- 3. Hold on.** Реактивний вислів розмовної англійської зі значенням “Чекай!”. На початку мікродіалога як проактивний вислів має значення “Тримайся!”
- 4. To act the goat.** Ідіоматичний вислів сучасної розмовної мови зі значенням “корчити дурника”. To get one’s goat – дратувати когось.
- 5. I’ll get back to you on that one.** Фразеологізований вислів, який можна перекласти як “Поговоримо про це пізніше”.
- 6. What on earth are you talking about?** Емоційно забарвлене запитання із розмовного прошарку, перекладається “Про що в дідька ти говориш?” чи іншими аналогічними фразами.
- 7. Give me strength.** Вигук, що походить від “God give me strength!” і перекладається “Боже, дай мені сил!”
- 8. That would be an ecumenical matter.** Крилатий вислів сучасної англійської мови, який вживається для надання помпезності мові та досягнення враження глибини думки; має мало реального змісту. Може перекладатися “Це питання вселенського значення”. Ecumenical – всесвітній, вселенський (про собор), екуменістичний.
- 9. To fancy doing something.** Любити робити щось, хотіти чогось. To fancy somebody. Мати сексуальну прихильність до когось.
- 10. Loads of something.** Велика кількість чогось. Перекладається по-різному в залежності від контексту.
- 11. A chocolate bunny.** Шоколадний кролик, пустий всередині, звичайний подарунок на Паску, прийнятий у Європі та США.

### Subject Vocabulary

An incarnation, solstice, festivities, vernal equinox, to subsume, pagan festivals, an ancestor, revellers, to dress up, deceased, a spirit, to reside, a puppet theatre, resurrected, fertility, to invoke, a bonfire, rampant, an excess, a garland, to float, a stream, to slip, to go carolling, posh, to come along, a troupe, a household, an alternative, to swamp, pagan rituals, to dye, a stand, to invade, ecumenical, speciality, John the Baptist.

A tablecloth, a setting, a centerpiece, to braid, poppy seeds, a feast, a sheaf, wheat, a stalk, to wash down, a herb.

### *1. Answer the following questions. Imagine you are explaining these Ukrainian forms of celebration to a foreigner from a very different culture:*

1. What are the most important Ukrainian holidays? How might they be related in some way to pagan festivities? 2. Describe in your own words what the Winter Solstice and the vernal equinox are. 3. What is the most important feast of Christmas Eve and what does it symbolize? 4. What are the dishes put on the table on this event and how many of them there must be? Why? 5. What is the Ukrainian Vertep and what origin does it have? 6. What do you know about the history and current celebration of Ivana Kupala? 7. How do Ukrainians celebrate Triitsia and where does the name come from? 8. What do you know about the ritual of carolling and the performance given on the threshold of each household? 9. What are Easter eggs and

what do they symbolize? 10. Have you yourself worked out from where comes the difference in the dates of religious holidays in Orthodox and Catholic churches? Try to explain.

**2. Insert the correct articles wherever necessary.**

1. ... most important holiday in ... Ukraine today is ... New Year celebration, which itself is ... contemporary incarnation of... **Malanka**, ... traditional Ukrainian celebration of... New Year's Eve. 2. This was ... last opportunity to party before ... parents' arrival. 3. ... two most significant religious holidays are ... Christmas and ... Easter. 4. In ...Ukraine, ... Christmas holiday was specifically to honour ... ancestors of ... revellers, ... most important event being ... feast on ... Christmas Eve, later called ... **Sviata Vecheria**. 5. ... *Kalach* is ... centerpiece on ... table on ... Christmas Eve. 6. ... more recent Christmas tradition is ... **Vertep**, dating from ... 17<sup>th</sup> century, when during ... holidays ... students travelled from ... town to ... town, from ... village to ... village, playing ... music and giving ... performances of ... puppet theatre. 7. ... Bonfires were lit to ... *Kupala*, and ... couples jumped through ... ceremonial fires. 8. ... Orthodox Church still uses ... Julian calendar while ... rest of... country has used ... Gregorian calendar since ... 1918. 9. Give me ... strength – now we're in ... presence of ... living calculator. 10. What on ... earth are you talking about? 11. ... whole stand of... hollow chocolate bunnies. 12. In ... England ... chocolate egg weighing 100 gm with ... Mars bar in ... box can cost... 30 or ...40 hryvnia. 13. It's ... part of... ancient pagan rituals, and ... fertility and ... birth and ... things like that. 14. You'd look great in ... posh long dress carrying ... six-pointed star. 15. I love ... chocolate.

**3. Complete the following sentences in the context of the above material:**

1. What I can't get my head round is ... 2. I'm sure it would be a laugh, but... 3. You'd be perfect as ... 4. What on earth are you ... ? 5. As you might guess ... 6. You'd look great... 7. One thing I've not yet seen in ... 8. Oh come on, it'll be ... 9. Do you fancy ...? 10. I always said ... 11. Much more sensible.

**4. Put together short dialogues using the following sentences proactively or reactively.**

1. Simplicity itself. 2. No, hold on. 3. Give me strength. 4. Not so easy. 5. I'm sure it would be a laugh. 6. What on earth are you talking about? 7. I'll get back to you on that one. 8. Oh come on, it'll be fun. 9. That's another one I've never heard of. 10. I don't mind.

**5. Dramatize each of the following situations.**

(a) A group of foreigners visiting the Carpathians at Orthodox Christmas at a Hutsul family's house, accompanied by an interpreter.

(b) A group of foreigners invited to the Hidropark to watch the Ivana Kupala festival, accompanied by an interpreter.

(c) An interpreter helps a foreigner choose a range of gifts in a souvenir shop on Khreshchatyk.

**6. Find the differences in the meaning of the words “holiday”, “festivities”, “festival” and reflect them in translation.**

1. The Christmas holiday is fast approaching. 2. Where are you going on holiday this summer? 3. Our summer holidays were spent in Turkey. 4. As part of our New Year festivities, we're going to have roast turkey. 5. Easter is an important festivity in the Christian calendar. 6. Are you going to the Rock Festival in the Hidropark? 7. The festival of Ivana Kupala is an ancient festivity.

**7. Choose the correct alternative in each case and translate into Ukrainian in writing.**

1. He irritated his boss by acting/playing the goat. 2. To hide his knowledge, he decided to act/play the fool. 3. The act/play was divided into four acts/plays. 4. I admire Stupka's acting/playing. 5. The children went to act/play in the park. 6. The tourists were injured as the result of a terrorist act/play. 7. Many actors hope to act/play Macbeth. 8. The famous actress had always wanted to act/play in Macbeth. 9. He wasn't injured – he was act-playing / play-acting. 10. The complex act/play resulted in a goal. 11. Do you act/play chess? 12. The screenplay was excellent, but the acting/playing was dire.

**8. Translate the following sentences into elegant Ukrainian, in conjunction with your tutor to ensure optimum stylistic form.**

1. A *Kalach* is the centerpiece on the table, with the circular braided bread representing eternity. 2. This celebration and its fertility festivity also invoked *Kupala*, god of love and god of the harvest. 3. The Church subsumed ancient pagan festivals. 4. That's because the Gregorian calendar isn't all that accurate. Three days were slipped. 5. Later, the Christian church tied this major holiday to the feast of the birth of St. John the Baptist (*Ivan*) on July 6<sup>th</sup>, removed most of the rampant sexual excesses and the festival became **Ivana Kupala**. 6. I always said he smelt like an old goat - now he can look like one. And acting the goat is another of his specialities. 7. Providing I don't get your goat, that is.

**9. Find English equivalents to the following words and word combinations in the vocabulary of the unit:**

Сонцеворот, святкування, весняне рівнодення, язичеські свята, предок, учасник свята (гуляка), покійний, сніп, пшениця, колосок, викликати (духів), вогнище, вінок, пливти за водою, потічок, колядувати, приєднатися до когось, трупа, господа, язичеські обряди.

Втілення, поглинати, дух, перебувати, ляльковий театр, воскреслий, нестямний, крайній прояв, випадати, альтернатива, фарбувати, прилавок, вселенський, пристрасть (коник), заповнити, родючість.

Учта, столовий прибор, миска посередині стола, макове зерно, косичка, скатертина.

**10. Translate individually the following text into English, then, in class, compare different versions of the translation and agree with your tutor the optimal.**

День Купала, який припадає на 7 липня, збігається з літнім сонцеворотом. У давніх слов'ян Дажбог – бог Сонця – був найважливішим серед інших міфологічних святих. Наші пращури вважали, що саме він подарував життя на землі. Відтак річний цикл сонця співпадав з певними ритуальними діями. Одне з таких – Купало, котре символізувало літній сонцеворот.

Пізніше християнство, якому не вдалося остаточно знівелювати дійство, “долучило” до нього свято Різдва Хрестителя Господнього Івана'. Ось так і з'явилося охристиянізоване свято з подвійною назвою – Іван Купало.

Основним стержнем, довкола якого відбуваються дії, є купальський вогонь як символ небесного сонця .... Крім купальського вогню, зі святом пов'язані два найважливіші персонажі – власне Купало та Марена ....

Передіванова, або Іванова ніч – найпоетичніше купальське дійство. Воно супроводжувало протягом сторіч духовне єднання людини з природою, опоетизовувало й возвеличувало побут, живило сподіваннями на краще майбутнє.

(За В. Саратовським)

**11. State whether the italicised words are proper nouns or common nouns, or not a noun at all.**

1. The largest *city* in *Scotland* is *Glasgow*. 2. The *Tower of London* is on the *River Thames* and close to the *City of London*. 3. There was a *multitude* of *swans* on the *river*. 4. The *Chair of English Literature* was held by Professor *Smith*. 5. The *Kyoto Summit* discussed ecological *issues*. 6. *Sun Myung Moon* founded the *cult* known as the *Moonies*. 7. That happens once in a blue *moon*. (saying) 8. The *decoration* on the *Christmas* cake was especially elaborate. 9. The *Decoration of Hero of the Soviet Union* was only given under exceptional, often unique, *circumstances*. 10. He went off to *xerox* the first chapter of ‘*The Tale of Two Cities*

**12. The definite article “the” is used with many proper nouns in English, often to denote respect or uniqueness. With which of the following is it used and when should it not be used? Note that the geographical names below are exceptions to the general rule where no article is used.**

Queen of England, Princess Diana, Pope, Cardinal Richelieu, McLeod (*when head of the McLeod clan in Scotland*), Ronald MacDonald, Jesus and Mary Chain (*musical performers*), Marilyn Manson (*musical performer*), Famous Grouse (*whisky*), Stolichnaya (*vodka*), President, carpark attendant. Netherlands, Argentine, District of Columbia, Crimea, Himalayas, Danube, Gambia, Ukraine, Hague, USA, Hebrides, Ivory Coast, Bahamas, Atlantic, Lebanon, Ruhr, UK, Congo.

**13. Read and translate into written Ukrainian the following text. What are the abstract nouns used?**

Aesthetics is the study of theories that apply to the arts in a broad and

fundamental way. People think about aesthetics when they ask why some things are beautiful and some are not, or whether there are basic rules for creating or interpreting good paintings, poems, and music.

Aestheticians study the arts in general. They compare arts from different cultures and from different periods of history, in order to organize our knowledge of them systematically. For many years, the study of beauty was regarded as the central problem of aesthetics. Now the subject has broadened to include many other aspects of art. Aestheticians try to understand how art is related to what people feel, to what they learn, and to the cultures in which they live. To gain this understanding, they collect, organize, and interpret information about the arts and aesthetic experience. Aestheticians try to find whether there are standards of art criticism. This helps people appreciate different kinds of art.

**14. Each of the following sentences contains one or more collective (or multitude) noun. List them. Are any of them used in the function of an adjective?**

1. We are family. 2. While the eldest son continued the family business, the other brothers went into the military or the clergy. 3. There was a resurgence of interest in folk music in the 1970s. 4. Power to the People. 5. The first true people were Homo Sapiens. 6. The clergy raised no objections. 7. They herded the cattle across the Steppe. 8. The pigmies of Borneo were a unique people. 9. The police were called to the scene of the crime. 10. All of the crew were rescued when the trawler capsized. 11. Peoples of the world, unite! 12. The United States of America invaded Iraq to confiscate the Iraqis weapons of mass destruction. 13. The committee condemned the bourgeoisie. 14. The crowd shouted slogans attacking the aristocracy. 15. The staff of the United Nations is accountable to the public. 16. The Silent Majority has the greatest interest in the decisions of the Government.

**15. Consider the following sentences and classify the italicised nouns. Translate into Ukrainian.**

1. Although she refused her *greens*, she demanded *seconds* of the rest. 2. What we call *National-Socialism* is the poisonous perversion of *ideas* which have a long *history* in German intellectual *life* (Thomas Mann). 3. She left her *valuables* in the *locker*. 4. While climbing the *stairs*, he tripped on a *stair-rod*. 5. You do the *policy*, I'll do the *politics*. (Dan Quayle). 6. *Frodo* hid the *Ring* from the *Nazgul*. 7. We read the *news* on the *BBC web-site*. 8. They discussed the *ins* and *outs* of the *matter*. 9. Her scatterbrained *nature* wouldn't allow her to concentrate on studying *statistics*. 10. "You'd better tell himself the *bishop's* here" (GB Shaw). 11. The *Prime Minister* was in *intensive care*. 12. The *intention* was fine, the *pleasure* was mine. 13. I was court-martialled in my *absence*, and sentenced to *death* in my absence, so I said they could shoot me in my absence. (Brendan Behan) 14. *Film* as *dream*, film as *music*. No *art* passes our *conscience* in the way film does, and goes directly to our *feelings*, deep down into the dark *rooms* of our *souls*. (Ingmar Bergman) 15. They are our *brothers*, these *freedom fighters*. They are the moral equal of our *Founding Fathers* and the brave *men* and *women* of the *French Resistance*. We cannot turn away from them, for

the *struggle* here is not *right* versus *left*; it is *right* versus *wrong*. (Ronald Reagan, 1989, speaking about Nicaraguan terrorists)

**16. Complete the sentences with the correct form of the verb, paying especial attention as to whether it should be singular or plural.**

1. The trousers you bought for me ... me. (to not fit) 2. Fortunately the news ... not as bad as we had expected. (to be) 3. Please lend me your scissors, mine ... not sharp enough. (to be) 4. The scales ... put on the counter. (to be) 5. There ... a series of programmes on TV about Japan. (to be) 6. Be careful, the stairs ... a bit dangerous. (to be) 7. The police ... checking all the cars entering the city. (to be) 8. "There ... money in my pocket," I said. (to be) 9. The water ... brought immediately. (to be) 10. Where ... my clothes? (to be)

**17. Translate the following sentences into Ukrainian, paying especial attention to whether the singular or plurals of the nouns are analogous in translation.**

1. The Natural Sciences include Chemistry, Physics and Biology. 2. The Applied Sciences, sometimes defined as Technologies, include Information Technology, Civil Engineering and Electronic Engineering. 3. Although the word "technology" is from the Ancient Greek word for "art", none of today's technologies are thought of as one of the Arts. 4. The band enjoyed the meal so much that they all asked for seconds. 5. A series of embargoes was placed on the Libyan economy. 6. The data was transferred. 7. The mid-west of the USA is frequently hit by tornados. 8. The deer in the park sheltered in the wood from the storm. 9. There are many breeds of cattle. 10. The highwayman was led to the gallows. 11. There was only one series of lectures on that topic this term. 12. For many years, he studied the fishes of the Mediterranean. 13. The accountant was dissatisfied with her wages. 14. He didn't like washing his hair as he hated getting his head wet.

**18. Convert the following sentences into ones using the correct plural of each noun. Write the correct form in English, then translate into Ukrainian.**

1. The nucleus of the atom was stable. 2. The sportsman won a gold medal. 3. The trade union called for a strike. 4. The German chose a tomato. 5. The Welshman took a photo. 6. The data was created using the wrong formula. 7. Such a phenomenon caused the apparatus to function incorrectly. 8. My room-mate was using a computer mouse. 9. The city gave the victorious hero a rousing cheer. 10. Choosing the right criterion for the single series of judgments was difficult. 11. The goose wandered into the pen holding the ox. 12. The basis of the series of results was developed using the very latest Information Technology and state-of-the-art Physics and Chemistry. 13. The child sat on the roof. 14. The woman selected her clothes for the journey. 15. The Frenchman took half of the cloth. 16. The vertebra of the Roman was injured by the fall. 17. The court-martial of the governor-general acquitted the defendant as there was no proof. 18. There was a great stimulus to receive a bonus. 19. The addendum to the agenda was made. 20. The sports stadium was also used as a concert arena. 21. He brushed his tooth with a toothbrush. 22. The deer grazed on the

plateau. 23. The appendix to the memorandum was extremely lengthy. 24. The memo issued by the bureau caused a stir. 25. The unclothed cherub caused a crisis when seen by the Victorian gentleman. 26. There was a squid and an octopus by the reef.

**19. Correct the mistakes in these sentences.**

1. She has many items of baggages. 2. Mum asked me to buy a bread. 3. Amy took a writing paper and started her letter. 4. It's enough room here to put furnitures. 5. He gave me some useful advices. 6. Bad news don't make people happy. 7. Through the front window the beautiful sceneries can be seen. 8. Last year my husband made some travels. 9. By the end of the week I have a lot of works to do. 10. She was sitting and brushing her shining hairs.

**20. This extract from “English Vocabulary in Use” (1994) has been modified to change some nouns that should be plural into the singular. Correct the text back to the correct plural nouns and associated grammar.**

I decided that if I wanted to be a pop star I'd have to leave home and get lodging in London. I finally got a room, but it was on the outskirts of the city. The owner didn't live on the premise, so I could make as much noise as I like. The acoustic in the bathroom was fantastic, so I practiced there. I made so much noise I almost shook the foundation! I went to the headquarter of the Musicians' Union, but a guy there said I just didn't have a good enough look to be famous. Oh well, never mind!

**21. Convert the following noun pairs into the possessive form. Use the apostrophe (with or without an 's') as appropriate.**

children/ Don and Mary, sleep/ eight hours, party/ yesterday, population/ the world, economic policy/ the government, walk/ twenty minutes, title/ the book, garden/ our neighbours, exports/ Britain, nephew/ the Roberts, holiday/two weeks, name/ your wife, letter/ my aunts, favourite colour/ Pat.

**22. Convert these phrases into ones using the Possessive Case based on syntactic analogues. Categorise them by semantic classification using the following: possessive, subjective, objective, of origin, descriptive, of measure.**

*Model:* my son has a wife – my son's wife (possessive)

The boy applied, his parents consented, Mrs. Johnson has a passport, the eldest brother supports the family now, the criminal released the boy, the girl told the story, the general wrote a letter, a college for women, a day in the summer, the absence lasted ten days.

**23. Define the semantic group of nouns commonly used in the possessive case based on your knowledge of the theory of the Noun for the following phrases:**

George Washington's statue, my sister-in-law's pencil, the government's opinion, the horse's tail, Europe's future, London's water supply, two weeks' holiday, today's business, the boy's new shirt, the nation's Gross Domestic Product, the lion's hunger.



**24. Read the following short extract from Michael Quinlon's *World Wide Words* email newsletter (issue 360). Find the meaning of each italicized term in the text by matcing it to the correct meaning in the right- hand column of the table below. Try to find analogous Ukrainian compounds wherever possible.**

The English language loves repetition. Linguists call these reduplicative compounds, but they're also sometimes called ricochet words or vocal gestures. They're paired words that differ either only in a vowel ("*tittle-tattle*", "*tick-tock*", "*pitter-patter*", "*mish-mash*", "*itsy-bitsy*", "*shilly-shally*") or a consonant ("*hoity-toity*", "*lovey-dovey*", "*higgledy-piggledy*", "*helter-skelter*", "*teenie-weenie*", "*argy-bargy*", "*pell-mell*, and the infamous "*nitty-gritty*", beloved by American Presidents in their speeches). There are dozens of them. Many, especially the rhyming ones, seem to start out in childhood, perhaps because children find them easy to remember.

tittle-tattle	the basic facts
tick-tock	without taking care
pitter-patter	a dispute
mish-mash	tiny
itsy-bitsy	in a rush
shilly-shally	in a mess, in conclusion
hoity-toity	loving
okey-dokey	agreed
lovey-dovey	snobbish
higgledy-piggledy	undecided
helter-skelter	small
teenie-weenie	jumbled mess
argy-bargy	the sound of quiet footsteps
pell-mell	the sound of clockwork
nitty-gritty	gossip

**25. There is a strong tendency in contemporary English to convert nouns to verbs. An example is "to party" used in the first paragraph of the first text. How many more such instances can you find in the text, where the same word may be used both as a noun or a verb?**

## UNIT 10

**Topic: Going Out**

**Grammar: The Adjective, Degrees of Comparison**

**Functional expressions: Agreeing, disagreeing, doubting**

### ***1. Learn the following expressions relating to agreeing, disagreeing and doubting.***

I absolutely agree with you.

You're right when you say that ...

I couldn't have said it better myself.

That's a good point.

We're totally in accord here.

That's an excellent way of putting it.

I can't accept that...

I just can't agree with you on this one.

You're joking.

I'm not at all convinced by your arguments.

No, it's the other way round.

That doesn't make sense at all.

Maybe, I'm not sure.

I still can't see what you mean.

Perhaps we should look more closely at this.

I'm still not convinced; may we run through this once more?

I don't know if that will work.

Would everybody see this in the same light?

### ***2. Discuss the following questions, relating them to the topic of the lesson and using as many of the above expressions as possible.***

1. When people go out, what are the most popular places to go?
2. Which are your favourites?
3. Which do you personally dislike?
4. How often do you go out?
5. Do you like visiting relatives?
6. Do you try to go to cultural events?
7. Do you think that people treat 'going out' differently in Britain?
8. Where would you take a British visitor?

### ***3. Transcribe the following and explain the reading rules if any in the following words:***

Warwick, premier, Gilbert, Sullivan, suit, landlord, studiously, elitist, buffet, gourmet, gourmand, jousting, longbow, lounge, pint, pudding, sandwich, pasty, cuisine, Yorkshire.

**4. Before reading the text practise the following sounds in the given below words, word combinations and tongue twisters:**

/æ/ glad, rag, casually, alcohol, snack, sandwich, landlord, carrot, married, Manchester, gallery, match

The black cat sat on the mat and ate a fat rat.

/ɑ:/ – /ʌ/ rather–run, father–fun, past–pub, start–accompany, demand–lunch, bar–snug, large–public, carvery–Sunday, carver–buffet, parsnip–but, class–custard, art–cut, card–come, castle–cup, archery–utter, Arsenal–Sunderland.

As snug as a bug in a rug.

/u:/ – /ʊ/ choose–booklet, food–put, pool–pudding, loom–look, studios–took, gourmet–good, cool–cook.

/ɔ:/ – /əʊ/ pork–going, performance–only, north–smoking, autumn–roast, faulty–potatoes, hall–know, courtyard–mostly, glorious–moan, always–beau.

/n/ – /ŋ/ sin–sing, sinning–singing, inn–looking, on–song, kin–king, tin–wing.

/θ/ – /s/ cloth–louse, moth–mouse, both–boss, oath–moss.

The Leith police dismisseth us.

**5. When pronouncing the following words and word combinations pay attention to:**

*reduction:* you are – you are not – we're, I am – I am not – I'm, there is – there's

*no glottal stops:* always, olive, knock, that, stop, meet, cat, cap, butter, international, water, bitter

*linking r:* anywhere except, are usually, we're in England, or opera, they're all, Manchester United, hear and, there early

*aspiration:* pork, pickled, pie, custard, casually, purpose, case, party, people, popular, past, pub, take, ton

**6. After listening to the text and dialogues transcribe the following sentences, mark the stresses and draw them onto staves.**

1. Wait a minute, I'm just looking in the 'Evening News' – we're in luck. 2. Did you think we got an especial bargain or something? 3. I think it's crazy, even though I love watching a match live. 3. Let's have a look at the programme then. 4. I especially want to see a jousting display at three o'clock. 5. Twenty four pounds to watch Coventry play Sunderland in the First Division?

**Text: Going Out**

"Throw on your glad rags – we're going out". Although in contemporary British society this is more likely to mean dressing casually in clothes with designer labels rather than suits and evening dresses, the purpose is the same – going out for recreation, joining friends and looking for some fun.

In Britain today, as has been the case for hundreds of years, the odds are very high that going out means going to the pub. Even just meeting friends is more likely to take place in the pub than at their house, unless there's a dinner party arranged. Even if your friends are throwing a party, it's likely people will meet up at the pub before going on to the party. Many analyses of the Great British Pub have been made

over the years, both academic and popular, focusing on the combination of social environment and alcohol. But over the past twenty or so years, there has been a very significant change in that many pubs are now the place to eat.

Once pubs studiously served only a range of alcoholic drinks, and eating was an activity that took place elsewhere – anywhere except the pub itself. Those desperate for food could choose from simple snacks, such as crisps, peanuts and pickled eggs to accompany their drinks. A few pubs might sell pork pies, sandwiches or pasties, but then often only at lunchtime.

But then simultaneously, people started to want to eat with their drinks and pub landlords saw the profits that can be made from serving food. Tables began to be allocated to those eating and today many pubs have given over their Smoking Room or Snug to serve as a restaurant. Tradition demands that the Public Bar or the Lounge remain as such, yet even in many of those, a corner may now be dedicated to a place to have a meal to accompany your pint of bitter.

Very many large pubs now offer “Traditional Sunday Lunch”, frequently in the form of a “Carvery”, and even offer special discounted rates for families or free meals for smaller children. Carveries are usually in the form of a buffet where the traditional roast joint is served by a “carver” from a choice of beef, lamb, pork or turkey. Then the diner takes what they want from a choice of roast or new potatoes, Yorkshire pudding, sprouts, cauliflower, carrots, parsnip, peas (or perhaps other vegetables) and then the inevitable gravy. Maybe this is never classed as gourmet cuisine but is usually tasty and generally popular. Any gourmands will also be able to choose from a range of traditional puddings, most of which are served with custard and form a meal in themselves.

The traditional British Pub is now married to the traditional “roast meat and two veg.” on Sundays and they are doing well together.

### *Notes*

**1. The odds are high.** Цілком імовірно.

**2. To throw on glad rags.** Ідіоматичний вислів розмовної англійської мови зі значенням “одягтися в найкраще”, “одягтися на вихід”.

**3. To throw a party.** Ідіоматичний вислів сучасної англійської мови зі значенням “влаштовувати вечірку”.

**4. Pickled eggs.** Мариновані яйця. Традиційна англійська їжа для вживання разом з пивом, характерна для барів.

**5. Pork pie.** Холодний пиріг зі свининою, традиційна англійська страва.

**6. Pasty.** Традиційний британський пиріжок-конвертик з м'ясною, сирною або овочевою начинкою.

**7. Public Bar, Lounge, Smoking Room, Snug.** Традиційні назви для різних приміщень бару. Функціонально можуть відрізнятися в залежності від району. Public Bar, як правило, простіший, де подають недороге пиво. Словом “Lounge” називають шикарне приміщення з дорожчим пивом.

**8. Carvery.** Походить від “carver” – ніж для різання м'яса. Вид обслуговування, що є частиною шведського столу, коли клієнт замовляє гарячу страву, яка йому

накладає кухар; все інше клієнт накладає собі сам.

**9. Roast joint.** Запечений шматок м'яса.

**10. Yorkshire pudding.** Традиційна англійська випічка з несолодкого тіста, яка вживається разом з підливкою.

**11. Gourmet.** Гурман, цінитель вишуканих страв. Порівняйте з “gourmand” – ненажера, любитель поїсти. Зверніть увагу на викривлення у значенні слова “gourmet” під час його запозичення.

**12. Pudding.** Традиційна назва для десертних страв на зразок кекса, торта або пирога.

**13. Custard.** Солодка ванільна підливка на яйцях, якою заливається вищеописаний десерт.

### ***Dialogue 1. Going to the theatre***

Larysa: While we're in England, I'd love to go to the theatre or opera or ballet. Or maybe even all of them.

Steve: I'm not sure we're rich enough to do that and even here in Manchester, there's not often a ballet or operatic performance.

Taras: But why's that? This booklet we picked up from the Tourist Information office calls Manchester the “cultural capital of the North”.

Jane: I suppose it's all relative. We've got a couple of good orchestras, loads of theatres, concert halls, museums, art galleries, in all, more than most British cities.

L: But I love the ballet. I like to go at least once every couple of weeks: don't you remember how we all went to the ballet and the opera and the operetta when you were visiting us last autumn?

S: But that was Kyiv and I know that you could go to those in London, but it'd cost you an arm and a leg there.

T: But why? Don't people here enjoy such spectacles?

J: Not enough do – they're all very elitist and consequently infrequent and tickets are painfully expensive.

L: So what do the theatres and concert halls put on?

S: Plays and sometimes musicals in the theatres and mostly rock/pop and some classical music in the concert halls.

J: Wait a minute, I'm just looking in the ‘Evening News’ – we're in luck. They're doing a Gilbert and Sullivan at the Royal Exchange tonight.

L and T: What?

### ***Dialogue 2. At a football match***

John: We were lucky to get these tickets. Looks like it's a sell-out tonight.

Liuda: I saw the amount on the Visa slip you signed in the ticket office and I'm still in a state of shock.

Sally: Oh, did you think we got an especial bargain or something?

Kostia: I looked over his shoulder as well. £ 24 each to watch Coventry play Sunderland in the Championship? It's not even the Premier.

J: A good seat to watch Arsenal or Manchester United in the Premier will cost

you the best part of £ 60. Each.

L: I think it's crazy, even though I love watching a match live.

S: When the players earn such insane wages, there's not much alternative.

K: I know, but we're not oil billionaires buying a team. We only want to watch them play this one game.

J: Well, when the credit card bills come in each month, I sometimes feel that I should be a Club shareholder by now. Don't forget that I go to every game that I can.

L: There's a programme seller over there – how much is a programme?

S: Three pounds.

K: We should have gone to something cheap, like an FI Grand Prix or something.

### ***Dialogue 3. Warwick Castle on a Bank Holiday***

Andrew: It's only about twenty miles from Coventry, but it's taken us over an hour and a half to get here and get the car parked.

Nina: Still, it's a beautiful day, it's not even lunchtime yet and the first special event is in half an hour.

Maeve: Oh, everyone moans about the Bank Holiday traffic, but you're right - look at the castle in the sunlight. It's great.

Dima: Let's have a look at the programme, then. "An exhibition of longbow archery" at 12 noon by the Keep, but there's also a recreated medieval play in the Great Courtyard at the same time.

A: Better see what's being repeated throughout the day. I don't mind what we see as long as we go into the castle itself at some point.

N: I especially want to see the jousting display at three o'clock.

M: I bet everybody will, so we'd better get there early to get some decent seats.

D: I agree completely. It'll be packed out and that's what I most want to see today.

A: We're all agreeing for once, except we still haven't decided where we go first.

N: Well, for once we don't need to get out of the rain; it's a glorious day. Somebody forgot to tell Him Upstairs that it's a Bank Holiday today.

### ***Notes***

**1. To cost an arm and a leg.** Ідіоматичний вислів сучасної англійської мови зі значенням "обійтися дорого", перекладається еквівалентними українськими ідіоматичними висловами на зразок "обійтися в копійчку" та іншими.

**2. Elitist.** Доступний лише для обраних, елітний.

**3. To put on.** Вислів розмовної англійської мови зі значенням "показувати, демонструвати, давати".

**4. Gilbert and Sullivan.** Прізвища авторів оперет кінця XIX століття, відомих кожному англійцю, мелодії з яких були і залишаються донині популярними.

**5. The Royal Exchange.** Назва одного із найпопулярніших театрів Манчестера, відомих своєю сильною репертуарною трупю, тобто трупю, яка показує

цілий ряд вистав.

**6. A sell-out.** Повний розпродаж.

**7. To watch live.** Побачити на власні очі, вживу.

**8. Championship.** Футбольний термін, перекладається “перша ліга”.

**9. Premier Division.** Прем’єр-ліга.

**10. A Club shareholder.** Акціонер футбольної команди.

**11. FI Grand Prix.** Скорочення для “Formula 1 Grand Prix”. Гран-прі Формула-1.

**12. Warwick Castle.** Читається /'wnrik/. Середньовічний замок неподалік від Ковентрі, історично резиденція ерлів Ворики, який на даний час є частиною музею Мадам Тюссо і містить кілька експозицій з історії замку з восковими фігурами; улюблене місце відпочинку англіїців і одне з найцікавіших місць для туристів.

**12. A special event.** Заходи, які влаштовуються, як правило, у святкові та вихідні дні для туристів і місцевого населення на зразок театралізованих вистав.

**13. Longbow.** Великий лук. Середньовічна зброя англійських лучників довжиною в зріст людини.

**14. Keep.** Центральна найбільш укріплена частина замку, остання лінія оборони.

**15. A recreated play.** Інсценізація історичних подій силами членів історичних товариств.

**16. Jousting.** Джаустинг. Рицарський поєдинок на списах верхи, що був одним із видів змагань на середньовічних турнірах.

**17. To be packed out.** Вислів розмовної англійської мови зі значенням “бути переповненим, забитим”.

**18. Him Upstairs.** Одна із назв Всевишнього.

## Subject Vocabulary

A rag, a designer label, a suit, recreation, the odds, a dinner party, to throw a party, to focus on something, social environment, a bank holiday, to be classed as, to be desperate for something, to give over, a landlord, to pick up, an especial bargain, insane wages, an alternative, a shareholder, to moan, throughout the day, to be packed out, to get out of something, casually, studiously, elsewhere

a booklet, to cost an arm and a leg, a spectacle, to put on, a musical, an operatic performance, to do a performance, elitist, infrequent, a sellout, a decent seat, to watch live, a programme seller, a special event, an exhibition, a keep, a recreated play, a courtyard, a jousting display, longbow archery

to serve food, a range of something, to allocate a table, a restaurant, a lounge, a meal, a pint, carvery, beef, pork, lamb, turkey, a diner, roast, a Yorkshire pudding, sprout, cauliflower, carrot, parsnip, pea, gravy, a snack, crisps, pea-nuts, pickled eggs, a pork-pie, a sandwich, a pasty, cuisine, tasty, a pudding, a custard, a gourmet, a gourmand.

### ***1. Answer the following questions:***

1. What does the English expression “to throw on your glad rags” mean? 2. What are the most typical ways that British people spend their spare time? 3. Where does the word “pub” come from? 4. What has changed in the way a British pub operates? 5. What does a “Traditional Sunday Lunch” include? What other name has it got? 6. What is a buffet and a carver? Have you experienced this sort of service? 7. What is the difference between a gourmet and a gourmand? 8. Why is going to a theatre not a frequent event in the life of an ordinary Briton? 9. What sort of theatrical performances can one go to in Great Britain? 10. What does it cost to see a good football match in England? Is it a popular sport in that country? 11. Why is visiting a castle a favourite recreational activity for Britons? 12. What is the usual weather on a bank holiday? 13. What are recreated medieval plays? 14. Why are they usually performed on the premises of a castle? Would you like to see one for yourself?

### ***2. Insert the correct articles and prepositions wherever necessary.***

1. In ... contemporary British society wherever possible many people prefer to dress casually in ... comfortable clothes, although not all of them can afford ... designer labels. 2. In ... Britain today, as has been ... case for ...hundreds of ...years, ... odds are very high that going out means going to ... pub. 3. We have agreed to meet ... .. pub before going ... .. party. 4. Many analyses of ... Great British Pub have been made over ... years, both academic and popular, focusing combination of ... social environment and ... alcohol. 5. If you are desperate ... food, that restaurant ... there serves ... good range ... Italian dishes. 6. Tables began to be allocated ... those eating and today many pubs have given ... their Smoking Room or Snug to serve restaurant. 7. ... Carveries are usually form buffet where ... traditional roast joint is served “carver” from ... choice of... beef, ... lamb, ... pork or ... turkey. 8. ... traditional British Pub is now married traditional ... “roast meat and two veg” on ... Sundays and they are doing well ....

### ***3. Complete the above sentences in the context of the above material:***

1. We are going out, throw on .... 2. I heard we are going out tonight, so who's .... 3. Where have we agreed to ... .. before going on to a party? 4. Once pubs served only a range of ..., but now you can get a traditional Sunday lunch, which is ... 5. Carveries are usually in the form of a ... . 6. If you go to an opera in London, it will cost you ... 7. What do the theatres and concert halls in London ... ...? 8. They are doing a ... .. at the Royal Exchange tonight. 9. A good seat to watch a game in a Premier will cost you ... 10. Warwick castle is only twenty miles from Coventry, but .. 11. I especially want to see .. 12. We'd better go early and .. 13. We're in luck .. 14. The odds are very high .. 15. Everyone moans about the Bank Holiday traffic but ..

### ***4. Respond to the following sentences. Work in pairs.***

1. It's not so easy to see a ballet or operatic performance in Manchester. 2. Don't people enjoy operas and ballets in England? 3. I've picked up a booklet from a Tourist Information office. 4. It's a sell-out tonight. 5. There's a programme seller



over there. 6. Let's look at the programme of special events. 7. I especially want to see a jousting display at four o'clock.

**5. Think of appropriate phrases to which those below may be replies.**

1. I suppose it's all relative. 2. Wait a minute – I'm just looking in the Evening News". 3. Did we get a special bargain or something? 4. I think, it's crazy, even though I love watching a match live. 5. There's not much alternative, I am afraid. 6. I agree completely, it'll be packed out later. 7. We're all agreeing for once. 8. It would cost you an arm and a leg to go there.

**6. Make up your own dialogues on the following topics:**

1. Traditional Sunday lunch. 2. Visit to a theatre. 3. Buying tickets to a football match. 4. A special event in Warwick Castle. 5. Getting dressed to go out. 6. At a Tourist Information Office. 7. Buffet lunch – what to take. 8. Going to an opera in Kyiv.

**7. Dramatize each of the following situations:**

- (a) A group of Ukrainians with an interpreter at Warwick Castle on a summer Bank Holiday.
- (b) A group of rich Ukrainian businessmen with an interpreter in a British pub.
- (c) A Ukrainian family going out for Sunday lunch at a Carvery with a British-resident relative.

**8. Learn the difference in the meaning of "look at", "see" and "watch" when translating the following sentences:**

1. We all went to see a football match. While we were watching the game, it began to snow. At half time, we decided to look at the warm scarves in the souvenir shop. 2. It was a beautiful night and we decided to just look at the stars. "Look! Can you see that shooting star?" "No, I missed it. I was watching some bats flying over." 3. "Can you see the TV programme guide anywhere?" "I want to look at the ICTV schedule." "Well if you want to watch the news, you're too late, it's finished."

**9. Learn the difference in the meaning of "spectators", "audience" when translating the following sentences:**

1. When the Queen Mother's funeral was taking place, the spectators lined the streets for miles. 2. The demanded three encores. 3. As the goal was scored, the spectators went wild. 4. Someone in the audience forgot to switch off their mobile phone, to the disgust of all. 5. "I'd rather be part of the team than just a spectator." 6. He formally applied for an audience with the Pope. 7. For most people, motor racing can only be a spectator sport.

**10. Find English equivalents to the following words and word combinations in the vocabulary of the unit:**

Одягти вечірню сукню, одяг від відомого дизайнера, шукати розваг,

відпочивати, давати вечірку, оперна вистава, оркестр, концертний зал, галерея живопису, коштувати страшенно дорого, спектакль, показувати/давати виставу, повний аншлаґ.

Цілком імовірно, зосередитись на чомусь, ретельно, прагнути чогось, ціни зі знижкою, елітний, купити задешево, паркувати машину, особлива подія, скаржитись на щось, виставка, театралізована вистава, внутрішній дворик, центральна вежа, повторюватися протягом дня, рицарський поєдинок на списках, прекрасний день, пристойні місця.

Горішки, мариновані яйця, м'ясний пиріг, десерт, перекусити, подавати їжу, барна стойка, вітальня, пінта пива, шведський стіл, яловичина, свинина, індичка, баранина, запечена картопля, цвітна капуста, брюссельська капуста, пастернак, підливка, гурман, ненажера.

**11. Translate the following text into Ukrainian in writing. Check the translation in class together with your tutor.**

Warwick Castle

As you stand and look at the magnificent walls and towers of Warwick Castle, rising above the quiet murmur of the English countryside, what you see is history alive.

For the first 400 years of its existence, Warwick Castle had an overriding purpose. To keep those on the inside safe from those on the outside. It was a centre of military power in a land where warfare was a way of conducting political, religious and even personal affairs. Here it was that affairs of state and the fate of nations were decided. Here it was that kings were made. And broken. Everything, therefore, was geared towards making the castle an impregnable fortress.

In time, the castle gave way to a gentler way of life. The gardens blossomed and the grounds grew. The dungeon emptied and the drawing rooms filled with elegant furniture and paintings.

The ages have passed. The castle inhabitants have long gone. But, as you walk around the castle, it is easy to imagine it still echoing with their presence. Every step you take, they once took themselves.

**12. Translate the following text into English using the following key words: serious theatre-goers, to be affordable, the public at large, castle grounds, stately homes, hunting trophies, on the whole, porcelain.**

Британців у цілому навряд чи можна назвати заядлими театралами. Адже квитки в театр, як правило, дуже дорогі, особливо на балетну

або оперну виставу. Похід на такий спектакль вимагає обов'язкового вечірнього вбрання, як для чоловіків, так і для жінок, і коштуватиме скажені гроші, а тому є елітним видом відпочинку. Драматичні вистави та мюзикли більш доступні для широкого загалу, але все одно не настільки популярні, як, скажімо, футбол або відпочинок на природі всією родиною на території якогось замку або парку.

У Великій Британії сотні замків і заміських резиденцій колишньої

аристократії відкриті для відвідувачів. Багато з них містять експозиції з фамільної історії, живопису і порцеляни, зброї, мисливських трофеїв. Значна кількість з них зберегла інтер'єри останніх століть. Життя давніших часів відтворюється істориками, як, скажімо, в замку Ворики, за допомогою спеціальних експозицій, частиною яких можуть бути і воскові фігури. Популярними є також театралізовані вистави, які показують у святкові та вихідні дні члени історичних товариств.

**13. In which of the following sentences is the singular “sport” or the plural “sports” used as a noun or an adjective? Because of the different ways that British and Americans formulate such sentences, each is marked.**

1. Before his accident, he used to go weekly to the sports centre. (UK) 2. “I say, old chap! Are you keen on sport?” (UK) 3. “Hey buddy! Do you go in for sports?” (US) 4. Most casual wear nowadays seems to have a sports theme. (UK) 5. Herman Liebkowicz always wore a sport jacket to baseball game. (US) 6. “My favourite sport is cricket.” (UK) 7. He was so bad at sports that he became the team mascot. (US) 8. Sports Day was an unqualified success. (UK) 9. Her ambition was to own a classic sports car. (UK/US)

**14. Categorise the following adjectives into relative and qualitative.**

Angry, circular, lazy, hungry, forested, green, military, painted, printed, safe, shadowy, solid, sweet, thick, warm, white, still, purple, papery, juicy, black, dark, wintry, hot.

**15. State the positive degree of the following adjectives:**

Harder, more, the worst, faster, better, the poorest, purer, easier, the latest, bigger, the coldest, narrower, less, elder, further, the tallest, the richest, shorter, the thickest, lower, the dirtiest, wider.

**16. Give the comparative and the superlative degree of the following adjectives.**

Brutal, high, famous, direct, handsome, small, comfortable, tragic, fluffy, beautiful, new, lovely, generous, patient, rude, fit, good, busy, tired, active, deep, near, boring, long, elegant, popular, simple.

**17. Complete these sentences using the correct form of the adjective in brackets, making sure the grammar in each case is correct, especially where articles need to be inserted.**

1. The weather today is much (good) than it was yesterday. 2. At that moment he was (happy) person in the world. 3. John is (clever) man I have ever met. 4. Your voice is much (low) than your father's. 5. Last year's results were poor, but fortunately, this year's are (good). 6. Their house has the (large) garden in the neighbourhood. 7. They all ate far too much, but she ate even (much) than Bohdan. 8. Her explanation was (clear) than yours. 9. I have (little) free time than you. 10. I live far from the University, but my friend lives even (far). 11. London is, of course, (old)

than New York, but it isn't (old) Rome. 12. Concorde was (fast) passenger plane in the world. 13. Would you say that Tokyo is (modern) London? 14. Who is (rich) man in the world? 15. His cheeks were (red) than any one else's.

**18. Complete the following sentences using these adjectives in the appropriate form. Again, take care that the grammar in each case is correct, especially where articles need to be inserted.**

*Eager, large, wise, intelligent, brave, rich, big, bad, stubborn, ambitious, bitter, careful, mighty, nervous, good.*

1. This brand of chocolate isn't as ... as the other – it's much sweeter. 2. As people grow older, they sometimes become ... than they were and lose interest in life. 3. The person who does my income tax declaration every year isn't always ...; I'm looking for another one to go to. 4. He is ... than anyone else in his company; he wants to get promoted soon. 5. My nephew is ... than my niece, but he doesn't do as well as she does at school. 6. A horse isn't as ... as a mule. 7. Old Mr. Miser has a lot of money; the older he gets, the... he becomes. 8. Japan is approximately as ... as the state of California. 9. Cigarettes are one of the ... things for your health, you really must give them up. 10. She was even ... than most of the boys in her class. 11. His pride is ... part of his nature. 12. By day the deer are ... and ... than at night. 13. Love is ... than Philosophy and ... than Power.

**19. Change not ...as into less...than.**

1. She isn't as busy today as she was yesterday. 2. It isn't usually as hot in England as it is in Spain. 3. She isn't as tired as I am. 4. Your cottage isn't as comfortable as mine. 5. The new park isn't as beautiful as the old one. 6. The boy isn't as diligent as his father. 7. This test isn't as complicated as the previous one. 8. Bob isn't as polite as his brother. 9. She isn't as clever as we had thought. 10. The moon isn't as large as the sun. 11. Harry's work wasn't as carefully planned as mine. 12. The dog was not as friendly as the cat. 13. My brother couldn't read as quickly as I could. 14. The watch was not as expensive as she had expected.

**20. The following sentences are incorrect. Rewrite them.**

1. I think the Pacific Ocean is the most shallow ocean. 2. Paris is one of the smallest cities in the world. 3. Glass is not as hard as wood. 4. The new streets twist and turn more than the old ones. 5. Cotton is warmer than wool. 6. Turtles are the fastest animals on earth. 7. The coconut is the softest nut I've ever bitten in to. 8. Robins are the biggest birds in the world. 9. The moon is further away than the sun. 10. Today fashion is more conservative than at the beginning of the 20<sup>th</sup> century.

**21. Translate the following into English.**

Легший шлях, лінива служниця, довгі вуса, найцікавіша річ на виставці, серйозніший підхід, найблагородніший лицар, найтонша сорочка, приємний вигляд, найдорожчий спомин, щира розмова, чистіший метал, менший шматок, хоробрий воїн, короткий проміжок часу, бездонне небо, радісний зойк,

найточніший прилад, паперові квіти, найщиріший характер, яскравіша доповідь, найдібніший студент групи, глибша річка, кам'яна статуя.

## **22. Translate into English.**

1. Це не найкращий вихід із скрутного становища. 2. Його настрої погіршав, але він продовжував посміхатись. 3. Ні, ця коробка найважча, залиш її вантажникам. 4. Ця співачка зараз найпопулярніша у країні, її записи купують найбільше. 5. Його годинник поспішає на п'ять хвилин порівняно з вашим. 6. У цю кімнату потрібне менше дзеркало. 7. Ми сиділи у найвіддаленішому куточку саду. 8. Напишіть коротшу статтю, ця занадто довга. 9. Цього року зима не така холодна, як минулого. 10. Ранок був чудовий, але ввечері погода погіршилась. 11. Липень – найспекотніший місяць літа. 12. Мені історичні фільми подобаються більше, ніж пригодницькі.

## **23. Add the preposition which follows the adjectives and participles. Keep in mind that in some instances, more than one preposition is possible. Translate your answers into Ukrainian.**

Capable ..., contrary ..., convinced ..., deprived ..., familiar ..., fed up ..., guilty ..., ignorant ..., keen ..., regardless ..., responsible ..., subject ... , suspicious ..., surprised ... , prior ... , satisfied ..., compared ... , hit ... .

## **24. Translate the following text into Ukrainian, paying especial attention to the translation of adjectives and their degrees of comparison. Use the following key-words: on draught – на розлив, barrel – дерев'яна діжка, keg beer – кегове пиво, keg – металева діжка, porter – портер, stout – міцніший портер, malt – солод, trappist – монастирський, a shot of something – чарочка чогось.**

Going down the pub for a beer can involve difficult choices when you walk up to the bar. Do you order a bitter beer? A milder bitter beer may be on draught from the barrel and smoother because it's more natural. A keg beer is less natural and more highly carbonated – mixed more than brewed. It tastes more bitter because it's sharper. The most bitter is porter as the malt used to make it is charred. The resulting beer is very dark. The darkest would probably be Irish stout. At the same time, Belgian Trappist beers are dark but sweet and often the strongest beers are available. Less strong but still sweet are pilsner-type beers. The sweetest of all are the Belgian beers flavoured with raspberry or cherry. They tend to be the weakest, with low alcohol content. Of course, if you're not sure, order a shot of horilka instead.

## UNIT 11

**Topic: Home Entertainment**

**Grammar: The Adverb**

**Functional expressions: Challenging — engaging in conflict**

***1. Learn the following expressions relating to the challenging of opinions.***

I don't see how you can think that ...

I'm sure you're wrong about that...

I can't imagine where you got that from ...

There's no way you can argue that...

I just can't accept that ...

You can't be serious ...

You've gone way off track there ...

There's just no logic to that argument...

What facts are there to support such a view ...?

How can you possibly take such a stance...?

***2. Discuss the following questions in the context of the topic of the lesson and using as many of the above expressions as possible.***

1. What is your favourite pastime at home?

2. Why do you think that almost every home has at least one television set?

3. Do you think that a home PC is a luxury or a necessity?

4. Why has the internet grown so rapidly?

5. Why is there such a wide choice of recorded music and movies?

6. Why do you think that different generations have different preferences in music and television?

7. How often do you listen to the radio and where?

8. Do you think that current trends in home entertainment are physically healthy?

***3. Before reading the text, practise the following sounds as placed in different positions in the following words and word combinations:***

/v/ over, even, television, give, viewers, advantage, favour, involve, discovery, give up, volleyball, unveiling, love, savings, volume, vet, visit, overturn, vinyl, advantage

/w/ ways, twist, work, whereas, would, wide, was, twenty, widespread, word, watch, whether, switch, world war, web,

Where there is a will there is a way

/w – v/ we've, very white, very well, we value, we've evacuated, what an adventure, want a vet, we visited, weevil

/wɜ:/ worse, world, worm, were, word, work.

***4. Pronounce the following words carefully. Practice the following sets, using the correct vowel sound for each vowel phoneme.***

**5. Transcribe the following words and word combinations, read them aloud concentrating on the pronunciation.**

Home entertainment, satellite television, subscribers, in a plethora of languages, Tunisian, Hungarian, Japanese, accessing the Internet, disco retrospective, abducted by, Argentinean, obscure, annihilate.

**6. Listen to the text and dialogues, marking the stresses and tunes of the dialogues. Read the dialogues in groups. Dramatize them.**

**Text: Home Entertainment**

Over the centuries, there have been many changes in the ways that people relax and rest at the end of the day from work and everyday chores. Whereas for thousands of years, people would gather around a fire to re-tell sagas and folk tales, in more recent centuries the invention and expansion of printing and printed material gave people books and newspapers. Then in the 20<sup>th</sup> century came radio, then television, then computers.

For the latter half of the last century, more and more time was spent by people listening to firstly the radio and then television. News, sports, drama, music and light entertainment increased in variety and quantity. The last two decades of the 20<sup>th</sup> century saw even the already wide choice in the range of televised programmes increase massively as satellite television was introduced and developed and then came digital television.

At the beginning of the 21<sup>st</sup> century domestic cable television subscribers in Kyiv have up to 120 television channels available and many digital channels give viewers the option of an English or a Russian soundtrack. Those who install a satellite dish could view over 1,000 more channels. That they are broadcast in a plethora of languages, including Tunisian, Croat, Hungarian and Japanese, may be regarded as an advantage or disadvantage depending on the viewer's preferences.

Twenty five years ago, computer video games were introduced and today most households in the USA, Western Europe or Japan have a Sony Playstation or PS3, a Microsoft X-box, a Sega or a Nintendo. Dedicated computer game players will choose one of these and argue endlessly over which manufacturer's product is the best.

The most widespread and by far the most common in Ukraine is the personal computer, or PC. Not only may it be used for computer functions such as word processing or accountancy, but very many people spend many hours playing games and accessing the internet.

In parallel to these trends came the spread of recorded music. The real expansion came with vinyl records and tape decks, later cassette tapes. In recent years, compact discs have annihilated the vinyl market and much of the cassette market. Very similarly, the video cassette market is being rapidly overturned in favour of DVD.

Instead of finding ways to fill the hours after work as in the past, today people have to find the time in their busy lives and then choose which channel to watch on television, or whether to go into the internet, or listen to a CD, or play a computer

game, or watch a film on DVD. But many people will still say that nothing beats a good book at bedtime.

### *Notes*

1. **Everyday chores** – щоденні домашні обов'язки.
2. **A decade** – десятиліття. Порівняйте з українським словом “декада”, що означає “десять днів”.
3. **Household** – господа.
4. **In a plethora of languages** – багатьма мовами. Буквальне значення слова “plethora” – “повнокров'я”. Переносне значення “надмірність, зайвина”. “A plethora of words” означає “багатослів'я, просторікування, базікання”.
5. **DVD** – Digital Video Disk. У британському варіанті англійської мови слово “disc” пишеться, як правило, через “с”, але останнім часом поширюється американський варіант правопису через “к”, особливо у комп'ютерній сфері.
6. **In parallel** – одночасно, паралельно з чимось.
7. **To annihilate** – знищити.
8. **To be overturned** – бути знищеним. У буквальному значенні “перекидатися, перевертатися, повалитися”.
9. **Nothing beats a good book.** Ніщо не може бути краще гарної книжки.

### *Dialogue 1. Deciding what to watch on television*

- Zhenia: We've just had our digital cable TV decoder installed.
- Kate: That must have cost you a pretty penny.
- Nelia: Well, not cheap, but we'll get by.
- Ian: The grand unveiling – switch it on, then.
- Z: Where do we begin? How about the music channels?
- K: A '70s disco retrospective, Britney Spears, white rap and, er, wait a minute, three channels of Russian and Ukrainian computer pop. And the icing on the cake – some balladeer that my Gran always liked.
- N: Keep going – I'd rather drown myself than watch any of those.
- I: Couldn't agree more. What about the science and nature channels?
- Z: Give me the remote. Here we are, vets operating on pets – on two channels, interesting bridge constructions, Americans abducted by aliens in UFOs, atrocities in World War II concentration camps. Wait, this is good – the mathematics involved in the discovery of Pluto.
- K: That's a good one for insomniacs.
- N: We're not giving up that easily. Keep zapping.
- I: Mexican soap opera, here's another one – Argentinean?
- K: But I like soaps from the Argentine.
- Z: I'll definitely pass on that one. Sport must be the answer.
- N: Terrific, beach volleyball from Brazil, obscure football from Mexico ...
- I: Anyone for a game of cards?



## **Dialogue 2. Online to the Internet**

Yulia: What have you three been doing around the computer for three hours now?

Kyle: We've been on the web for a bit.

Y: A bit? You're all bug-eyed and grey. Dead or just brain-dead?

Volodia: You should see some of the sites we found while surfing.

Susie: And before you say anything about "toys for boys", don't forget I love being on the internet too.

K: We found a comprehensive history of Moldovan tennis players, 1932-1964.

Y: Fascinating – I'm really impressed. Did you print off all their photographs, too?

V: Of course, well, until the printer ran out of toner, that is.

S: I'll need to get a new cartridge tomorrow, if you'll lend me 250 hyvnia.

Y: How could I live without the rest of those photos? Of course I'll dig deep into my life-savings. What else did you look at?

K: Oh, I did my post and so did Susie, we visited several sites to read the latest international news; Volodya looked up the team for tonight's Dynamo Kyiv game. Checked the weather for tomorrow – snow again. Found a good recipe for cottage pie to use up the beef from dinner today. And found a pretty good site on Che Guevara.

Y: El Commandante Che? Wow, did you bookmark that one? Quick, switch the modem back on, throw granny off the phone and let's get at it.

## **Notes**

- 1. To cost a pretty penny.** Ідіоматичний вислів розмовної мови із значенням "обійтися в копійчину".
- 2. To get by.** Розмовний вислів зі значенням "подолати щось", "пережити".
- 3. The grand unveiling.** Буквально "урочисте відкриття". Цей вислів, характерний для високого стилю, вжитий для опису доволі буденної події, характерний прийом, що часто вживається носіями британського варіанта сучасної англійської мови для досягнення іронічного ефекту.
- 4. The icing on the cake.** Ідіоматичний вислів сучасної англійської мови з буквальним значенням "глазур на тортові", в сучасній мові вживається іронічно зі значенням "прикраса, часто непотрібна, щось поверхнєве, несерйозне". У цьому контексті може перекладатися "на додаток до всього".
- 5. Balladeer** - співець балад, у переносному значенні будь-яких ліричних пісень.
- 6. Keep going** - давай далі.
- 7. A remote.** Скорочення від "remote control". Пульт дистанційного управління.
- 8. Vets.** Скорочення від "veterinary surgeon" – ветеринар.
- 9. UFO.** Скорочена назва для "Unidentified Flying Objects". Невпізнані літаючі об'єкти, або НЛО.
- 10. Atrocities** – звірства, жорстокість.
- 11. Insomniac** — опівнічник.
- 12. To give up** — здаватися.

- 13. To zap** – клацати пультом дистанційного управління, швидко передивляючись, що показують різні канали.
- 14. I'll pass on that one.** Тут я пас, це я пропускаю.
- 15. For a bit** – недовго, протягом нетривалого часу.
- 16. To be bug-eyed.** Ідіоматичний вислів із значенням “з великими та почервонілими від втоми очами”.
- 17. To be brain dead.** Ідіоматичний вислів, який означає “голова зовсім не працює”, в буквальному значенні “мозок мертвий”.
- 18. To surf (Internet).** Комп'ютерний жаргонний вислів зі значенням “блукати Інтернетом”.
- 19. Toys for boys.** Дослівно “іграшки для чоловіків”. Комп'ютерні, електронні та механічні пристрої, прилади тощо, які слугують скоріше для розваги, ніж для серйозної роботи.
- 20. Fascinating.** У цьому контексті перекладається як “чудово”.
- 21. To run out of something** – скінчитися (про запаси чогось).
- 22. To dig deep into your life savings.** Розмовний вислів сучасної англійської мови, який можна перекласти “запустити руку в заощадження всього життя”.
- 23. A cottage pie.** Традиційна страва британської кухні з рубленого яловичого м'яса і товченої картоплі, яке запікається в духовці.
- 24. To bookmark** – закладати, позначати. У цьому контексті має значення “запам'ятати адресу сайту”.

### **Subject Vocabulary**

Chores, expansion, light entertainment, decade, satellite, digital, cable television, subscriber, viewer, soundtrack, satellite dish, plethora, preference, manufacturer, word processing, unveiling, balladeer, icing on the cake, remote control, vet, design, alien, atrocity, Pluto, insomniac, recipe, cottage pie, site, household, record.

To relax, to re-tell, to install, to broadcast, to access, to annihilate, to overturn, to beat, to abduct, to give up, to pass on something, to surf, to zap, to print off, to run out of something, to dig deep into something, to bookmark, to use up, to throw somebody off the phone, to get at something, to cost a pretty penny, dedicated, cheap, grand, bug-eyed, brain-dead, comprehensive, in parallel, rapidly.

### ***1. Answer the following questions:***

1. How did our ancestors use to spend their hours after work? 2. What changes did the 20<sup>th</sup> century bring into our leisure time spent at home? 3. What are the most common forms of home entertainment for most people? 4. Do you think we are now more busy than our predecessors and why? 5. What programmes on what channels are your favourite? 6. What channels do you watch most? Your parents? Do your preferences coincide or not? 7. Are you a frequent user of the Internet? Have you got an access to the Internet at home? 8. What are the advantages and disadvantages of the Internet? 9. What are your favourite kinds of home entertainment and why? 10. What other ways of spending leisure time at home can you name?

## **2. Insert the correct articles and prepositions wherever necessary.**

1. ... centuries, there have been many changes ... ways that people relax and rest ... end of ... day. 2. People used to listen ... radio a lot when there was no television. 3. ... thousands ... years, people would gather ... fire to re-tell ... sagas and ... folk tales. 4. ... recent decades ... news, ... sports, ... drama, ... music and ... light entertainment increased ... variety and ... quantity. 5. ... Digital television viewers already have ... wide choice ... range ... televised programmes. 6. ... Broadcasting ... plethora ... languages, including Tunisian, Croat, Hungarian and Japanese, may be regarded as ... advantage or ... disadvantage depending on ... viewer's preferences. 7. Today ... most households in ... USA, ... Western Europe or ... Japan have ... Sony Playstation or PS3, ... Microsoft X-box, ... Sega or ... Nintendo. 8. ... most widespread and ... far ... most common in ... Ukraine is ... personal computer. 9. Nothing beats ... good book bedtime. 10. So what's ... icing cake. 11. Anyone ... game ... cards? 12. We've been ... web ... bit. 13. Did you print ... text? 14. Has your printer run ... toner? 15. Throw ... granny ... phone and let's get ... that site.

## **3. Complete the above sentences in the context of the above material:**

1. The main changes in home entertainment over the centuries include ... 2. Digital television subscribers and satellite dish viewers can now watch ... 3. Nowadays most households in developed countries have ... 4. In Ukraine, personal computers can be found ... 5. Instead of finding ways to fill the hours after work as in the past, today people have to ... 6. I'd rather drown myself than... 7. And the icing on the cake ... 8. You're all bug-eyed and grey. Are you ... or ...? 9. Wow, did you bookmark that one? Quick, switch the modem back on .... 10. Give me the remote. I'd like to ... 11. I'll definitely pass on that one. Keep ... 12. How could I live without the Internet. I'll dig deep into my ... 13. I am not giving up that easily. Keep ... 14. Those who install a satellite dish could view over... 15. Many channels broadcast in .... 16. In recent years, compact discs have annihilated ...

## **4. Respond to the following sentences. Work in pairs.**

1. Where do we begin? How about the Natural History channels? 2. Keep going. I'd rather drown myself than watch any of those. What do you say? 3. Wait, this may be a good programme. 4. Anyone for a game of cards? 5. What does "toys for boys" mean? I'm not following you.

## **5. Think of appropriate phrases to which those below may be replies.**

1. Couldn't agree more. 2. Fascinating – I'm really impressed. 3. Wow, did you book mark that one? 4. That must have cost you a pretty penny. 5. Terrific – that couldn't have been better.

## **6. Make up your own dialogues on the following topics:**

1. Computer games. Pros and cons. 2. Internet in everyday life. 3. Music preferences – yours and your parents'. 4. Reading a book during your spare time. 5.

DVDs and digital television – one or both? 6. My favourite programmes on television. 7. Deciding how to spend time after work in order to relax. 8. Surfing the internet. 9. A new digital TV decoder.

**7. Dramatize the following situation: A Ukrainian student is speaking at a friend's flat about the differences between her home entertainment and his.**

**8. Compare the meaning of the antonymic pairs: terrific - terrible and awful - awesome. Find the Ukrainian equivalents for them. Insert the most appropriate of these into each of the following sentences.**

1. That's ..the striker has been stretchered off because of his injury. 2. That's ..., I've got the highest possible mark for my essay. 3. The dead tree cast a ... shadow. 4. The band were called back for three encores after a ... show. 5. That's ..., I'm so sorry to hear that your grandmother died. 6. That's ..., you've got the highest score. 7. He made an ... mistake that caused him to fail his driving test. 8. The Pyramids of Egypt are ... even today. 9. That wine's left a ... stain on your shirt. 10. There was an ... choice in the shop, despite the number of products. 11. He's got a ... number of CDs in his collection. 12. There was an ... number of reporters at Michael Jackson's trial.

**9. Choose between the words channel or canal. Translate each sentence into Ukrainian.**

1. On what television ... is the soap opera? 2. They went sailing on the ... 3. You need to be a very strong swimmer to swim the English ... 4. The Panama ... is essential to shipping. 5. We need to go through the Green ... at Customs. 6. The dentist told me that I needed a root ... filling. 7. The ... Islands have been British Dependencies since 1066. 8. There are even more ... in Brugge than there are in Venice.

**10. Learn the difference in usage between What about or As for by inserting the expressions as necessary and translating the sentences.**

1. ... Father Jack, well, he disgraced himself again. 2. ... inviting the Burchfields to your wedding? 3. Well, ... Dougal – he got an excellent mark again. 4. I'm leaving today, but ... Ted, I think he's going tomorrow. 5. ... it, shall we start? 6. ... adding Shevchenko to the bibliography? 7. We all chose coffee: ... Mrs. Doyle, she chose tea as usual. 8. ... Len, is he still in love with that American girl?

**11. Insert into each sentence the correct choice from either agree, agree on, agree with or agree to, in the correct form.**

1. I was delighted that she ... me. 2. They found it difficult to ... a plan. 3. If you ... this final change, the negotiation will be over. 4. She ... the changes that had been made. 5. They were all hoping that the singer would ... appear at the charity concert. 6. Once you tell me that you ..., we can proceed. 7. Please tell me that you'll ... help. 8. Since they all ... the speaker, there was nothing but polite applause. 9. They quickly ... a course of action. 10. They expected Parliament to ... the Bill.

**12. Find English equivalents to the following words and word combinations in the vocabulary of the unit:**

Дозвілля, домашні розваги, десятиріччя, розширення, відкриття (монументу), пульт дистанційного управління, домашні обов'язки, стільникове телебачення, цифрове телебачення, виконавець ліричних пісень, абонент, текстовий редактор, ветеринар, багатьма мовами, звукова доріжка, виробник, чужинець, жорстокість, Плутон, рецепт, одночасно, швидко, голова не працює, величний, з втомленими очима, присвячений, всебічний, опівнічник, господа, бухгалтерський облік, глядач.

Відавати перевагу, розслабитися, встановити, передавати, знищити, пережити, обійтися в копійчку, здаватися, блукати Інтернетом, перекинути, перемогти, викрасти, пропустити щось, роздрукувати, запустити руку глибоко в кишеню, переказувати, мати доступ, позначити, використати все, прогнати когось з телефону, дістатися до чогось.

**13. Translate the following into Ukrainian in writing. Check the translation in class together with your tutor. Use the following key-words: fully-fledged – закінчений, HDTV – висока чіткість зображення, ultimate – найкращий, справжній, to unveil – уперше продемонструвати.**

The television set has come a long way since the mechanical device first demonstrated by its Scottish inventor, John Logie Baird, in 1926. In 1930, the “Baird Televisor” went on sale for J18 in Britain as a rare, but fully-fledged consumer product. But in 2004, there is now an enormous range of TVs, as demonstrated at last week’s Consumer Electronic Show (CES) in Las Vegas. Most of those on show were no ordinary sets though, they were high-definition.

“High-definition television (HDTV) is a widescreen, high-resolution format that has five times more information on the screen than conventional television,” explained John Taylor, vice president of PRelation at LG Electronics. “Combine that with Dolby digital sound and you have that ultimate home cinema experience.”

Traditional analogue TV is a far from perfect technology but HDTV gives viewers a stunning and convincing quality. The hundreds of new, flat panels on display at the CES attracted a great deal of attention. LG Electronics unveiled what it said was the biggest plasma flat screen in the world. It is a giant 76-inch display that is just 8 cm. deep, planned to be on sale by the end of 2004 at a price rumoured to be as massive as its screen.

*(Adapted from a BBC Online news item, January 2004)*

**14. Translate the following text into English using the vocabulary of the lesson. Use the following key-words: технічні можливості – technical opportunities, у давні часи – in earlier times, жити електричним струмом – to work on electricity, рідкість – rarity, побувати в Інтернеті – to go on the Internet, різьблення по дереву – wood carving.**

Розвиток цивілізації приніс із собою нові технічні можливості для організації домашнього дозвілля. У давні часи наші пращури з настанням

сутінок і в погану погоду збиралися в своїх домішках навколо родинного вогнища, щоб обговорити результати дня і скласти плани на майбутнє. Співали пісень і розказували бувальщини, порались по господарству. Поява електричного світла дала можливість не тільки читати вечорами, не псуючи зір, але й користуватися технікою, що живиться електричним струмом. Поява радіо, телебачення, відео- та аудіотехніки значно розширила коло домашніх розваг. Майже кожна оселя в наш час має телевізор, радіо, відеомагнітофон, програвач для касет або компакт-дисків. Персональний комп'ютер удома тепер також не рідкість. Сучасний ритм життя скоріше ставить перед нами питання, як знайти час, щоб послухати музику, подивитися телевізор або відео, побувати в Інтернеті, ніж чим заповнити години, вільні від роботи. Дехто віддає перевагу іншим заняттям, як-то вишивання, малювання, різьблення по дереву і таке інше. Але цікава книжка ввечері була і залишається найкращим відпочинком для багатьох людей.

**15. Find all the adverbs in the text of the lesson and classify them according to their meaning.**

**16. Give the comparative and superlative degrees of the following adverbs.**

Hard, much, closely, near, early, easily, far, late, slowly, fast, often, low, long, well, badly, little, promptly, soon, cautiously.

**17. Give the correct comparative or superlative forms of the adverbs in brackets.**

1. The (much) you eat, the (soon) you'll get fat. 2. The way to make a killing on the Stock Market is to (correctly) take risks. 3. The excursion guide suggested that it would be a shame not to go on a bit (far). 4. The visitors to the gallery seemed to agree that they liked that painting (much) of all. 5. Of the two, I think that I prefer this one (much). 6. I think that Tanya plays the violin far (well) than Lesya. 7. For some reason, the TV programme started much (late) than scheduled. 8. You'll find that pharmacy № 17 is (near) to where they live than the new one. 9. The Olympic 100m Champion has to run (fast) than anyone else in the world. 10. You'd better do this (quick) or you won't finish on time. 11. I'm afraid that my daughter will do (badly) at school than my son. 12. The well had to be dug (deep) to reach clear water.

**18. Answer each of the following questions using the comparative degree of the adverb.**

1. Does Olena speak English as well as Natalya? 2. Do gazelles run as quickly as cheetahs? 3. Did digital cable TV appear as early as ordinary broadcast TV? 4. Does Russell Crowe act as professionally as other actors in Hollywood? 5. On the whole, do women drivers drive as carefully as men? 6. Does Lady Gaga sing as powerfully as Madonna? 7. Would you say that your mother speaks as loudly as mine? 8. In today's Kyiv city centre, can you travel on foot more rapidly than by car?

**19. Insert the adverbs *yet, still, else, or more as required*.**

1. You ... haven't told me when you'll be back. 2. Although it's ... raining we must leave now. 3. I need one ... week to finish my dissertation. 4. It's so early that the library isn't open ... . 5. Who ... do you know in this city? 6. It's ten to 10 and we haven't started ... 7. Why are you eating so little? Have some ... 8. She ... manages to look young in spite of her hard life. 9. You'd better get moving or ... 10. I know so little about him. What ... can you tell me? 11. There's ... an hour left, ... we'd better get a move on, anyway. 12. ... and ... people kept coming, until the venue was so full there was no place to stand. 13. I'm ... wondering why he left so suddenly.

**20. Choose among *first, at first or firstly*. Note that: "The choice of *first or firstly* in adverbial form is optional in modern English" (Fowler) and so two answers may be correct.**

1. ... I didn't like Chinese cuisine, but then I grew to love it. 2. ..., second, third. 3. ..., secondly, thirdly. 4. The ...thing that came to mind was rather unusual. 5. The solution was not as simple as he ... had come to think. 6. He came ... in the race. 7. When they were ... married, they went out to the cinema a lot. 8. She always went for a run ... thing. 9. The ... sixty were adjudged winners. 10. Before going out, he .... polished his shoes.

**21. Insert *already or yet* as appropriate.**

1. It's ... 10 to ten and we still haven't started. 2. Haven't you started ...? 3. They had ... completed half the course. 4. It was ... lunchtime. 5. Is it lunchtime .... 6.. It was early days, ... only four of the competitors remained. 7. Have you put away the dishes ...? 8. I've ... had enough of this. 9. It's six in the morning ... and you still haven't got out of bed. 10. It was early ..., most of them had got up.

**22. Delete the incorrect choice in each of the following sentences. Which are adverbs and which are not?**

1. This happened long *ago/before*. 2. Her leg still hurt although she had fallen on the ice the week *ago/before*. 3. They arrived at the station to be told that the train had left five minutes *ago/before*. 4. He was feeling *alone/lonely*. 5. She was left at home all *alone/lonely*. 6. Being *alone/lonely* on the beach gave her a *alone/lonely* feeling. 7. I'd like you to choose *among/ between* these two TV programmes. 8. *Among/Between* the Big Cats, cheetahs are the fastest. 9. The patrol group hid *among/between* the trees. 10. There was a beech tree *beside/besides* the canal. 11. *Beside/Besides*, he is already married. 12. He has a current account and two other accounts *beside/besides*. 13. *Beside/Besides* Taras Shevchenko, few Ukrainian poets have reached the world stage. 14. It was a *long way/far* to walk to the petrol filling station. 15. How a *long way/far* is it to your office from here? 16. We walked as a *long way/far* as the cliffs. 17. The result of the election gradually became obvious *in the end/at the end* of the count. 18. After many failures, he passed his driving test *in the end/at the end*. 19. *In the end/At the end* of the day, we often enjoy a long, cold beer. 20. The identity of the murderer was only revealed *in the end/at the end* chapter of the novel.

**23. Open the brackets, forming the adverbs from the given adjectives.**

1. The junior partner of the firm was (serious) overworked. 2. He was (legal) responsible for all financial issues. 3. The students knew the material (perfect) well. 4. She always spoke (quiet). 5. Without turning her head, she said (cold), "Good afternoon". 6. The mood changed (sudden). 7. The curator and his staff (passionate) admired that particular painting. 8. The holidaymakers strolled (slow) along the beach. 9. Children can often act and behave (naive). 10. The Partridge family were lucky; everything they did came (easy) and (successful) to them.

**24. Choose the correct option. Note that in some dialects of US English the answer will not coincide with that for British English.**

1. She is a good driver, she always drives very (careful/ carefully). 2. The students with whom we study are (most/ mostly) from Kyiv County. 2. What's the matter? Why are you walking so (slow/ slowly)? 4. I'm very (keen/ keenly) to leave as early as possible. 5. If he can jump that (high/ highly) he'll win the competition. 6. The graduate's first job was quite a (low/ <sup>w</sup> y) position at the bank. 7. He proved his intelligence with such a (finely/ fine) answer to the problem. 8. He studied (hard/ hardly) for his entrance exams. 9. Few people are (high/ highly) paid in this business. 10. They treated the puppy (bad/ badly). 11. When she began her journey, it was still so dark she could (hard/ hardly) see. 12. The swallows flew (low/ lowly), almost touching the water with their wings. 13. The food tasted (good/ well). 14. Our lawn looks (nice/ nicely), doesn't it? 15. She speaks English (good/ well). 16. After this little adventure you look (awful/ awfully). 17. This coat feels (warm/ warmly). 18. The ship arrived (safe/ safely). 19. Cut the cheese (thin/ thinly). 20. Hold me (tight/ tightly).

**25. Translate the adverbs in brackets into English. Note that literal translation is not always effective.**

1. He wrote especially (швидко). 2. He learnt to speak Japanese quite (вільно). 3. They were careful to judge the competition (чесно). 4. The orang-utans were allowed to wander (вільно) around their enclosure. 5. He didn't like to give the impression that he was (дуже) intelligent. 6. She only (туманно) remembered the way to her Aunt's flat. 7. The revelations opened her eyes (широко) to the ways of the world. 8. I could (ледь-ледь) hear a word with such a noise going on. 9. After running for the bus, he was breathing (важко). 10. The student's archaeology group was (глибоко) interested in Minoan sites. 11. She wound lots of string (міцно) around the parcel. 12. Herbert Marcuse was (серйозно) critical of consumerist society. 13. (Скопо) after finishing university, he found an excellent job in Lviv. 14. (Легше) said than done! 15. The Easter Island inscriptions have (ніколи) been interpreted. 16. Serhiy Bubka will (без сумніву) never be forgotten as one of the finest athletes ever.

**26. Translate into English.**

1. Ще не всі українці мають цифрове телебачення вдома. 2. Компакт-диски вже майже повністю знищили ринок записів на вініловій плівці. 3. Ми ще не



встигли проглянути ці сайти. 4. Що ще можна подивитися сьогодні ввечері по телевізору? 5. Чим цікавіша книга, тим швидше вона читається. 6. І все ж таки, ніщо не може бути краще за гарну книжку. 7. Ще не пізно, ви можете встигнути на потяг. 8. Спочатку було радіо, пізніше прийшло телебачення. 9. Чи не хочете ще кави? – Так, прошу. 10. Чим довше я дивлюся на цю картину, тим більше вона мені подобається. 11. У кінці минулого тижня ми, як звичайно, поїхали на дачу. 12. Чому це ви ще працюєте? Всі вже пішли додому. 13. Він звичайно робить багато помилок у письмових роботах. 14. Кого ще ви зустріли на конференції? 15. Вчора гості пішли пізніше, ніж звичайно. 16. Він заходив до вас ще раз, але після того я його не бачив. 17. Ще в давні часи людям були відомі лікувальні властивості цих трав. 18. Що ще ви можете мені запропонувати? 19. Чим раніше ви приїдете, тим скоріше ми закінчимо роботу. 20. Щодо мене, то я ще зайнятий. 21. Ще є надія. Треба зробити все можливе, щоб врятувати його. 22. Ви мені ще не сказали, що ви збираєтесь запропонувати нашим партнерам. 23. Цього року я витратив на придбання книжок найбільше порівняно з іншими роками. 24. Сьогодні набагато холодніше, ніж учора.

**27. Translate the following text into Ukrainian, noting carefully where adverbs are used. Use the following key words:** *to narrow down* – відібрати, звузити спектр пошуку, *a shortlist* – остаточний список, *to rank* – давати оцінку, визначати рейтинг.

Although technological devices are clearly becoming increasingly important to the relaxation time of most people, reading a good book is still a great source of pleasure. Choosing what book to read in English is definitely not easy, given the plainly massive choice available. Yet, a reader may quickly narrow down what to put on their shortlist quite precisely by looking at both the most popular books available and at the books regarded as the all-time favourites of readers.

The most popular books may easily be found in the catalogues of book retailers, such as Amazon, who not only have “Top 100” lists, but also a “sales rank” for each title of the many thousands they stock. The favourite books of readers in the UK may easily be seen on the BBC’s “Big Read” list, which was compiled over a period of nine months in 2003 by the BBC, to rank the top 200 favourite books in the UK.

Yet, where do you find these lists? By accessing the internet on your home entertainment device, again, your personal computer.

## UNIT 12

**Topic: Christmas in Great Britain**

**Grammar: The Numeral**

**Functional expressions: Guessing and deducing**

### ***1. Learn the following expressions of guessing and deducing.***

The way I see it...

It looks to me as though ...

Wouldn't you say that...

Quite probably, I would expect that... I would have thought that...

It's quite likely that...

As far as I can tell ...

It's more than likely that...

I get the impression that...

It rather looks as though ...

I assume ...

I suppose ...

I've got a feeling that...

I suspect...

Surely, it seems that...

On the face of it, it seems as though

### ***2. Answer the following questions in the context of the topic of the lesson, using as many of the above expressions as possible.***

1. When is Christmas celebrated in Ukraine and the rest of the world? Why the difference?
2. Do you agree that Christmas is one of the most important holidays and why?
3. How important are the religious aspects today?
4. What do you know about the pagan roots of Christmas?
5. Why do all Christian cultures have a Christmas tree?
6. How do the shops in Kyiv prepare for the festivities and how does this differ from how you see this taking place in Britain?
7. From what you've seen in movies and on TV, describe the Christmas activities in Great Britain and Europe.

### ***3. Transcribe the following and explain the reading rules, if any, in the following words:***

Christianity, Egyptian, Chinese, Hebrew, Germanic, Magi, Orthodox, solstice, hedonistic, extravaganza, Epiphany, serial, series, icicle, mistletoe, quake, saviour, holly, Celtic.

### ***4. Before reading the text, practise the following sounds in the words, word combinations and tongue twisters given below:***

/əv/ dream of it, loads of stuff, much of the world, symbol of Christmas,

popularity of the song

/æ/ fact, baptism, planned, glad, back, Saturday, January, tangled up, manage, unravel, pack, family, Dad, actually, brandy, cracker, carol

/ɒ/ solstice, log, on, chocolate, holiday, popularity, not, probably, Orthodox, shop, optimistic, got, wrong, obviously, top, hot

/ɪ/ English, Egyptian, Russian, nation, illumination, essential, traditionally, superstition, shopping, sure, ancient, established

She sells sea shells by the sea shore.

/tʃ/ chimpanzee, century, Chinese, chocolate, such /dʒ/ original, Germany, enjoy, huge, ages

Justin was jealous.

The journalist journeyed to Japan.

Janie, Jimmy and Georgie Jones had just jumped all the way to Geneva.

/əʊ/ broken, don't, load, potatoes, roast, mistletoe, over, associated, folk, only, closing

Little strokes fell great oaks.

Oh, no, don't go home alone, nobody knows why so lonely the road is.

### **5. Pronounce the following words and word combinations, noting carefully:**

*no voicing before voiced consonants:* it's just, it's much, won't need, it's likely, let's make

*no devoicing before voiceless consonants:* whose children, year's festivities, he's hopeless, icicles best, glad to, is still, today's festivities

*clear /l/ before /j/ and vowels:* will you, while you, will over, will especially

*darker /l/ before consonants and at the end of the word:* still work, serial killer. I'll start, you'll be, well, till Boxing day, Yule log.

### **6. After listening to the text and dialogues, transcribe the following sentences, marking the stresses and drawing them onto staves.**

1. I probably do know better what your relatives like. 2. Sounds good to me. 3. You've packed everything from last year wonderfully. 4. Never mind, they are almost sorted out now. 5. I'll peel the potatoes, the sprouts and put the parsnips and carrots on to roast. 6. We wouldn't dream of it. 7. Do you agree that Christmas is one of the most important holidays?

### **Text: Christmas in Great Britain**

Christmas was once a pagan festival to celebrate the winter solstice and the fact that daylight hours lengthen again after the night of December 21<sup>st</sup>. As Christianity spread through much of the world, the birth of Christ later became celebrated on that date. Today despite very many changes to the accepted calendar, Christmas is celebrated throughout much of the world on December 25<sup>th</sup>.

Many of the original meanings of either the pagan or the Christian festivals have become lost over the centuries. Yet many of the original symbols remain as people declare peace and goodwill to all, give one another gifts and have a good time.

The use of evergreen trees, wreaths, and garlands as a symbol of eternal life was an ancient custom of the Egyptians, Chinese, and Hebrews. The modern Christmas tree, though, originated in western Germany and the countries which had a Germanic royal family, such as Britain and Russia, firmly established the Christmas tree as the most important symbol of Christmas. Fires and lights, symbols of warmth and lasting life, have always been associated with the winter festival, both pagan and Christian. The yule log, whether literally a log burnt on a fire over the Xmas period or a representation as a chocolate cake is still important. Xmas tree lights are essential to the decorations enjoyed over the holiday period and often rooms or even whole houses are decorated by lights today.

Britain has traditionally extended Christmas into a 12-day holiday although today's remnants of this hedonistic extravaganza only remain in the continuing popularity of the traditional folk song "The Twelve Days of Christmas" and the superstition that all decorations must be taken down on Twelfth Night (January 5<sup>th</sup>). Many British people take the 24<sup>th</sup> of December to the 2<sup>nd</sup> of January as holiday leave and the business world finds this period such a "dead season" that many companies in recent years have indeed encouraged their employees to take such a break, by minimising the effect on their annual holiday entitlement or simply closing down for the break. Epiphany on the 6<sup>th</sup> January is an important Christian event, commemorating the presentation of Christ to the Magi and His baptism, but is generally ignored in Britain.

Today's festivities are planned and prepared for over a period of months. Yet the holidays are over all too soon. After so much merriment, eating, drinking and spending huge amounts of money, many people are glad to get back to work and save up for next year's festivities.

### *Notes*

**1. A pagan festival.** Язичницьке свято. Слово "festival" також може перекладатися як "святкування", "фестиваль". Порівняйте: The New Year's day festival usually takes up to two weeks in Ukraine. The annual Shakespeare festival at Stratford-upon-Avon is an important event.

**2. Festivities.** Урочистості, святкування, свята. У деяких контекстах слова "festivities" та "festival" можуть вживатися синонімічно і перекладатися однаково.

**3. Yule log.** Різдвяне поліно. Слово "yule" може перекладатися як "святки". Yule-day – перший день Різдва, Yule-eve – святний вечір, Yule-song – різдвяна пісня, Yule-rites – різдвяні обряди

**4. Xmas.** Інколи вживається замість слова "Christmas". Хоча дехто вважає це слово сучасним американізмом, насправді воно має грецьке походження. Ним користувалися в Греції перші християни, оскільки у давньогрецькій літера "X" є першою літерою імені Христового, а тому становила собою священний символ.

**5. Holiday.** Свято. Походить від англо-саксонського "halig daeg", або святний день. З часом слово набрало значення "вихідний день", "канікули", "відпустка",

оскільки на релігійні свята ніколи не працювали.

**6. Extravaganza.** Екстравагантна поведінка, екстравагантність. “Hedonistic extravaganza” можна перекласти як “гедоністичні крайнощі”.

**7. Holiday entitlement.** Кількість днів відпустки, на які має право службовець.

**8. Epiphany.** Релігійне свято Богоявлення, або Водохреще.

**9. The Magi.** Волхви. Три мудреці зі Сходу, очевидно, перські священики, які, згідно з Біблією, здійснили прощу, щоб засвідчити свою шану новонародженому Христу. Слово “Magi” є формою множини, в однині це слово в сучасній англійській мові не вживається.

### ***Dialogue 1. The Christmas shopping***

Kate: We’d better do some more Xmas shopping today – there are only three weeks left to the big day.

Oxana: I suppose Bohdan and I’d better go with you.

Ian: Of course I’d love to go but I really need to spend some time developing my computer game.

Bohdan: It’s Saturday and getting late in the morning so we’d never find a parking space now.

K: We still have to get presents for almost everyone, and I’m not doing this on my own.

I: But Oxana’ll come with you.

K: And of course she knows what your relatives would like.

O: I probably do know better than Ian since he’s hopeless at choosing gifts.

B: I really won’t need to go, since Orthodox Christmas is in January and we won’t be able to take loads of stuff in our luggage back to Kyiv.

K: So Oxana and I go shopping while you two play on the computer.

I: Sounds good to me.

K: I’m going to become a serial killer. I’ll start with Bohdan and you’ll be second.

### ***Dialogue 2. Decorating the tree***

Chloe: I hope all the lights still work.

Olexii: I’m not so optimistic – the wires are all so tangled up that after we manage to unravel them it’s likely something’ll be wrong.

Justin: Well, the lights have got to go on first - at least none of the glass balls are broken.

Tania: You’ve packed everything from last year wonderfully.

C: Except the lights. Obviously we shoved everything into the box in a hurry.

O: Never mind, they’re almost sorted out now.

C: These little snowmen and reindeer have been in our family for ages now.

T: I like this set of stars and icicles best - they’ve been painted beautifully.

C: The star of the show is our fairy - it’s been on top of the tree since I was a baby.

O: But not as tasty as the chocolate decorations. They’re my favourite.

T: Just don't start eating them 'til Boxing Day.

J: We wouldn't dream of it.

### ***Dialogue 3. The Xmas dinner***

Kate: I love Christmas dinner but hate having to cook it.

Ian: It was great when Mum and Dad worried about it and we could do what we liked.

K: Well, they're coming in five hours to eat it with us so we'd better get a move on.

Natasha: Should we help, since we're staying with you over the holiday?

Oleh: Yes, I'd be glad to help out, as long as you don't expect me to actually cook.

I: Well, we shouldn't ask but there's a load to do.

N: Well, I volunteer to decorate the Xmas cake and chocolate Yule log and make the brandy butter for the Xmas pudding.

O: I'll peel the potatoes, the sprouts and put the parsnips and carrots on to roast.

I: I've already put the goose in the oven, so it's hot enough for the vegetables.

K: I'll start setting the table and putting out the crackers. I'd better hang up some more mistletoe since your brothers are bringing their girlfriends.

I: And before we begin all that, let's make sure the brandy is still okay.

### ***Notes***

**1. Orthodox Christmas.** Різдво за православним обрядом. **Loads of stuff.** Вислів розмовної англійської мови зі значенням “велика кількість чогось”. “There is a load to do” – нам треба зробити дуже багато.

**2. Sounds good to me.** Скорочений варіант від “It sounds good to me”. Перекладається “це мені подобається”, “звучить заманливо”.

**3. Serial killer.** Серійний вбивця. Тут вжито з іронією. Зверніть увагу на різницю в значенні слів “serial” та “series”. Слово “serial”, вжите як іменник, означає один фільм або програму, розбиту на частини. “Series” означає ряд фільмів або передач на одну тему або з одним головним героєм, але не пов'язаних спільним сюжетом. У перекладі ця різниця може бути відображена за допомогою слів “серіал” та “серія”.

**4. Manage to do.** Зуміти, змогти щось зробити. Впоратися з чимось.

**5. The lights have got to go on first.** Вогники треба повісити першими.

**6. Never mind.** Ідіоматичний вислів сучасної розмовної мови, який перекладається “не варто турбуватися”, “не звертай уваги”.

**7. To sort out.** Стале словосполучення сучасної розмовної мови зі значенням “розібратися з чимось”.

**8. Boxing day.** Другий день Різдва в Великобританії, 26-те грудня.

**9. We wouldn't dream of it.** Нам таке навіть і в голову не прийшло б.

**10. We'd better get a move on.** Нам краще поквапитись.

**11. To stay with somebody.** Зупинитися у когось, перебувати в гостях.

**12. Xmas cake.** Традиційний англійський різдвяний кекс із сухофруктами та

горіхами, покритий глазур'ю.

**13. Brandy butter.** Суміш бренді з маслом, вживається разом з різдвяним пудингом.

**14. Xmas pudding.** Різдвяний пудинг. Традиційна англійська різдвяна страва темного кольору, дуже ситна, приготована з горіхів, сухофруктів, навколонирикового жиру та бренді.

**15. Mistletoe.** Омела. Один з символів дохристиянської релігії на території британських островів. Вважалося, що стоячи під омелою можна поцілувати будь-кого, і той не повинен заперечувати.

**16. To set the table.** Стале словосполучення сучасної англійської мови зі значенням “накрити на стіл”. Словосполучення “to lay the table” з тим же значенням є дещо застарілим.

**17. Crackers.** Різдвяний сюрприз. Паперові тюбики ззакладеними всередину подарунками або жартами, написаними на папірчику, які за традицією викладаються на різдвяний стіл і вибухають під час розгортання.

### **Subject Vocabulary**

A pagan festival, the winter solstice, Christianity, goodwill, a wreath, a garland, an ancient custom, royal family, a yule log, Xmas period, a representation, a holiday, remnants, hedonistic extravaganza, a traditional folk song, a superstition, holiday leave, a dead season, an annual holiday entitlement, Epiphany, an important event, the Magi, baptism, merriment, Orthodox Christmas, mistletoe, a present, loads of stuff, a serial killer, Boxing day, a load to do, Xmas shopping

to spread through, to originate in, to establish something as something, to extent something into something, to encourage, to take a break, to minimize, to close down, to commemorate, to be over, to get back to something, to save up, to develop a computer game, to be tangled up, to manage to do something, to pack, to shove, to sort out, to volunteer, to celebrate

Christmas decorations, lights, a Christmas tree, to take down, <sup>a</sup> snowman, a reindeer, a set of something, an icicle, a star of the show, a fairy, a glass ball, in a hurry, evergreen, traditionally, a chocolate cake, Xmas cake, brandy butter, Xmas pudding, sprouts, a parsnip, a carrot, to roast, a Christmas goose, to set the table, to put out, a cracker.

### ***1. Answer the following questions:***

1. What are the pagan roots of the Christmas festival? 2. When is Christmas celebrated in most of the world? When is it celebrated by the Orthodox Christmas church? 3. What is the history of the Christmas Tree? 4. What does “Xmas” mean and where does it come from? 5. What plants are traditionally associated with the Christmas season? 6. Why is it “a dead season” for business during Christmas? 7. What is Epiphany and what does it commemorate? 8. Where does the word “holiday” originate? 9. What are the traditional dishes at Christmas dinner? 10. What ancient Yule-rites do you know? 11. What is your attitude to Christmas shopping? 12. What Christmas decorations can you name? 13. What is Boxing Day? 14. What are

Christmas crackers? 15. Why are many people glad to get back to work after the Christmas period is over?

**2. Insert the correct propositions and articles wherever necessary:**

1. Historically ... Christmas started as ... pagan festival to celebrate ... winter solstice. 2. ... Christmas is celebrated ... much of ... world on ... December 25<sup>h</sup>. 3. Many ... original symbols of... Christmas festival remain as ... people declare ... peace and ... goodwill to all, give one another gifts and have a good time. 4. ... modern Christmas tree originated ... western Germany and then spread ... many other countries with ... Germanic dynasties, including ... Russian Empire. 5. ... yule log literally represents ... log burnt ... fire ... Xmas period. 6. Many offices close ... break during ... Christmas period. 7. ... Epiphany commemorates ... presentation of ... Christ ... Magi and His baptism. 8. Although ... Christmas festivities are planned and prepared ... period ... of months, they are ... all too soon. 9. There are only 10 days left ... Christmas. 10. I told you, I am not buying presents ... my own. 11. Isn't she hopeless ... choosing gifts! 12. Sounds good ... me. 13. The yarn is so tangled ... that I may not be able to unravel it. 14. Don't shove everything ... one bag, there's a spare one over there. 15. You are not ... hurry, are you? Take your time. 16. Why do you want me to sort ... this mess? 17. This set of Christmas balls has been ... our family ages. 18. My parents are coming ... two hours, we'd better move ... 19. I decided to stay ... my aunt's ... the holidays. 20. I'll be happy to help ... 21. Who is in charge of setting ... table and putting ... the crackers?

**3. Complete the following sentences in the context of the above material:**

1. There's only one week left before Christmas, so we'd better ... 2. I probably know better what to buy, since you are hopeless at ... 3. Now that I have access to the computer I'd like to .... 4. It's good you volunteered to help out, since I am not going to .... 5. I'd like to take loads of stuff in my luggage back to Kyiv, but... . 6. All the wires are so tangled up that... 7. I love Christmas dinner but I .... 8. My parents are coming soon so .... 9. In terms of getting ready for the New Year, are there any volunteers to ...? 10. Let's make sure ... . 11. The modern Christmas tree originated in ... . 12. The symbolic plants of Christmas have always included ... . 13. What is that superstition about Christmas decorations that ...? 14. "Dead season" in the business world during the Christmas period means ... 15. Epiphany commemorates ...

**4. Respond to the following sentences. Work in pairs.**

1. I hope everything is fine with the lights. 2. We'd better do some more shopping today. 3. There's still loads to do and I'm not going to do it on my own. 4. These chocolate decorations are my favorite ones. 5. We'd better get a move on since my parents are coming soon.

**5. Finish the following sentences where necessary and think of appropriate phrases to which they may be replies.**

1. Oh, I'd love to but ... 2. I probably do know better ... 3. I really won't need to



... 4. Sounds good to me ... 5. I'm not so optimistic ... 6. Never mind ... 7. We wouldn't dream of it. 8. I'd be glad to help out...

**6. Make up your own dialogues on the following topics:**

1. Christmas dinner. 2. Buying Christmas decorations. 3. Putting up a Christmas Tree. 4. Christmas gifts for relatives. 5. The "Dead Season" at Christmas. 6. Epiphany – history and today. 7. Traditional Christmas plants. 8. Christmas as depicted in cinematography.

**7. Discuss the pros and cons of taking a trip to the UK during the Christmas period.**

**8. Listen to recordings of the following, generally agreed to be the most popular Xmas carol and the most popular seasonal song in Britain. Translate them in prose and learn the originals by heart.**

Silent Night

Silent night, holy night; All is calm, all is bright,  
Round yon virgin mother and child,  
Holy infant so tender and mild,  
Sleep in heavenly peace, Sleep in heavenly peace,

Silent night, holy night; Shepherds quake at the sight,  
Glories stream from Heaven afar,  
Heav'nly hosts sing "Alleluiah";  
Christ the Saviour is bom, Christ the Saviour is bom.

Silent night, holy night; Son of God, love's pure light;  
Radiant beams from Thy holy face,  
With the dawn of redeeming grace;  
Jesus, Lord at Thy birth, Jesus, Lord at Thy birth.

White Christmas

I'm dreaming of a white Christmas.  
Just like the ones I used to know.  
Where the treetops glisten and children listen  
To hear sleigh bells in the snow.

I'm dreaming of a white Christmas  
With every Christmas card I write.  
May your days be merry and bright,  
And may all your Christmases be white.

**9. Describe the meaning of the verb "to have" as utilized in each of the following sentences, checking with a dictionary if necessary. Translate each sentence into Ukrainian.**

1. The police advise bystanders not to have a go should they see a crime. 2. What did you have in mind yesterday when agreed to join their society? 3. Will you have a look to see whether the bus is coming? 4. The warship had in sight the enemy cruiser. 5. May God have mercy on your soul! 6. She couldn't work with children – she didn't have enough patience with them. 7. The corrupt official had it coming to him for years – he couldn't complain about his arrest. 8. The teenager had every desire to have it off with his rather attractive neighbour. 9. Let's meet up next weekend – I'm sure I'll have nothing on either day. 10. The child learnt to howl and cry to have its way. 11. The couple being married thought the most romantic part of the service was when they were told to have and to hold each other. 12. You toerag! If you do that again, I'll have your guts for garters. 13. You have to go to today's lecture or your tutor will be furious. 14. The American smiled and said "Have a nice day!" in a tone of voice that was almost sincere. 15. From their first meeting, Draco Malfoy had had it in for Harry Potter. 16. To prevent further argument, they agreed to have out the issue openly. 17. The new verb, "to party" usually just means to have a good time. 18. Sometimes you have to be cruel to be kind. 19. I'm not going out tonight – I have a cold. 20. Of course you're freezing – you're dressed as though you have practically nothing on.

**10. Insert the words "set", "present", and "decorate" in the necessary form after having learnt their meanings from the dictionary. Find Ukrainian equivalents for each meaning.**

1. The lecturer had to ... the theme for the next lesson. 2. A guest lecturer was brought in to ... a different approach. 3. They ... the table. 4. Emma was asked to ... the Christmas cake. 5. They ... out at dawn. 6. The Emperor decided to further ... the war hero. 7. He was given the ... as a present. 8. The group was ... and correct. 9. The ... was incomplete. 10. The piper was ... with a new ... of bagpipes. 11. The new rector was ... in place. 12. The chess ... that was his Xmas present was ... with diamonds. 13. The film ... was empty. 14. He was dead ... on ... the lecture himself. 15. The Xmas tree had so far only been ... with a ... of lights.

**11. Learn the variety of meanings of the verbs "to take", and "to hold" and their corresponding nouns as well as phrasal verbs and set phrases that include them. Translate the sentences in writing.**

1. The Infants school prepared *to hold* its Nativity Play. 2. Zoe was *to take the part* of Mary. 3. The play was *held* in the gymnasium after all the equipment had been moved out. 4. They *took* tea at four. 5. The outbreak of flu *took hold* rapidly. 6. The company *held a dinner* to celebrate their huge order. 7. The plane *took off*. 8. The midfielder *held off* the defender to score a goal. 9. The cargo was transferred to *the hold* of the ship. 10. The scene was only successfully filmed on the eleventh *take*. 11. The police sergeant decided *to take hold* of the difficult situation. 12. They decided *to take* a picnic with them. 13. They *held* their picnic on the beach. 14. She *took in* the washing as it began to rain. 15. That skirt's way too big for you – you'd better *take it in*. 16. *Hold on*, you'd better not rush this. 17. The defenders *held off* the attack. 18.

They *took sanctuary* in the cathedral. 19. The regiment managed *to hold* the castle once the experienced general *took charge*. 20. I want *to take up* snowboarding, even though I can't *hold myself upright* at the moment.

**12. Insert the correct prepositions choosing from in, at, on, during but only where necessary.**

1. She placed a fairy ... top of the Xmas tree. 2. The Queen's Speech was ... the TV ... 3.00 p.m. ... Christmas Day. 3. Their offices were closed ... the Christmas period. 4. There was a valuable gift ... the Xmas cracker. 5. Her birthday was ... Xmas Day. 6. ... the Boxing Day football match, Shovkovskiy was ... goal. 7. They were ... the football match while the film was ... TV. 8. While the film was ..., there were too many advertisement breaks ... the most exciting bits. 9. What did you do ... Boxing Day? 10. What did you do ... your last lesson? 11. You'll get mince pies ... the supermarket. 12. The mince pies were ... the bakery department. 13. ... Xmas dinner, the roast goose was brought ... with a flourish. 14. The children unwrapped their presents early ... Christmas morning. 15. ... last Christmas I gave you my heart.

**13. Find English equivalents to the following words and word combinations in the vocabulary of the unit:**

Розповсюджуватися, захочувати, запхати, походити, розібратися з чимось, зголоситися щось зробити, закріпитися як, розтягнутися на, взяти відпустку, закритися на певний термін, закінчитися, звести до мінімуму, відзначати, повернутися до чогось, заощаджувати кошти, заплутаний, зуміти щось зробити, складати;

язичеське свято, християнство, добра воля, зимове рівнодення, вінок, різдвяне поліно, залишки, гедоністичні крайнощі, кількість відведених днів відпустки, забобон, Водохреще, волхви, хрещення, православне Різдво, подарунок, традиційні різдвяні пісні, мертвий сезон, важлива подія, розваги, омела, багато роботи, другий день Різдва, святкувати;

новорічні прикраси, новорічна ялинка, поставити ялинку, зняти ялинку, вогники, снігова баба, олень, набір новорічних іграшок, бурулька, фея, вічнозелений, скляні кульки, поспіхом, за традицією, різдвяна гуска, накрити на стіл, викласти на стіл, запікати в духовці.

**14. Translate the following text into Ukrainian in writing, using the subject vocabulary of this lesson.**

"After the tree itself, the other two major plant decorations are holly and mistletoe. Holly is an evergreen tree with sharply pointed, glossy leaves and bright red berries, used in making Christmas wreaths and other decorations. Early Christians decorated their churches with holly at Christmas time. They called it the holy tree and the word holly may have come from this name. Mistletoe is an evergreen plant with long dark leaves and shiny white berries, parasitic on oak trees. Ancient Celtic priests considered the plant sacred and gave people sprigs of it to use as charms. The custom of decorating homes with mistletoe probably came from its use as a ceremonial plant

by pagans. Today most British homes will strategically place a sprig of mistletoe so that a person standing under it may be kissed and they traditionally mustn't object. Hats with a mistletoe decoration are popular accessories for Christmas parties."

**15. Read the following dates.**

22.VI.1941, 5.V.1881, 10.II.1938, 31.XII.2000, 3.III.2003, 19.IX.1968, 2.IV.1713, 16.XI.1814, 15.X.1814, 1.I.2001, 29.VIII.1996, 19.V.1954.

**16. Read the following cardinal numerals.**

8; 23; 15; 55; 44; 69; 51; 80; 18; 72; 105; 77; 13; 36; 1,001; 1,200; 824; 1,067; 7,842; 11,258; 2,369,564; 15,279,390; 863,520,973.

**17. Read and write in full the following ordinal numerals.**

The 20<sup>th</sup>, the 12<sup>th</sup>, the 30<sup>h</sup>, the 10<sup>h</sup>, the 41<sup>st</sup>, the 52<sup>nd</sup>, the 4<sup>th</sup>, the 63<sup>rd</sup>, the 15<sup>h</sup>, the 74<sup>th</sup>, the 86<sup>th</sup>, the 101<sup>st</sup>, the 200<sup>th</sup>, the 1,000<sup>th</sup>, the 1,000,000<sup>th</sup>.

**18. Read aloud the following telephone numbers.**

999; 44 1344 772630; 03; 556-27-81; 444-12-80; 245-79-17; 277-90-33; 8-044-555-34-82.

**19. Read aloud the following figures indicating time. Give all possible options - for example, 4.15 may be "four fifteen" or "a quarter past four".**

- a) 3.05; 5.15; 7.13; 8.23; 12.20; 10.19; 11.26; 2.30.
- b) 3.53; 6.45; 8.39; 5.50; 12.47; 9.51; 11.35; 1.56.
- c) 2.20; 3.45; 11.37; 9.15; 6.40; 7.53; 8.05; 1.11; 1.50.

**20. Practice reading aloud the following fractions and decimals:**

1½ miles, 2 ⅔ kilometers, ¾ acre, ⅛ nautical mile.  
10.2; 3.8; 145.13; 50.5; 37.8; 100.02; 15.004.

**21. Work in pairs. Ask your partner the following and ensure they construct a complete sentence for each answer.**

- the emergency telephone number for the police;
- the telephone number for the fire brigade;
- the telephone number of Directory Enquires;
- the number of the Ambulance Service;
- the number to dial to report an emergency gas problem

**22. Ask your partner the following and again ensure a complete sentence is given for each answer.**

1. When were you born? 2. What's your telephone number? 3. What is your mother's date of birth? 4. How many minutes there are in an hour? 4. How many days are there in February? 6. What's the sum of 197 and 111? 7. What is 6 times 3? 8. What date is it today? 9. What time do classes start at the University? 10. How

much is 37 subtracted from 98? 11. What's the third day of the week? 12. What time is it? 13. How many calories do you think you've consumed today? 14. Which month of the year numerically is August?

**23. Write questions to the following statements.**

1. There are about 42 Jamaican Dollars to the US Dollar. 2. There are 100 cents in one Euro. 3. There were 20 shillings to one Kenyan Dollar. 4. There are 1609 metres in a mile. 5. There are 91.44 centimetres in a yard. 6. There are 12 inches in a foot. 7. There are 454 grams to one pound. 8. There are 28.35 grams in an ounce. 9. There are 2.54 centimetres in an inch. 10. In the Fahrenheit scale, water boils at 212°, but 100° in Celsius. 11. In America someone weighing 63.6 kilograms would be said to weigh 140 pounds while the British would say that their weight was 10 stone. 12. British Airways uses "Air Miles" all over Europe and never "Air Kilometres".

**24. Define the class of the numerals.**

1,000; thirty-first; 0.25; 3/4; a dozen; ninety-second; fifty-six; 7/8; 3.05; the thousandth, 2,280, 1990, the fourteenth, 2,143<sup>rd</sup>, seven, 9/10.

**25. Correct mistakes in the following sentences.**

1. A number of students has fallen ill. 2. Ho has a 7-years old daughter. 3. The number of people looking for work have increased. 4. Sixty percents of the population live in towns. 5. These are hundred Euros shoes. 6. I am tired after two day journey. 7. 2000 Euros are a large sum. 8. 20 years are a very long time. 9. I want to stay here for other two days. 10. I need an extra 200 hyvnia. 11. The greatest part of the Mongols and Tartars was as illiterate as their sovereigns. 12. The number of students are up this year.

**26. Match the following idioms with the Ukrainian equivalents.**

At sixes and sevens	У першу чергу
At first sight	Незліченну кількість разів
From the first	Говорити без перерви
In the first place	Добре подумавши
On second thoughts	Заплутатись
Talk nineteen to the dozen	На перший погляд
Times without number	Від самого початку
Safety in numbers	У зграї безпечніше

**27. Translate the following into Ukrainian.**

HEAVIEST WOMAN. Rosalie Bradford (USA) is claimed to have registered a peak weight of 1,199 lb (544 kg) in Jan 1987, age 43. After following a controlled diet, she weighed 282 lb (128 kg) in Feb 1994.

SHORTEST LIVING MAN. Younis Edwan (Jordan) is believed to be 2 ft 1,5 in (65 cm) tall. He was born in 1971, and is the sixth sibling in a family of seven sisters and brothers.

LARGEST BICEPS. The right bicep of Dennis Sester (USA) measures 30 in (77,8 cm) when cold. He built up his amazing muscles by performing arm curls with a 150 lb (68 kg) bucket of sand. As a youngster he wrestled pigs weighing 400 lb (180 kg) on his parent's farm to get fit.

## **28. Translate into English.**

1. Перед Різдвом ми купили десятки подарунків. 2. “Дванадцять днів Різдва” – одна із давніх англійських фольклорних пісень. 3. У цьому наборі була дюжина новорічних кульок. 4. Багато людей бояться числа 13 – чортової дюжини. 5. В останній грі команда перемогла з рахунком 2:0. 6. Тридцять мільйонів доларів вклали у будівництво нової залізниці. 7. Сотні читачів щодня відвідують бібліотеку. 8. Запиши мій номер телефону: 456-00-46. 9. Ця модель Форда коштує на декілька сотень дорожче. 10. Воратар пропустив м'яч і рахунок став 4:0. 11. Вони замовили три дюжини нових спортивних костюмів. 12. До фінішу залишається дві чверті кола. 13. Оцінки фігуристів: 5.5; 5.4; 5.4; 5.2; 5.5. 14. Дві третини поверхні земної кулі покриті водою. 15. Номер люкс в готелі “Карпати” коштує 156 гривень за ніч. 16. Музей Ханенків працює з 10.00 до 18.00 (у неділю та передсвяткові дні – до 17.00). 17. Вартість квитка до Національного художнього музею України – 5 гривень, для студентів і школярів – 2 гривні. 18. Я побував у Лондоні вперше.

## **29. Translate the following text into English in writing using the following keywords: suitor, beloved, partridge, dove, to build into, verse, colly bird (a blackbird), maid.**

“Дванадцять днів Різдва” – одна з найпопулярніших англійських фольклорних пісень, що оповідає про залицяльника, який дарує своїй коханій у перший день куріпку на груші, на другий день – дві голубки і куріпку, на третій – три французькі несучки та всі попередні дарунки, і так далі, таким чином розгортаючи пісню, яка триває дуже довго і дає прекрасну можливість присутнім добре поїсти і попиту після кожного вірша. Останній куплет звучить так: на дванадцятий день Різдва мій коханий прислав мені дванадцять панів, які стрибали, одинадцять пані, які танцювали, десять музикантів, які грали на волинках, дев'ять барабанщиків, які грали на барабанах, вісім дівчат, які доїли корів, сім лебедів, які плавали, шість гусок, які неслися, п'ять золотих каблучок, чотири чорних дрозди, три несучки, дві голубки та куріпку на груші.

## UNIT 13

**Topic: Travelling in Britain**

**Grammar: Passive Voice**

**Functional expressions: Criticising**

**1. Learn the following expressions relating to criticising, shown below in two groups, that list constructive or destructive criticism.**

I think you should expand that idea further.

We need to extend our ideas by ...

Although good on the whole, the introduction needs improving.

You really should include ...

Why don't we also modify the following ...?

I suggest we take a different approach.

What a load of rubbish!

It's ludicrous to suggest that...

You can't be serious when you say that...

We've gone up a blind alley by doing this.

That's all very well, but...

You've obviously forgotten that...

**2. Discuss the following questions in the context of the topic of the lesson. Use the expressions above, considering how they could be used to either improve a situation or force an argument.**

1. How would you expect travelling in Britain to be different from travel around Ukraine?

2. Where would you most like to go in Britain?

3. Why is London so frequently mentioned in travel information about Britain?

4. Why are coastal areas and the sea so important to British travellers in their own country?

5. How would you travel around Britain?

6. What are the most important parts of Britain to visit?

7. How much time do you feel you would need to visit the key areas of Britain?

8. Would you expect the tourist infrastructure to be better developed in the UK than in Ukraine?

**3. Practise saying these place names, paying attention to the linking.**

Yorkshire Dales, Lake District, Nottingham Castle, Salutation Inn, Market Square, Bell Inn, Piccadilly Line, Leicester Square, Court Road, Gatwick Airport, The Bank of London, Hong Kong.

**4. Read the following pairs of words. Single out the phonemes, which are contrasted.**

Maid – mate, still – steel, site – side, heart – hard, mile – while, pint – point, lead – led, throne – drone, fight – flight, today – to dye, burn – bun, wide – white, lush – leash, plane – plan, road – roar, sigh – sight.

**5. Mark the stresses and tunes in the following passage. Observe the correct rhythmic groups. Working in pairs, read each sentence aloud to let your partner correct any errors.**

The most notable thing about 1189 is that it is the date of King Richard I's accession to the throne. We are told the Trip to Jerusalem is so called because the Crusaders, if not Lion-hearted Richard himself, dropped off there to grab a quick pint of mild on the way to rid the Holy Land of heathens. This may be so, although Richard spent little time in England. In fact the word "trip" does not mean a journey in this case. An old meaning for trip is a stop on a journey, the word's roots the same as in the phrase "being tripped up", so the inn's name means a stop or a rest on the way to Jerusalem.

### ***Text 1: Travelling in Britain***

Most visitors to Britain travel to London and see the capital city, which is undeniably impressive. Yet there are many more cities around

Britain, each with their special items of interest and a surprisingly wide variety of scenery for such a small island.

The strangest thing is that most regions of Britain are smaller than Kyiv oblast, yet each has its own characteristic architecture and regional accent or even dialect. It is possible to look at most villages and just from the style of the buildings, tell where you are within 20 kilometres. Asking for a filled sandwich may even be difficult unless you know the regional name for a roll, a bap, a cob, a batch, a finger, a bun or however a "булочка" is called where you find yourself.

Other than such oddities, it is easy to travel around Britain by train, by bus or by car. There are railway lines and motorways connecting most points around the British Isles and bus and train services are widespread. Travel is usually easiest by car and renting a car is quick and simple providing you have a valid national driving license and a credit card. Motorways have Service Areas, usually with no more than forty kilometers between them, where you can buy petrol, a variety of food and drink (but never alcohol), use the toilets or just have a rest. Many also have tourist information points. The most important thing for a Ukrainian to remember is that the traffic travels on the left-hand side of the roads.

There are three characteristic types of scenery that make up Britain. Rolling hills, green and lush with many villages, often still with thatched cottages, form the Heart of England. There are mountainous areas in England, such as the Pennines, the Peaks, the Yorkshire Dales and the Lake District, while in north Wales there is Snowdonia and the Highlands of Scotland have some of the most beautiful views in Europe. Being surrounded by the sea, there are many very picturesque coastal areas, especially the Cornwall and Dorset coasts and little fishing villages all around the British Isles.

There are very many towns with buildings from over a thousand years still standing, such as Canterbury, York, Stratford, Warwick, Winchester, Bath, Edinburgh and Stirling. And if they're not old enough, Stonehenge is an even older place to visit.



## ***Text 2: A Visit to Nottingham***

Nottingham is a little over 200 km due north of London and like many historic British cities, has a castle.

The Castle was first built in Nottingham in 1068, when William the Conqueror built a fortress on the hill opposite the original Saxon settlement. For many centuries it remained a strategic stronghold and so Nottingham Castle was a royal residence of numerous monarchs. However the Castle was destroyed after the defeat of the monarchy during the Civil War of the 17th Century.

An elaborate replacement on the site of the ruined Castle was then built, and it is this Castle that remains today. In 1875 the Castle was then converted into a museum, which tells the story of the city of Nottingham and the surrounding area.

Outside the Castle you can see a bronze statue of Nottingham's most famous son – Robin Hood the outlaw, with the figures of his Merry Men on a plaque behind – the outlaw is commemorated while the Sheriff is not.

Yet the history of Nottingham dates back long before Maid Marion, Friar Tuck and Little John may have appeared on the scene. Going on a short pub crawl around the city may illustrate the point quite clearly.

The oldest pub in Nottingham and one of several claimants to be the oldest pub in England is “Ye Olde Trip to Jerusalem Inn” which dates back to the year 1189.

The most notable thing about 1189 is that it is the date of King Richard I's accession to the throne. We are told the Trip to Jerusalem is so called because the Crusaders, if not Lion-hearted Richard himself, dropped off there to grab a quick pint of mild on the way to rid the Holy Land of heathens. This may be so, although Richard spent little time in England. In fact the word “trip” does not mean a journey in this case. An old meaning for trip is a stop on a journey, the word's roots the same as in the phrase ‘being tripped up’, so the inn's name means a stop or a rest on the way to Jerusalem.

The “Trip”, as it's known locally, is partially cut into the base of the massive rock in the centre of the city, upon which Nottingham Castle stands. One of the roads leading away from the Trip is “Maid Marion Way” upon which the second of the inns on our pub crawl, the Salutation Inn, dating from the year 1240, is situated. The monastic brewhouse on that site began to serve travellers and strangers from that date on.

Travelling across Market Square, we come to the third of our trio, the Bell Inn, which is a mere stripling dating from 1536. The other dozens of pubs in Nottingham are all modern inns built over the past 500 years or so.

## ***Dialogue 1. Travelling to England***

Bohdan: Well, we've landed at Heathrow. We're in England now.

Roxana: Yes, it's nice to get off the plane. The sooner we can get to our hotel, the better.

B: There, that's what we're looking for – the sign on a yellow background saying “Arrivals”

R: Have you got your landing card ready?

B: It's already in my passport.

R: Here's passport control – oh no, where do we go now? Help!

Jack: No problem, those exits are for holders of EU passports and those are for all others.

Sally: Yes, you need to go into that “others” queue – it's for both those who need visas and those who don't.

R: But there's no queue for you two with Irish passports – where do we meet up on the other side?

J: Follow the signs for “Baggage Reclaim” and go to the carousel labelled with our flight number.

B: How do we find that carousel?

S: It's easy, there are monitors everywhere telling you where your cases will be coming through.

R: As long as our luggage hasn't gone to Hong Kong instead of Heathrow.

### ***Dialogue 2. Travelling around London (1)***

Taras: How do we get to the British Museum from here?

Kate: There's no question. By tube, it'll be much faster.

Oxana: By what?

K: That's what we call the London Underground in England.

Ian: That's right – look. Cross the road here by the subway and you come out by the entrance of the Tube station over there.

T: But that's the metro.

I: No you're thinking of France. The French call the Underground in Paris the Metro. The Underground in Delhi is also called the Metro.

O: You are talking about underground trains, aren't you?

K: Of course we are; Metro is used as the name of different companies in England, such as the one that runs the trams in Birmingham and Wolverhampton in the West Midlands.

I: Or the Metro Company that runs some of the buses in Coventry.

T: I remember I did see a foreign film on television in Kyiv that called the underground train system the Subway.

K: That must have been an American film – that's what New Yorkers call their underground.

O: But only a minute ago you said “subway”.

I: A subway in England is an underground pedestrian crossing.

T: I want to go home.

### ***Dialogue 3. Travelling around London (2)***

Taras: I still would like to know how to get to the British Museum.

Kate: We get on the tube...

T: I've got all that.

K: Then we go nineteen stops eastbound on the Piccadilly Line....

Oxana: How many?

Ian: There are 35 stations on the Piccadilly line.  
 O: And how many lines?  
 I: Thirteen altogether.  
 O: So that's why we're not walking there.  
 K: As I was saying, the Piccadilly Line to Leicester Square. Change onto the Northern Line northbound and get off at the next stop, Tottenham Court Road.  
 T: Is the museum far from there?  
 I: About a ten-minute walk going northeast.  
 T: And why don't we go by tram or bus?  
 K: There aren't trams anymore in London and the bus would take hours through London's traffic.  
 O: It's a shame we can't afford to rent a helicopter.

### Notes

1. **Historic, historical.** "Historic" має значення "відомий або важливий з точки зору історії". "Historical" означає "той, який має відношення до історії, той, що стосується минулого", "той, який пов'язаний з історією як наукою". Порівняйте: "Any past event is historical, but only the most memorable ones are historic".
2. **A filled sandwich.** Сандвіч з будь-якою начинкою, солоною чи солодкою.
3. **A roll, a bap, a cob, a batch, a finger, a bun.** Ряд англійських синонімів залежно від діалекту зі значенням "несолодка булочка". У британському варіанті слово "bun" означає солодку булочку з ізюмом або в глазурі. В американській англійській мові це, як правило, несолодкий хліб.
4. **A motorway.** Автомагістраль, в американській англійській "highway". В Англії існує три типи доріг за значенням та комфортністю: "motorways", "A-roads", and "B-roads". Перші два типи часто бувають розділені газоном або захисною загородкою і називаються "dual carriageway" або автострада.
5. **Maid Marion.** Персонаж легенд про Робіна Гуда. Слово "maid" означає "дівчина", але є архаїчним і вживається у сталих словосполученнях та для досягнення певної стилістичної забарвленості тексту.
6. **A pint of mild.** Скорочений варіант від "a pint of mild beer" – пінта не дуже міцного пива. Англійська пінта дорівнює 568 мл.
7. **Baggage.** Багаж. У британському варіанті англійської мови у значенні "багаж", як правило, вживається слово "luggage", крім аеропортів тощо, де вживається "baggage", як і в американській англійській, бо це слово більш зрозуміле для широкого кола подорожуючих.
8. **To be tripped up.** Ідіоматичний вислів сучасної англійської мови зі значенням "бути пійманим на брехні", "отримати підніжку".

### Subject vocabulary

Items of interest, scenery, a regional accent, a style, an oddity, a hill, a thatched cottage, a mountainous area, a view, a coastal area, a castle, a settlement, a stronghold, a royal residence, a conqueror, to destroy, a defeat, a replacement, a site,

to convert, an outlaw, a plaque, to commemorate, to date back, a heathen, a friar, a crawl, a claimant, an inn, accession, a crusader, to drop off, to grab, a pint, a trip, to be tripped up, to be cut into something, a rock, salutation, a brewhouse, a stripling, undeniable, impressive, lush, elaborate, notable, rolling, picturesque.

A railway, a motorway, a point, a driving license, a service area, a tourist information point, to land, to get off a plane, a sign, a background, an arrival, a landing card, a passport control, an exit, a passport-holder, a queue, baggage reclaim, a carousel, to label, to come through, a subway, the underground, a pedestrian crossing, to change onto, to get off, to afford to do something, widespread, valid, eastbound.

**1. Learn the pronunciation of the following proper nouns:**

Leicester /'lestə/	Winchester /'wɪntʃəstə/
The Pennines /'penainz/	Bath /bɑːθ/
The Peaks /piːks/	Edinburgh /'ednbərə/
The Yorkshire Dales /'jɔːkʃɪə'deɪlz/	Sterling /'stɜːlɪŋ/
Snowdonia /snɔː'dʒɒniə/	Stonehenge /,stəʊn'hendʒ/
Cornwall /'kɔːnwəl/	Nottingham /'nɒtɪŋhəm/
Dorset /'dɔːsət/	Maid Marion /meɪd 'mærɪən/
Canterbury /'kæntəbəri/	The Holy Land /'həʊli 'lænd/
Stratford /'strætfəd/	Warwick /'wɜːrɪk/

**2. Answer the following questions:**

1. Why is it important when travelling around Great Britain to see not only the capital but also the countryside? 2. How would you describe the landscape and architecture of different regions of Great Britain? 3. How can you travel around Great Britain? Which is the most convenient and common way of travelling? 4. What are Service Areas and are there any in Ukraine? 5. Name the most picturesque areas frequently visited by tourists. 6. What are the oldest English towns? 7. What is Nottingham famous for? 8. How was the city founded? 9. How are Robin Hood and his Merry Men commemorated in Nottingham? 10. What is probably the oldest pub in the UK and how did it get its name? 11. Describe the procedure in an airport after you arrive in England. 12. To what airports in Britain do airlines fly from Kyiv? 13. How do most people usually travel around London and why?

**3. Insert the correct prepositions and articles wherever necessary:**

1. Most visitors who travel around ... Britain see ... capital city first. 2. In ... Great Britain it is possible to tell where you are just ... style of ... buildings and ... regional accent. 3. ... People travel ... Great Britain ... car, ... train, ...bus or sometimes ... airplane. 4. ... Renting ... car is quick and simple providing you have ... valid national driving license and ... credit card. 5. At ... services you can buy ... petrol, ... variety of ... food and ... drink, use ... toilets and have ... rest. 6. It is important to remember that ... traffic travels on ... left-hand side of ... road. 7. ... Rolling hills, ... mountains and coastal areas are ... three characteristic types of ...

scenery that make ... .. Britain. 8. ... Pennines, ... Peaks, ... Yorkshire Dales and ... Lake District, ... Cornwall and Dorset coasts, ... Snowdonia in ... north Wales, ... Highlands of ... Scotland have some of ... most beautiful views in ... Europe. 9. ... Nottingham is ... little ... 200 km due north ... .. London and like many historic British cities, has ... castle. 10. For many centuries ... castle was ... stronghold and ... royal residence. 11. ... oldest pub in ... Nottingham dates ... to 1189. 12. We have landed ... .. Heathrow. 13. After getting ... .. plane you must go ... .. passport and customs control and collect ... luggage. 14. How do we get ... .. British Museum ... here? 15. ... Metro is used as ... name of ... different companies in ... England, such as ... one that runs ... trams in ... Birmingham and ... Wolverhampton in ... West Midlands. 16. Change ... .. Northern Line northbound and get ... .. next stop, ... Tottenham Court Road.

**4. Complete the following sentences in the context of the above material:**

1. How do we get to ... 2. Get on the tube and ... 3. At Leicester Square change onto ... 4. At the next stop ... 5. It's a shame we can't afford ... 6. A subway in England is ... 7. It's a ten minute walk ... 8. If you want to collect your luggage, look for ... 9. Those exits are for ... 10. At last we have landed at ...

**5. Respond to the following sentences. Work in pairs.**

1. Here's passport control, where do we go now? 2. Have you got your landing card ready? 3. There's no queue for you with your passports, but what about us? 4. People say, if you haven't seen English countryside, you haven't seen England at all. 5. Go to the carousel labelled with our flight numbers. 6. It's a shame we can't afford to rent a helicopter. 7. What do you say to a short pub crawl around the city?

**6. Think of appropriate phrases to which those below may be replies.**

1. No problem, those exits are for holders of EU passports and those are for all others. 2. There, that's what we're looking for. 3. It's easy, there are monitors everywhere. 4. There's no question, by tube of course. 5. That's right – look over there. That subway is closer. 6. I've got all that. 7. As I was saying, we should go nineteen stops.

**7. Imagining yourself as a group of Ukrainian university administrators, discuss through an interpreter the itinerary of a trip to Great Britain by a group of Ukrainian chemistry students on a study tour, with a group of equivalent British administrators.**

**8. Choose between “do” and “make” and complete the following sentences:**

1. Oh, do ... up your mind. 2. She was looking at lipsticks on the ...-up counter. 3. When will they ... the plastering? 4. There isn't enough - we'll have to ... do. 5. We need to ... some more work. 6. They started decorating the rooms after they decided to ... up the flat. 7. Could you ... out what he said? 8. We're late – we need to ... up time. 9. Do you always ... exercises in the morning? 10. If you're not careful, you'll

... damage to that. 11. She dressed in her best, hoping to ... a good impression at the interview. 12. They asked the comedian to ... an impression of the President. 13. I'd like to ... a suggestion. 14. Shouldn't we ask the Director to ... a speech? 15. The theatre company decided to ... *The Cherry Orchard* in the autumn. 16. Tell those children not to ... so much noise. 17. They didn't mean to ... wrong. 18. You need to ... up your mind now. 19. There was a boisterous ... after the christening. 20. They agreed to kiss and ... up.

**9. Choose among “history”, “historical” and “historic” and complete the following sentences:**

1. I think that... novels are my favourite literary genre. 2. She read ... at University. 3. Have you seen my ... textbook? 4. Mikhailovskiy Cathedral is an impressive ... monument. 5. Man walking on the moon was a ... event. 6. Where's the ... Museum? 7. The fall of the Roman Empire was a major ... change. 8. *Romeo and Juliet* is an important ... play by Shakespeare. 9. The Ukrainian composer, Prokofiev, wrote some truly ... pieces. 10. I think I'll join the University's ... society.

**10. Choose among “know”, “learn”, “find out” and “get to know” and complete the following sentences:**

1. Do you ... how to drive a car? 2. When did you ... to drive? 3. Please ... where we could buy a copy of the Highway Code. 4. I need to ... how to find my way around this bookshop. 5. I have to ... when the accident occurred. 6. If you don't ... the Georgian alphabet, you'll never ... the language. 7. Do you ... your way around L'viv? 8. The best way to ... L'viv is on foot. 9. How can I ... where Lviv's Opera House is? 10. Did you ... philosophy at Lviv University? 11. Did you never ... any manners? 12. He's really a pussycat when you ... him. 13. You need to ... the answer to this problem quickly. 14. You've three weeks to ... your role in the play. 15. How is it that spiders ... how to spin a web?

**11. Learn the differences between “Look!”, “Look this way!”, “Look out!”, “Look here!”, “Look up” and these variations and then translate the following sentences in writing.**

1. Look! There's a shrike in that tree. 2. Look! One more word from you and you'll know about it. 3. If you look this way, you'll see the birthplace of Golda Meir on vulitsya Basseyna. 4. If you look at me that way, I'll never speak to you again. 5. Look out! That icicle's about to fall. 6. Everyone in the village had better keep a look out for that rabid dog. 7. Look here! That's offensive. 8. Look over here! This is interesting. 9. Look up! You must pay attention and not doze off in class. 10. Look up the differences between “Look!”, “Look this way!”, “Look out!”, “Look here!”, “Look up!” and these variations and then translate the following sentences in writing.

**12. Find English equivalents to the following words and word combinations in the vocabulary of the unit:**

Відвідувач, подорожувати Англією, на диво різноманітні краєвиди,

характерний місцевий діалект, без сумніву вражаючий, варте уваги місце, дивна річ, інформація для туристів, ландшафт, покриті соломною будиночки, гориста місцевість, узбережжя, зелені пагорби, фортеця, твердиня, замок, табличка, прогулянка пивницями, увіковічувати, проілюструвати думку, подорож, немовля, бути оточеним, рибацькі поселення, Вільгельм Завойовник, поразка монархії, заміна, перетворити на музей, сягати назад, з'явитися на сцені, претендент, хрестоносець, язичник, монастирська пивоварня. Приземлитися, зійти з літака, прибуття, тримач паспорта, багаж, номер рейсу, вихід, дістатися, підземний перехід, метро, перехрестя, у східному напрямку, пересісти на іншу лінію метро, транспортний рух, дозволити собі (у фінансовому відношенні), дійсне посвідчення водія, лівосторонній рух транспорту, автомагістраль, поширений.

**13. Choose the correct verb form in each of the following sentences:**

1. Olexii's just (promoted/been promoted) to Sales Director for Eastern Ukraine.
2. How many DPS radar traps (have you passed/ have you been passed)?
3. How many times (have you made/have you been made) redundant?
4. I've (voted/been voted) for the new Parliamentary candidate.
5. Ihor's mother (has just lost/has just been lost) her purse.
6. My granddad (has taken/has been taken) early retirement.
7. My cousin (has given/has been given) a medal.
8. French (speaks/is spoken) in the Congo.
9. You've been well and truly (fool/fooled) by that magician.
10. Have you (show/ been shown) to your room?
11. The Japanese bank (take over/took over) the smaller bank.
12. The actor (performed/been performed) in Macbeth.

**14. Read the following text on "Renting a Car at Heathrow". Using either the Present Simple passive or the Present Simple active, insert the verb at each marked point. Make all other necessary changes.**

After you ... (clear) all the airport formalities, you should go to the appropriate bus stop where you can ... (transport) to the car rental company of your choice. Then you may have to wait in a queue until you ... (serve). Those accompanying the hirer ... (sit) in comfortable chairs ... (mind) the luggage on a trolley while they ... (wait). When renting, a valid driving license ... (show), a credit card ... (authorize) and an imprint of the card ... (made). The hirer ... (choose) a car from those available and a rental contract ... (complete). The hirer can also ... (rent) a mobile phone at the same time. Finally you are ... (show) to your car and if necessary, the attendant ... (explain) the controls to you. You ... (exit) the car park and ... (follow) the road signs which ... (guide) out of the airport. Driving on the left, of course.

**15. Change the voice of the verb in bold type. Make all other necessary changes:**

1. She usually **communicated** with Olexander by SMS text messaging up to ten times a day.
2. He **will go** on holiday in June if there's no critical problem at work.
3. She is due to **receive** her diploma next week.
4. Sibelius sometimes **used** traditional Finnish melodies in his compositions.
5. The Tax Authorities **will fine** you heavily if you don't pay on time.
6. Ira **played** her friends the mp3 file she had just

downloaded. 7. Mick Jagger **was knighted** by the Queen in 2003. 8. They **will promise** you much, but do not imagine they **will give** you everything they **promise**. 9. A century **was scored** by Brian Lara of the West Indies in record time during the cricket match. 10. When's he going **to give** you the money he owes you? 11. They usually **paid** their electricity bill on time. 12. I **will look** for that CD I borrowed from you tomorrow.

**16. Compose sentences using the following words and word combinations using passive or active constructions or both if possible. Add prepositions where necessary.**

1. the English singer Sting, large audience, Ukrainian Palace venue, to performed. 2. the Treasury, Scythian gold, artefacts, tourists, to exhibit. 3. David Beckham, Order of the British Empire, the Queen, Buckingham Palace, to receive. 4. Serhii Bubka, to held, the Olympics, world record, to pole-vault. 5. banks of the Dnipro, 'Mother of Our Homeland', to find. 6. King Arthur, Camelot, Knights of the Round Table, legend, to think. 7. a warm welcome, they, ballet dancer, to give. 8. Istanbul, Constantinople, the Turkish Nation, to rename. 9. the technical help-desk, suffering PC-user, to reboot, to advise. 10. Epic adventure, family, cinema, to watch. 11. variety of spectators, Spectacle on Ice, famous skaters, to enjoy. 12. mobile phone, disturbed audience, opera performance, to ring.

**17. Supply the missing part of the analytic form of the verb.**

1. Where ... you going? Who ... asking you to check-in there? 2. ... you telling me you ... falling asleep? If not, why ... the car drifting across the lanes of traffic? 3. As the FI car ... refuelled, a tyre change ... made. 4. Because I ... late with my essay, I ... not ... able to enter the competition. 5. Why ... all the DVDs on the floor? Who ... put them there? 6. We shall implement the transfer as soon as it ... ratified by the bank. 7. The warehouse ... not delivered the goods yet. They ... be dropped off within an hour. 8. The engineer ... repairing the telephone. We hope it ... be working normally soon. 9. Don't change any of the settings; the program ... working fine. 10. The visiting operetta company ... performing next Tuesday. They ... be staging "The Pirates of Penzance".

**18. Use the verb in brackets in the appropriate form.**

1. Radio (to use) by the Government for many years to inform the people of changes that (to implement). 2. An additional line for the Metro in Kyiv (to construct) now. 3. Petro (to download) the mp4 video, but (to take) a long time already. 4. The next World Cup finals (to take) place in three years' time. 5. Tomatoes should (to add) to borshch before the cabbage. 6. Microbiology is a leading-edge science and researchers (to change) much of the methodology of neurosurgery very rapidly. 7. The building of the Egyptian Pyramids required the work (to organize) on a massive scale. 8. The subtitles were so small that Marina had to wear glasses so that they could (to see) clearly. 9. Ira used her mobile phone so often that her mother (to go) ballistic when the bill arrived. 10. Kate (to study) philosophy so that her intellectual



arguments (to be) more convincing. 11. While his beer (to pour), Ivan read the menu. 12. While Ilona (to shop), the supermarket (to suffer) a power failure.

**19. Translate into English using the passive voice.**

1. Багато фортець в Уельсі були побудовані англійцями після битви під Гастингсом. 2. Більшість замків Великої Британії були з часом перетворені на музеї. 3. Бронзова фігура Робіна Гуда була поставлена біля підніжжя Нотінгемського замку. 4. Наші англійські знайомі зустріли нас по той бік паспортного контролю. 5. До більшості музеїв Лондона можна дістатися за допомогою Лондонського метро, яке в народі називають Трубою. 6. Сотні ботанічних садів та парків У Британії відвідуються місцевими жителями та іноземними гостями. 7. У Києві реставруються фасади багатьох будинків. 8. Покажіть мені, Де в вашому місті будується новий театр. 9. Англійські газони регулярно стрижуться і поливаються. 10. Пані Вел можна побачити в саду за будь-якої погоди. 11. Прекрасні краєвиди гірської Шотландії туристи можуть знімати фотоапаратом та кінокамерою. 12. Деякі важливі історичні події до цього часу відзначаються в Англії. 13. За квитки в театр уже давно заплачено. 14. Ти не знаєш, скільки разів уже виконувався цей концерт? 15. Цей пам'ятник відкрили вже два роки назад.

**20. Translate the following text into Ukrainian in writing. Remember that the passive voice in English is not always translated by an equivalent voice in Ukrainian.**

Once your plane lands, the necessary formalities are all that stand between you and your escape from the airport. Even so, at Heathrow it feels as though several kilometres have to be walked from your Arrival Gate to Passport Control. EU passport-holders can pass through very quickly, but everyone else stands in a massive slow-moving queue clutching their landing-cards, until they are graciously admitted. Then away to Baggage Reclaim, where you seem to stand for hours, watching countless items of luggage cruising past on the carousel. Once your battered suitcase finally shows up, a quick dash through the Customs Green Channel and freedom. But if a car hasn't been rented or a bus ticket booked, it's a case of searching for the right subway to take you to the Underground, to be carried off by the Piccadilly Line to London.

After at least some of the sights of London have been seen, it's often a relief to hire a car and travel to other parts of the country. Since Greater London is about the size of Kyiv County, many visitors begin to feel almost claustrophobic after even a few days. Many British people, or those from other island nations, will often make for the coast, to see cliffs, shores, lighthouses or maybe just watch the waves breaking on rocks. The lush rolling hills of many areas are often preferred by the visitors from continental countries, with quaint thatched cottages nestling in villages that have been largely unchanged for centuries, or the mountains and lakes (or lochs) of Scotland, the Lake District or North Wales. Just stopping off to grab a pint in some inn dating back to medieval times, sitting in the pub garden looking at a view, may be

wonderful. If only the British weather wouldn't get in the way!

**21. Translate the following text into English using the Passive Voice wherever necessary. Remember that in many instances the Ukrainian active voice may be translated by the passive voice in English. Use the following key-words: *бути назавжди пов'язаним – to be forever linked to, факти свідчать – facts show, правити округом – тут: to govern the region, відправляти правосуддя – to dispense justice, втікач – fugitive, банда – a gang, біля підніжжя – at the foot.***

Назва історичного англійського міста Нотінгема назавжди пов'язана з іменем відомого розбійника Робіна Гуда та його веселих хлопців. Адже саме тут, у замку, за легендою, проживав його найлютіший ворог – шериф Нотінгемський. Історичні факти свідчать, що замок було побудовано в 1068 році Вільямом Завойовником на горі навпроти саксонського поселення. Протягом багатьох віків він залишався резиденцією англійських монархів та аристократів і був зруйнований підчас громадянської війни в XVII столітті. Звідсіля шериф правив своїм округом, збираючи податі і відправляючи правосуддя. У протоколах засідання суду від 25 липня 1225 року згадується ім'я певного Роберта Гуда, втікача, на якого було накладено великий штраф. Отож Гуд був не бідною людиною, ймовірно, йоменом. Цей історичний Роберт Гуд був також пов'язаний із шерифом Йоркським, пізніше Нотінгемським, який збирав податі й наклав штраф на Роберта Гуда взимку 1226 року. Уже через кілька десятиліть ім'я Робіна Гуда стало синонімом лісового розбійника. У той самий час народжуються перші оповідання про нього. У них Робін Гуд описується як людина жорстока, справжній розбійник, ватажок великої банди, що нападає не тільки на подорожніх, але й на цілі села. Протягом наступних століть цей розбишака перетворився на романтичного героя, заступника бідних. Але як би там не було, про Робіна Гуда пам'ятають, бо саме йому, а не шерифу поставлено пам'ятник біля підніжжя Нотінгемського замку.

## UNIT 14

**Topic: A British House**

**Grammar: The Infinitive**

**Functional expressions: Making complaints**

### ***1. Learn the following expressions used in making complaints.***

I'm afraid that ...

Unfortunately, I have to say that ...

This isn't good enough.

I need to bring to your attention the problem that ...

This is an unsatisfactory state of affairs.

This object you sold me isn't/doesn't/won't...

There's obviously been a misunderstanding.

I'm going to have to ask you to exchange/change/alter ....

### ***2. Discuss in pairs the following questions in the context of the topic of the lesson, using as many of the above expressions as possible.***

1. Do you agree with the statement: A house has to be spacious to be comfortable?
2. What is better: an old house with "history" or a modern flat? Give your reasons.
3. Do you think every member of a family has to have their own room?
4. Comment on the proverb: "A house is not a home. Home is where the heart is".
5. How do typical British homes differ from their typical equivalents in Ukraine?
6. What would be the house of your dreams?
7. What are the advantages or disadvantages of living in the city as opposed to living in a rural location?

### ***3. Transcribe and read the following words. Avoid palatalization of consonants before the front and mixed vowels.***

/p/ people, purpose, piece, petrol.

/t/ terraced, tell, extension, upstairs, attic, utility room, tired, tea, heritage.

/k/ kitchen, kettle.

/b/ bedroom, bidet, better, big, bicycle, belong.

/d/ different, detached, dirt, dining-room, decoration, decide.

/g/ gas hob, give up.

### ***3. Read the following words and explain the reading rules.***

Castle, character, conservatory, high-voltage, attic, cordless, property, in front, architecture, compromise, mansions, terraced, smallest, machine, lawn, tourist, wardrobe, worry, sponge.

### ***4. Provide these words with necessary stress marks.***

Mirror-image, high-voltage, cat-flap, en-suite, semi-detached, three-piece suit, petrol station, dishwasher, dustbuster, tumble drier, food mixer, coffee grinder, extractor fan, gas boiler, rechargeable torch, cloakroom.

**6. Transcribe the following sentences, marking the stresses and tunes, and drawing them onto staves.**

1. Wash the car, will you? 2. I won't argue about that much. 3. We've got the freezer, the dishwasher, the washing machine and the dustbuster. 4. There's no car shampoo left! 5. Oh no, I didn't notice it before. 6. What's Bertie, our ginger tom, going to do?

**Text: A British House**

Most people in Britain live in individual houses rather than in flats. Such houses are detached, semi-detached or terraced. Usually terraced houses, one of a row of similar properties joined together, are the smallest, cheapest and have the smallest gardens. Semis are one of two "mirror-image" properties, very often with a garage by the side of each house. Detached houses are the most varied; by size, by the area of attached land and by their architecture. Often a road may contain very many detached houses, all of which look different and are of different ages.

In Britain, the scope and size of a house is measured by the number of bedrooms it has. So an Englishman may tell you that he lives in a "four-bed semi" as 'bed' is the usual shortening for 'bedroom' in this context. The other main rooms, such as a lounge, a dining room or a study are often called "reception rooms". Often attached to the kitchen is a utility room so that appliances such as the washing machine, tumble drier, dishwasher and freezer may be put there rather than in the kitchen. The bathroom in a British house is usually one room with a toilet, bath or shower, sink and sometimes a bidet. No British family would ever dream of putting a washing machine in their bathroom and it is even illegal to site any high-voltage electrical appliance in a bathroom. Almost all larger houses now have a second toilet in a small room called a cloakroom.

So the average British house may have on the ground floor a lounge, a dining room, a kitchen and a cloakroom. Outside there will be a front garden, a back garden and a garage. Many families build an extension to add a utility room, to extend the kitchen, to make a conservatory for plants or to add a 'family room' or study. Larger houses would have been built with one or more of these. Upstairs, on the first floor, there may be three bedrooms and a bathroom. Above them will be an attic for storage although some families convert their attic into an extra room.

Having a separate house and many rooms is essential to the British character - "An Englishman's home is his castle" – and privacy is very important. But the dream of many is to own a cottage in the country with a thatched roof, perhaps built hundreds of years ago, with beautiful flower gardens, far from the noise, dirt and smell of big cities. The compromise is very often to have a house in a suburb or in the country and then commute to work.

Since so many people want land and greenery, most houses have lawns, patios and flower gardens. Gardening is as a result a very popular pastime in Britain. Almost all houses shape their gardens for decoration rather practical purposes and very few grow vegetables in their gardens.

The extremes in society are the richest and the poorest. Generally, only the very

poorest live in blocks of flats in large cities and major urban conurbations. The very rich live in mansions on estates, although most stately homes that were built over the past several hundred years are too big and have too much land for normal use, so they have been donated or sold to the Government, the National Trust or English Heritage. Today their architecture, furnishings and gardens are enjoyed by visitors and tourists, before returning to their own smaller homes.

### *Notes*

1. **Detached house** — окремий будинок.
2. **Semi-detached house** — будинок на дві родини.
3. **Terraced house** — таунхаус.
4. **Mirror-image** — дзеркальне відображення.
5. **Scope** — масштаб, простір.
6. **Lounge** — вітальня для прийому гостей та обіду, якщо немає окремої їдальні в будинку.
7. **Conservatory** — оранжерея, теплиця, зимовий сад.
8. **Storage** — зберігання.
9. **To commute** — їздити щодня з передмістя на роботу до міста.
10. **Suburb** — спальний район, передмістя.
11. **Patio** (plural **patios**) — патіо, внутрішній дворик.
12. **Conurbation** (formal expression) — велике місто з передмістями, мегаполіс.
13. **Stately home** — великий заміський будинок палацового типу, який належить або належав англійській аристократії.

### *Dialogue 1. Waiting for the removals men*

Ian: I hate moving house. It's so much effort and stress.

Kate: That's true – and we have to decide where to put everything.

Zoe: I want the widescreen television in the study.

K: No, it should really go in the lounge, next to the fireplace.

I: But only if I can put the main computer in my bedroom.

Z: I won't argue about that much. Especially since there's already a network installed and there are four connection points around the house.

I: Which reminds me: we'll need to ring the plumber to put connections for the dishwasher in the utility room and he can put in a vent for the drier at the same time.

Z: Okay. Oh good, there's a gas hob and an electric oven fitted in the kitchen. But I can't see where best to put the microwave oven.

I: Never mind about that, we'd better decide quickly where we want the three-piece suite and the rocker to go, since the removals lorry's arriving soon.

K: We can put the wicker chair in the en-suite bathroom and the rocker in the study, where we'd better put all the crates of books for now.

Z: The master bedroom's got the en-suite but which is going to be the second bedroom where we need to put the brass bedstead?

I: Well, three of them have fitted wardrobes so I suppose whichever's got a big enough wall for the large mirror with the brass frame.

Z: Oh no, I didn't notice before. There's no cat-flap in the kitchen. What's Bertie, our ginger tom, going to do?

### **Dialogue 2. Washing the car**

Sharon: Wash the car, will you? I've parked it on the drive in front of the garage.

Mike: Oh no, that's hard work and I'm tired.

S: It'll only take you five minutes.

M: But I'll have to get the hose out of the garden shed where you put it after watering the lawn.

S: So what. I wound it up properly and so it's all ready.

M: But the children put their bicycles in there on top of it.

S: Never mind, you can put them in the garage where they belong.

M: There's no car shampoo left, I used the last bit on the caravan.

S: No worries, I bought a new litre bottle today at the petrol station when I filled up.

M: But the bucket's got a hole in it.

S: Then mend it, Michael dear, before you wash the car. And then you can wax it, as I bought some more car wax at the same time as the shampoo, the sponge, the cloths, the hose connector, some rubber gloves and some brand new Wellington boots in your size.

### **Dialogue 3. Fitting out the kitchen**

Ian: I hope there are enough power points in the kitchen and the utility room for all our appliances.

Kate: I'm not at all sure, we'd better count. Let's start with the utility room.

I: We've got the freezer, the dishwasher, the washing machine, the tumble drier, the rechargeable torch and the dustbuster. Oh, and one for the iron. So we'll need six in use and one available.

K: We're doing fine so far, there are eight in here.

I: In the kitchen, the oven, the gas boiler, the ventilation hood and the extractor fan are already connected, so that's four. Now we're going to put in a fridge, the microwave oven, the food mixer, the blender, the toaster, the electric kettle, the cordless telephone, the espresso machine and the coffee grinder.

K: Unlucky thirteen, there are twelve in here. But you know what to do - give up coffee and drink tea instead.

I: My espresso machine and I are moving into the utility room.

### **Notes**

- 1. En-suite bathroom.** Ванна кімната, в яку можна пройти зі спальні.
- 2. Brass** – латунний, мідний.
- 3. Cat – flap** – дверцята для кота.
- 4. So what.** Ну то й що.
- 5. Hose** – шланг.

**6. Wellington boots** — гумові чоботи.

**7. Tumble drier** – електросушарка.

**8. Dustbuster** – міні-пилосос без шнура, що підзаряджається від електромережі.

### **Subject Vocabulary**

*Types of dwellings:* detached house, semi-detached house, terraced house, cottage, bungalow, villa, mews, flat, apartment, bedsit or studio, mansion, stately home, castle.

*Rooms and locations:* kitchen, utility room, pantry or larder, cloakroom or toilet, attic or loft, cellar, basement, landing, porch, hall, terrace, patio, lounge, study.

*Home objects:* remote control, fridge or refrigerator, freezer, fridge-freezer, tap, sink, fan, power-point and plug, central heating, CD/mp3/ DVD player, dishwasher, shower, vacuum cleaner, Walkman, table-mat, washing-up liquid, ironing-board, dust-pan and brush, dustbin, bin-liner, mop, dustbuster.

### **1. Answer the questions.**

1. Do you live in a detached house? If not, what sort of dwelling do you live in? 2. Which of your relations live in a cottage in the country? 3. Do houses often have pantries in this country? 4. Is it common to rent bedsits in this country? If so, what kind of people tend to do so? 5. How could a British householder extend his house? 6. How can you switch off the TV without leaving your chair? 7. What are the common items in a utility room? 8. What do you do if an electrical appliance breaks or fails? 9. What sort of floor covering do you have in your room? 10. In what ways can you help your family with the chores around the house? 11. What do we do with a light bulb when it burns out? 12. Who in your family can repair an iron? 13. What is meant by “housework”? 14. Why must we wipe our feet before entering a flat? 15. Which rooms in a British house are usually called “reception rooms”?

### **2. Insert the prepositions.**

1. The house was a pleasant-looking building that stood ... the main road. 2. There is a garden ... the back ... the house, bordered ... a hedge. 3. The door ... the end ... the hall leads ... my Dad’s study. 4. There are a couple ... comfortable easy chairs ... the fireplace. 5. Mary’s lounge looks a bit overcrowded ... furniture. 6. ... the master bedroom is a en- suite bathroom. 7. There is a bedside table ... the bed ... a lamp ... it and a wardrobe ... each bedroom. 8. The lilac curtains ... the windows hang straight... . 9. He doesn’t like bathrooms where you have to stand or sit ... the bath to have a shower. 10. There is too much litter ... the streets and ... the sides ... the motorways. 11. I have an apartment ... the centre ... Kyiv ... my parents.

### **3. Complete the sentences based on the text and dialogues.**

1. Very often a mansion may contain ... 2. My mother insisted on calling the lounge ... 3. Food mixers and blenders differ ... 4. The cottage with a thatched roof was ... 5. The rechargeable torch and the dustbuster... 6. The house already had a computer network ... 7. The average Ukrainian flat ... 8. Most people shape their

hedge ... 9. The scope of the kitchen design had to ... 10. To add more living space ... 11. The problem with the height of the fridge-freezer ... 12. The children threw their bicycles ... 13. My family has moved ... 14. Let's work out how many power sockets ... 15. When the removals lorry arrives ... 16. Individual houses are rather ....

**4. Find in the text or dialogues the words which mean the same as:**

A building or area of land, a situation within which something exists or happens, to change one thing into another, a plastic or wooden box, a small building used for storing things, a type of product made by a particular company, a red or orange-brown colour, to reach an agreement that satisfies all interested parties, to make something again become full.

**5. Define the following in English.**

Attic, cloakroom, lounge, garage, sink, conservatory, property, utility room, suburb, three-piece suit, caravan, car wax, sponge, coffee grinder, fireplace, central heating.

**6. Search the text to find the antonyms of the following words and use them in sentences of your own:** *the same, legal, downstairs, calm, rural, false, agree, centre, main.*

**7. Fill in the blanks with one suitable word or phrase only from the following list:** *cat flap, wound (twice), on the drive, microwave oven, utility room, shed, to furnish, thatched, fit in, power points, bathroom, available.*

1. Wayne told us how he had divided the kitchen into two so as to make a tiny .... 2. What we need is just one more strong shelf under the one we have already in the ... 3. I haven't had the time ... the rooms. 4. They decided to put the ... on the kitchen table. 5. I left the bucket on the shelf in the .... 6. There was no ... in the kitchen door. 7. They needed three ... to put the main computer in the room. 8. Ben used to park the car... in front of the garage. 9. The tourists visited the country cottage with a ... roof, built in 1889. 10. It's a very nice sofa but it doesn't with the rest of the room. 11. She ... a scarf around her neck to hide the ... made by the vampire. 12. Do you have any double rooms ... this weekend?

**8. Match the home objects with the room(s) in which they may be found.**

tumble drier	cloakroom
gas hob	study
toilet	dining room
plants	conservatory
rocker	bathroom
fireplace	patio
wicker chair	utility room
brass bedstead	bedroom
table-tennis table	lounge
dining table and chairs	kitchen



**9. Fill in the blanks with house, flat, block of flats, building or home, if a word is needed.**

1. I live in a new ... . 2. There are about 200 ... in our ... . 3. There are many tall ... in the centre of London. 4. The faculty ... is rather old and inconvenient. 5. What time do you leave ... ? 6. There's a good film on at the cinema near my .... 7. What ... number do you live at? 8. He noticed a strange looking ... and asked his friend what it was. 9. At the new university all the ... will be grouped on one campus: teaching ... , administrative ... , halls of residence, libraries, and so on. 10. The physics Faculty ... was the first to be built. 11. The music shop is at ... number 36, George Street. 12. English people don't like living in ... . 13. ... take up less space than ... . 14. They say that an Englishman's ... is his castle. 15. I live in a nine-storied ....

**10. Find English equivalents for the following Ukrainian words and word combinations and make up your own sentences.**

Горище, вентиляційний хід, водопровідник, маєток, спорудити прибудову до будинку, висока електрична напруга, знайти компроміс, автозаправна станція, нагадувати про щось, величний будинок, мідна рамка, змішувач, холодильник і морозильна камера, передмістя, мікрохвильова піч, газовий котел, діаметрально протилежні явища, електричний чайник.

**11. Work in pairs. Ask your partner:**

- if they live in a detached house;
- if houses still have pantries in Ukraine;
- if it is common to rent bedsits in Ukraine;
- what they can put under a dinner plate to prevent it marking the table;
- how they can switch off the TV without leaving their chair;
- what they might fetch if someone dropped a saucer and it broke into small pieces on the floor;
- who in their family looks after the electrical appliances;
- who polishes the floor in their room;
- in what ways they can help their family about the house;
- what they do with a light bulb when it burns out;
- who in their family can mend an iron;
- why we must wipe our feet before entering a dwelling.

**12. Translate the text below into Ukrainian and write a précis in English. Use the following keywords: civil engineer – інженер будинків та конструкцій, to tackle – енергійно братися до чогось, займатися чимось, front-line technology – інтерфейсна технологія.**

The notion of the Intelligent Building is the modern civil engineer's Big Idea in tackling a new era for domestic dwellings. The essential idea is that an intelligent building can adapt itself to maintain an optimized environment. This ability relies on a computer heart linked to sensors as front-line technology.

There are five basic categories of intelligent building technology: energy and

HVAC (heating, ventilation and air conditioning), information, safety and security, maintenance, and control. The breakthrough into the domestic market is not quite here yet, (unless you're Bill Gates), although the first elements are already in place in many homes.

One of the more fascinating developments already available is that of biometric access security systems. These almost bring to life the 'spy- thriller' world of automatic iris and fingerprint scanners as a means of secure access to buildings without using conventional keys. Together with voice recognition systems, a building may now open its doors to the person it recognises and carry out their commands at the same time as automatically adjusting the temperature, humidity and lighting to their preferences. But how does the computer system resolve the argument between one person who likes it hot, stuffy and dark and the other who likes it cool, airy and bright?

***13. Work in pairs. Read the notes for each role very carefully and mark any points that you need to keep in mind. Base your conversation on the notes, but don't be afraid to use your imagination.***

**ROLE 1.** *You are a housebuyer.* You have a mortgage of £ 170,000 available. If it's absolutely necessary you could raise a further £ 20,000. These are your requirements:

- city centre location, near a school (there is only one car in the family)
- three bedrooms (you have two children)
- good condition (you are no do-it-yourself fan)
- large garden if possible, some garden essential
- a children's play-room if possible
- a garage if possible, but not essential
- plenty of storage place

Be prepared to ask the estate agent detailed questions. You can try offering a lower price if you like.

**ROLE 2.** *You are an estate agent.* There are two houses that your boss would particularly like you to sell as they have been on the books for a long time. Your commission is based on the selling price so you are interested in persuading the buyer to pay as much as possible.

17, Oxford Avenue £ 148,000

A semi-detached house in a suburb 3 miles from the city centre but with good bus services. Almost a mile to the nearest school. Has three bedrooms, lots of cupboard space, a small garden and garage. No play-room and no scope for building an extension. Needs redecorating.

22, Green Street £ 184,000

A large detached house with four bedrooms in a quiet suburb 20 minutes walk from the city centre. The nearest school is five minutes' walk. Good condition throughout but with oil-fired central heating. Sizeable garden in need of significant work and double garage.

1, Coronation Road £ 174,000

A terraced house in the city centre. Two bedrooms and one boxroom which could be converted into a child's bedroom. Nearby school but with a poor reputation. All the rooms are small. The interior is in good condition but the roof is in need of repair. Large attic. Small courtyard.

Rose Cottage £ 186,000

A picturesque country cottage, 18 miles from the centre of the city on a bus route with an infrequent service. Six miles to the nearest school. Huge and beautiful views, from a large well looked-after garden. 1 large double and 2 single small bedrooms. Space to build a garage. Open fire for burning logs.

***14. Translate into Ukrainian. Make a list of the key differences between a typical British House and a Royal residence.***

The British House reaches one extreme when you consider the residences of the Royal Family. Probably the most famous is Buckingham Palace, which has served as the official London residence of Britain's sovereigns since 1837. It evolved from a town house that was owned from the beginning of the eighteenth century by the Dukes of Buckingham. Today it is The Queen's official residence. Although in use for the many official events and receptions held by The Queen, the State Rooms of the Palace are open to visitors during the Annual Summer Opening in August and September. They are lavishly furnished with some of the greatest treasures from the Royal Collection - paintings by Rembrandt, Rubens, Vermeer,

Poussin, Canaletto and Claude; sculpture by Canova and Chantrey; exquisite examples of Sèvres porcelain, and some of the finest English and French furniture in the world.

Sandringham House in Norfolk has been the private home of four generations of Sovereigns since 1862. The Queen and other members of the Royal Family regularly spend Christmas at Sandringham and make it their official base until February each year. Like Balmoral, the Sandringham Estate is a commercial estate managed privately on The Queen's behalf. Sandringham House, the museum and the grounds are open to visitors.

So perhaps a Royal residence may be more luxurious, larger and grander than a typical house, but at least a typical family doesn't have to face a stream of visitors.

***15. Translate into English using the vocabulary of the lesson.***

1. Українська хата – оригінальний витвір народу, самобутнє (distinctive) явище в історії архітектури. 2. Зручність нашого житла значною мірою залежить від правильного обладнання підсобних приміщень – комори, передпокою. 3. В Україні, де в більшості районів клімат досить теплий і м'який, будинки споруджують з верандами. 4. Загальна кімната несе найбільше функціональне навантаження, оскільки у вільний час тут збирається сім'я для розваг, відпочинку, простих домашніх робіт. 5. Обладнання спальні відрізняється простотою, це – ліжко, тумбочка, платтяна шафа та дзеркало, яке найкраще повісити на стіну. 6. Якщо в сім'ї двоє дітей, близьких за віком, доцільно зробити двоповерхове ліжко. 7. Гіє раз влітку ми зупиняємо погляд на

балконах, прикрашених квітами та пишною зеленню. 8. Вони перетворили свій будинок на казковий замок. 9. Треба неодмінно заїхати на АЗС, щоб заправити машину. 10. Ти б краще поскладав усі непотрібні речі в коробки та відніс до комори. 11. Одягни гумові рукавички, коли будеш мити машину. 12. “Це просто жах”, – скрикнула Моллі, – “він подарував мені на день народження кавомолку”. “А ти сподівалась, що він подарує тобі свій маєток?” – засміялась Келлі. 13. Щодня він мав діставатись до роботи велосипедом, і це займало близько години. 14. У тій частині будинку, де був зимовий сад, відвідувачі зупинялись найчастіше.

**16. Translate the following text from Ukrainian into English.**

Дім – це не тільки приміщення для мешкання, простір і розмір, меблі та обладнання. Це складне середовище, що відповідає способу життя родини, впливає на формування людини. Це місце, де людина відпочиває, спілкується, працює. Крім того, наша оселя завжди відображає наш рівень культури. Ми всі намагаємося зробити свій дім затишним, привабливим і зручним. Власний дім наближає людину до природи, дає можливість милуватись нею, віддалитися від шуму мегаполісу. Народне прислів'я стверджує: “Скрізь добре, а дома найліпше”. Навіть найбагатший маєток не замінить нам батькової хати, де народився і зростав, відчув тепло маминих рук і з якого рушив у безкрає життя.

**17. Complete the following sentences with the suitable form of the infinitive. Define the form of the infinitive.**

1. I was so sorry to have (to tell) you about her illness. 2. She can (to see) walking down the road on most days. 3. Please let me (to know) about your decision as soon as possible. 4. May I (to use) your telephone? 5. He ran into the room (to put) on his blue jumper. 6. He agreed that I would (to meet) by him at the station. 7. The next morning he seemed (to forget) all about it. 8. There are a great many things (to take) into consideration. 9. No words can describe it: it has (to see). 10. “We are very sorry (to disturb) you”, began Justin. 11. Looking at her he thought: “She must (to be) very beautiful in her youth”. 12. They wanted the trains (to run) on time. 13. Judging from the amount of new papers on his desk, he must (to work) since they left him. 14. She told them (to take) off their shoes so that their footsteps could (not to hear) on the tiled floor.

**18. Insert to where necessary.**

1. Don't let it ... worry you. 2. He made us ... wait for ages. 3. You ought not ... show your emotions. 4. I'd love you ... see our new car this afternoon. 5. My father always helped me ... get over my fears. 6. If you want ... get there before dark you really should ... set out at once. 7. He was not able ... explain anything at all. 8. We all tried ... persuade him ... see a doctor. 9. He is expected ... arrive in a few days. 10. You can ... take a horse to water but you can't ... make it... drink. 11. I find it hard ... believe that. 12. I heard the door ... open and saw a shadow ... move across the floor. 13. You needn't ... ask permission; you can ... use it whenever you like. 14. It's

usually difficult ... find a place ... park in the city centre. 15. Once my friend had ... stay still for forty minutes so as not ... lose the bet. 16. Mike tried ... make me ... believe that he was my stepbrother. 17. It will be easy ... verify your claim.

**19. Translate from English into Ukrainian paying especial attention to the forms of the infinitive and infinitive constructions.**

1. I am happy to have been invited to your mansion. 2. I really have no time to see him now. 3. It's never too late to learn. 4. It's good to love and to be loved. 5. For almost ten years he seemed to have been living on nothing else but hope. 6. It's necessary for you to start at once. 7. It was careless of you to have left the case here. 8. He decided to allow the child to do as he pleases. 9. I don't believe it to be true. 10. What else would you like the dog to do? 11. It was kind of you to help my aunt. 12. The weather seems to be changing. 13. You are big enough to understand your faults. 14. It was clever of him to solve the problem. 15. It was impossible to decide what was the best thing to do.

**20. Rewrite the sentences using a to-infinitive instead of a subordinate clause.**

1. There are a lot of clothes that need mending. 2. It's essential that everyone should know the truth. 3. We expect that we'll hear from you soon. 4. She was happy that she wasn't alone in the mansion. 5. He reached the station exhausted and was very disappointed when he learnt that the train had already left. 6. She was the first woman who swam the English Channel. 7. The children were amused when they saw the magician's tricks. 8. He was ashamed that he was failing to win. 9. He was the only man who realized the danger. 10. I want a kitchen where I can cook. 11. There was no place where we could sit.

**21. State the syntactic functions of the infinitive and translate the following sentences into Ukrainian.**

1. They expected me to say everything as soon as possible. 2. The conference to be held in July will consider various ways of establishing contacts among scientists. 3. He was angry to see someone's dog chasing his cat. 4. To stand up and leave the room was now the only way to avoid a scandal. 5. The whole family hoped he wasn't going to speak about the wedding day. 6. Mother was the first to have noticed the fire. 7. It was nice to be speaking Ukrainian again. 8. The main thing will be to obtain permission. 9. She didn't want to be seen in such company. 10. Have you anything else to add? 11. They arrived to help Olena prepare for her entrance exams. 12. My friend knows French well enough to read books in the original. 13. His story is hard to disprove.

**22. Translate from Ukrainian into English, paying especial attention to the use of the infinitive construction in each sentence.**

1. Він пройшов через усі кімнати і побачив лише канарку у клітці, квартира була порожня. 2. Не такою вона була людиною, щоб передумати. 3. Я думаю, що вона сама захоче вам усе пояснити. 4. Тобі страшенно пощастило,

що тебе беруть працювати в цю фірму. 5. Сказати “так” – було неможливо, сказати “ні” – було неввічливо. 6. Помилятися легко, значно важче зрозуміти свою помилку. 7. Буде просто нетактовно, якщо він буде сперечатись. 8. Єдиний вихід із становища – негайно розповісти все батькам. 9. Дитина боялась, що її поведуть до стоматолога. 10. У цієї старенької немає нікого, хто б міг про неї потурбуватись. 11. Він біг усю дорогу, щоб встигнути першим розповісти про повернення Андрія додому. 12. М’яч дуже важко було упіймати. 13. Книга була таким раритетом, що її неможливо було дістати. 14. Ви пам’ятаєте, хто першим зайшов у купе? 15. Директор відчинив двері кабінету та побачив, що всі вже зібрались і чекають на нього. 16. Це досить складне питання, щоб вирішувати його самотужки. 17. Ці правила та винятки треба запам’ятати.

**23. Transform the following sentences using the Object-with-Infinitive construction.**

1. I saw that she was trembling all over. 2. The two sides expect that negotiations will be long and difficult. 3. The old lady was pleased when people greeted her politely. 4. I’ve never heard how he spoke about his life in India. 5. Her parent’s desire is that she should enter a conservatory. 6. I expect that they will return tomorrow. 7. I don’t expect that these people were at all intelligent. 8. The burglar felt that somebody touched his shoulder. 9. We believe that this discovery is of great importance. 10. We would like to see that this collection of manuscripts interrelates theory and practice.

**24. Translate the following sentences into Ukrainian. Categorise in English the infinitive construction used in each instance.**

1. Mark seemed to expect to be told the answer. 2. The new supercomputer was expected to save the scientists a lot of time. 3. The students worked hard, therefore they are expected not to fail their examination. 4. In 1936 he was reported to have joined the archeological expedition. 5. However, the capability for intelligence of computers is unlikely to reach human levels in the nearest future. 6. Robin is said to have been a sailor in his youth. 7. The financial director is bound to be jogging at this moment in the park. 8. George Orwell is considered to be one of the outstanding realistic writers of the twentieth century. 9. It would be a pleasure to go ice- skating with you tomorrow. 10. The students are certain to be taking part in the competition.

**25. Translate from Ukrainian into English. Pay especial attention to the ways in which the infinitive constructions should be translated.**

1. Ці серйозні міркування змусили нас змінити наші плани. 2. Очікується, що цього року зима буде дуже суворою. 3. Здається, вона пише вірші. 4. Я хочу, щоб ми зустрілися ще раз. 5. Я був у підвалі, не чув, як вони повернулись. 6. Давайте пригадаємо ті дні, коли ми навчалися разом в університеті. 7. Не дозволяйте дітям бавитися з сірниками. 8. Вони сподівалися, що робота доведе їхню правоту. 9. Батьки хочуть, щоб син отримав хорошу освіту. 10. Я ніколи

не бачила, як танцюють вальс. 11. Учені вважають, що це досить рідкісне явище. 12. Вона відчула, як самовпевненість повертається до неї. 13. Ми знаємо, що Бернард Шоу був дуже дотепною людиною. 14. Примусьте його приймати ліки регулярно, інакше він не одужає. 15. Як відомо, Леонардо да Вінчі досліджував і встановив основні принципи теорії мистецтва. 16. Хто дозволив тобі торкатися моїх речей? 17. Він пильно придивлявся до того, як інші діти малювали. 18. Хто бачив, як вони виходили з вітальні?

## UNIT 15

**Topic:** The British Family

**Grammar:** The Gerund

**Functional expressions:** Making Apologies and Interruptions

***1. Learn the following expressions of apology and interruption.***

Please accept my apologies.

I'm so sorry. It won't happen again.

Please forgive me for ...

Please excuse me for ...

I really must apologise.

If I may please interrupt you for a moment ...

I'm sorry for interrupting, ...

Excuse me for butting in, ...

I'm terribly sorry to interrupt you, ...

I'm afraid I must ask you to allow me to say ...

***2. Discuss the following questions in the context of the topic of the lesson in the groups of three or more, using as many of the expressions above as possible.***

1. What is a typical Ukrainian family?

2. How does it compare to a typical British family?

3. What is meant by an extended family?

4. What relatives do you have?

5. What do you know about the Royal British family?

6. What are the advantages and disadvantages of being married?

7. What is the difference between contemporary marriage and those of our ancestors?

8. What do you know about wedding traditions in Ukraine, Great Britain and the USA? Compare wedding traditions in different countries.

***3. Pronounce these words correctly. Distinguish carefully between the words in each pair:***

Sin – thin, sort – thought, sing – thing, sum – thumb, sink – think, sigh – thigh, mouse – mouth, face – faith, moss – moth, pass – path, force – fourth, worse – worth.

***4. Transcribe the following word combinations, read them aloud and explain the reading rules.***

Desire for privacy, extended family, job availability, the European Union, “acorn” unit, Southern Britain, round of downsizing, detached house, to stifle excitement.

***5. Listen to the recording of the text “The British Family” and the dialogues. Mark the stresses and tunes. Dramatize the dialogues.***

**Text 1: The British Family**

The British desire for privacy, together with the opportunity to live wherever is



desired, means that family units are small and the very word “family” really means only a couple and their children if they have any. The term “extended family” is used to include close relatives, such as grandparents or brothers or sisters of the adults.

Once it was normal for children to live with their parents until they married but now it is more likely that children will leave their parents’ home to relocate where there is a higher education course they wish to take or where there is a job that they have obtained. For this mixture of reasons of job availability or the existence of a course at a University that has an attractive location, and the innate desire for independence of those brought up in Britain, children move away and perhaps today, further and further away. Until the Second World War (1939-1945) children often moved into the same street or very close to their parents. Today the tendency is not only to look at moving to a different town, but perhaps even a different country within the European Union.

As distances have increased, the interaction between, for example, grandchildren and their grandparents has reduced. Since it is very likely that both the mother and the father have jobs, babies and small children are likely to be looked after during the day by “childminders” who are registered, licensed and inspected by the local Council. If there is a grandmother nearby who is not working, then she may be asked to look after the youngster or toddler until pre-school education starts at an preschool or “acorn” unit from about four years of age. Infant school is for five- to seven-year-olds and Primary school from eight to eleven-years-old. It is usual in Britain for one grandmother to be affectionately called “gran” (or “granny” or “grannie”) and the other grandmother “nana”. Although both grandfathers are always called “grandad”. Only very close relatives are called ‘family’.

### *Notes*

**1. Privacy** – приватність, відокремленість, самотність, конфіденційність. To live in absolute privacy – жити у повній самотності. Private – приватний, особистий; конфіденційний. Private property – приватна власність; in private – конфіденційно. With seven people squashed in one house, you don’t get much privacy.

**2. Extended family** – велика родина; family man – сімейна людина, сім’янин; family tree – родовід, генеалогічне дерево; language family – мовна сім’я.

**3. Availability** – придатність, корисність; наявність; перспективність. Job availability – наявність робочих місць.

**4. Bring up** – виховувати; збільшувати; піднімати. Наприклад: He was brought up in a family of musicians.

**5. Interaction** – взаємодія, вплив один на одного; взаємозв’язок.

**6. Childminder** – вихователь, гувернантка, нянька; синонім: babysitter – нянька. To be in your second childhood – впадати в дитинство; childish – дитячий, незрілий; childlike – невинний, чистий, щирий, довірливий.

**7. Youngster** – хлопчик, юнак; маля (про тварину).

**8. Toddler** – дитина, яка починає ходити.

**9. Pre-school or “acorn” unit** – підготовча (до школи) група дитячого садочка. “Acorn” буквально означає “жолудь”. Nursery school – дитячий садок.

## **Text 2: A Typical Family Man in Southern Britain**

The most stereotypical family man in Southern Britain lives in either Greater London or the Home Counties in a detached house or a semi with a small garden. The more successful he is in his career, the more likely he is to live in a village rather than a town. He commutes into London where he can earn the best salary, his journey time up to three hours each way. His wife also works, but locally, where she may earn less, but not have to spend so much of the day travelling to and from work. They have two children and always wonder why statistically they should have 1.9 children.

He has a job in an office where he spends much of his time planning and scheming to avoid the next round of downsizing. After a hard day at work, he joins his colleagues in a Wine Bar to gossip about their fellow workers who didn't go out for a drink after work. Once he's home and he's eaten, he sees his sleeping young children, thinking about how they were still asleep when he left for work early in the morning. After being on the Internet for a while and watching the television with his wife, he falls asleep.

His life comes into its own on Friday nights and on the weekends. After the working week ends, he meets his friends in the local pub where he talks about football, cars and computers. After the chores of shopping and gardening on Saturday, he has the chance to relax and spend what's left of his salary after more than half of it goes on the mortgage and much of the rest on basic living expenses. His wife loves to eat out, so on most Saturday nights they book a babysitter and go to one of the village's Chinese or Indian restaurants. On special occasions, they go to the nearest town to an up-market French or Italian restaurant.

On Sundays he is learning to play golf, as many of the senior managers of his Company and many of his customers regularly play. One day, if his career develops, he'll be able to talk business on the golf course and escape from the office, if only for half a day a week.

### **Notes**

- 1. Greater London.** Адміністративна одиниця Лондона з приміськими територіями.
- 2. Home Counties.** Всі області, що межують з Лондоном.
- 3. Downsizing.** Політично коректний термін зі значенням “звільнення, скорочення робочих місць”. Синонім – redundancy.
- 4. Wine Bar.** Престижний бар, в якому продається тільки вино.
- 5. His life comes into its own.** Він починає жити по-справжньому.
- 6. Household chores** – домашні обов'язки.
- 7. Mortgage** – іпотека. Довготермінова позика під заставу нерухомого майна: поширена у Великій Британії практика отримання банківської позики під заставу власного будинка.
- 8. To eat out.** Обідати за межами дому.
- 9. To book a babysitter.** Найняти няню для дитини, як правило, на декілька годин.
- 10. Up-market** – вище середнього рівня.

### ***Dialogue 1. Christmas Dinner***

Roger: We need to decide who's coming to Christmas Dinner.

Darren: I wanna see nana and grandad.

Susan: Of course, my little darling.

Cherie: And gran and grandad Emlyn.

R: Oh I hope so, but granny's not been well and they live so far away that they haven't decided yet. But if they can't come, we'll drive over to them on Boxing Day.

S: I don't want to see any of your relatives again after last year.

R: That's not fair – it was your Uncle Bob who got so drunk he fell over on the Christmas tree.

S: Forget that, it was your brother Kevin who got him drunk.

D: I don't like uncle Bob – he smells.

S: He just likes to drink lots of whisky at Christmas, dear.

C: Will Auntie Judith come?

R: I'm sure she will, but Uncle Kevin is probably going to his new girlfriend's parents.

S: I'll try to stifle my excitement.

### ***Dialogue 2. On holiday***

Mike: Why did your brothers have to come on holiday with us?

Sharon: Because otherwise we never see them except at Christmas.

M: I want to go fishing and they both want to go to the nightclub.

S: Since we're all together for once, we ought to go out together.

M: They'll be partying until at least two in the morning.

S: And you'll be asleep over your plate of fish and chips.

M: I'll be tired.

S: So you won't be asleep over your fishing rod, then. Sweet dreams.

### ***Dialogue 3. The wedding reception***

Kate: Who are all these zombies here?

Ian: They're our relatives.

K: You're joking. I've never seen them before.

I: We have, except we were a lot younger then.

K: Wait a minute, isn't that one Mum's cousin?

I: They're all Mum's cousins.

K: I think I'll go and talk to Dad's relatives.

I: Stop, here's the bride, she's just changed. I like that dress.

Tabitha: Gosh, I didn't realise how frantically busy today was going to be.

K: Your going-away outfit looks absolutely fabulous.

I: Where's the groom then?

T: He's getting out of the monkey suit, ready to go back to the rental agency.

K: It must be time to cut the wedding cake.

Nick: It's dead good to back in jeans again. I deserve it, after Rick and his Best Man's speech. I'll never live down what he said about me.

I: Where's your car?

N: In the car park, I'm not letting Rick and that gang anywhere near it. The ticket's in oh no!

K: Don't tell me, in the morning coat you've just hung up.

I: And Rick's nowhere to be seen.

T: That car's going to be better decorated than the cake.

### Notes

1. **I wanna see** – я хочу бачити. Розмовний варіант речення “I want to see”, характерний для дитячого мовлення.

2. **That's not fair** – Це нечесно, несправедливо.

3. **To stifle excitement** – приховувати, стримувати збудження. У даному контексті вжито з іронією. My friend managed to stifle his excitement while listening to the speech.

4. **To party** – гуляти, розважатися. Наприклад: Once the exams finished, they were ready to party.

5. **Zombie** – дивак.

6. **I'm frantically busy**. Я страшенно зайнятий. Синонім – I'm extremely busy.

7. **I'm short of time**. У мене обмаль часу. Синонім: I'm pressed for time.

8. **Going-away outfit**. Святковий одяг, який спеціально купується для нареченої для подорожі після весільної церемонії.

9. **Monkey suit** – парадний костюм.

10. **It's dead good** - це дуже добре. У розмовному варіанті англійської мови вживається “dead” замість “very”. Синонімічні вислови: That's fantastic. It's really great.

11. **To live down** – ідіоматичний вислів зі значенням “пережити якийсь неприємний епізод”.

### Subject vocabulary

*Relatives by birth:* parents, father, dad, mother, mum, sister, brother, siblings, grandfather, grandad, grandmother, gran, granny, nana, grandchildren, grandparents, grandson, granddaughter, great-grandfather, grand-grandmother, great-grandchildren, uncle, aunt, auntie, cousin, nephew, niece, second cousin.

*Relatives by marriage:* husband, wife, bride, groom, father-in-law, Mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepmother, stepfather, stepchildren, stepbrother, stepsister, stepson, stepdaughter, adopted child.

Descendant, bridegroom or groom, bridesmaid, best man, widow, widower, twins, heir, monkey suit, going away outfit, reception, top hat, childminder, youngster, toddler, innate, affectionately, to live down, to bring up, privacy, availability, downsizing, household chores, up-market, to stifle.

### 1. Answer the following questions.

1. What does the term “extended family” mean? 2. Why do young British adults often move away from their parent's home? 3. What is meant by the British desire for

privacy? 4. When was normal for children to live with their parents until they married? 5. Why has the interaction between children and parents reduced? 6. At what age do British children go to Primary school? 7. And at what age do they go to infant school? 8. How do the British call grandmother affectionately? (Give at least 2 answers) 9. What does Roger need to decide about for Xmas dinner? 10. Why doesn't Susan want to see any of Roger's relatives again? 11. What did Kevin do to Uncle Bob? 12. Why did the brothers have to come on holiday?

**2. Insert articles and possessive pronouns where appropriate.**

1. ... term ... "extended family" is used to include ... close relatives, such as ... grandparents or ... brothers ... or ... sisters of ... adults. 2. Until... Second World War ... children often moved into ... same street or very close to ... parents. 3. Today ... tendency is not only to look at moving to ... different town, but perhaps even ... different country within ... European Union. 4. It is usual in ... Great Britain for ... grandmother to be affectionately called ... "gran", ... "granny" (also "grannie") or ... "nana". 5. ... Uncle Kevin is probably going to ... new girlfriend's parents. 6. ... car is going to be better decorated than ... cake. 7. ... British wish for ... privacy, together with ... opportunity to live wherever is desired, means that ... family units are often small. 8. Both ... mother and ... father frequently have ... jobs.

**3. Insert prepositions wherever necessary.**

1. Once it was normal ... children to live ... their parents. 2. Children move ... today because ... job availability or the existence ... a particular course ... a University. 3. Infant school is ... five ... seven-year-olds and Primary school ... seven ... eleven-year-olds. 4. Babies and very small children are likely to be looked ... the day ... childminders. 5. We'll drive them ... Boxing Day. 6. You'll be asleep ... your plate ... fish and chips. 7. He is getting ... his rented top hat and tails, ready to go the wedding. 8. I'll never live ... what he said about me. 9. I don't want to see any ... your relatives again ... next year.

**4. Translate the following words and word-combinations from English into Ukrainian and use them in your sentences.**

Desire for privacy, extended family, to obtain a job, to bring up, interaction, childminder, infant school, to stifle excitement, fishing rod, bride, groom, to get out of the monkey suit, youngster, toddler, European Union, innate desire, availability, affectionately.

**5. Read and translate the text from English into Ukrainian paying especial attention to the following words and expressions: morning coat with tails – *фрак*, pin-stripe trousers – *брюки у тонку смужку*, top hat – *циліндр*, best man – *свідок з боку жениха*, дружка, vintage Rolls Royce – *колекційний лімузин*, bridesmaid – *дружка*.**

**A typical British wedding**

Kyle and Sarah decided to have a traditional white wedding in a church. During

the service the bride's relatives were on the left of the aisle and the groom's on the right. As the bride walked down the aisle, she was wearing a traditional wedding dress, although off-the-shoulder, and a veil. She carried a small but exquisite bouquet. The groom was also traditionally dressed in a morning coat with tails, pin-stripe trousers and a top hat. He waited for her by the altar with the best man. The bride's father escorted her to the altar, followed by her three bridesmaids. After the service, the happy couple's friends and relatives showered them with confetti.

After all the photographs were taken, everybody drove to a hotel for the reception, with the bride and groom travelling in a specially-hired vintage Rolls Royce. After a buffet and drinks, the happy couple was toasted with champagne as they cut the wedding cake. The best man made his traditionally cruel speech to describe the worst incidents of the groom's past, the success of the speech being measured by the volume of laughter and the embarrassment of the groom. The bride's father then made the traditional statement, that he and the bride's mother "were not losing a daughter, but gaining a son". Then everyone danced to the band specially hired for the occasion.

Once the reception was over the bride and groom changed out of their wedding attire, he into casual clothes, and she into her "going away outfit". To avoid having their cars "decorated", they had arranged for a taxi to take them to Gatwick Airport, from where they were due to fly to Crete for two weeks for their honeymoon.

**6. Answer the questions on the text above using whole sentences.**

1. What is happening in this scenario? 2. What are the bride and groom doing? 3. What is the bride wearing? 4. What is she carrying? 5. Where are they all going to drive to? 6. What are they going to have? 7. Then what are they going to drink? 8. What are the bride and groom going to? 9. When are the bride and groom going to leave the reception? 10. Where are they going to drive? 11. Where are they going to fly? 12. Describe a traditional Ukrainian wedding.

**7. Read the following proverbs and sayings and find Ukrainian equivalents. Write original sentences using them.**

- 1) To be bom with a silver spoon in your mouth. To be bom under a lucky star.
- 2) To be head over heels in love.
- 3) Like father, like son. To be his father's son.
- 4) To get on like a house on fire.
- 5) Black sheep of the family.
- 6) To offer your hand in marriage. To ask for somebody's hand in marriage. To pop the question.
- 7) To make a happy family, the husband must be deaf and the wife blind.
- 8) Love is blind.
- 9) Where love is, there's nothing lacking
- 10) Love enters a man through his eyes, a woman through her ears.

### **8. Translate the following sentences from Ukrainian into English.**

1. Бажання жити окремо та можливість жити самотійно – типові риси сучасної британської сім'ї. 2. Діти залишають батьківські домівки, щоб здобути вищу освіту та знайти відповідну роботу. 3. У сучасних умовах зберігається тенденція переїзду дітей до іншого міста або до іншої країни Європейської Співдружності. 4. Тільки дуже близьких родичів можна назвати родиною. 5. Поняття “велика родина” включає батька, маму, дітей, дідусів та бабусь, а також братів та сестер дорослих членів родини. 6. Я б хотіла запросити дядечка Боба, тітоньку Мері, а також своїх двоюрідних братів та сестер на святкування Різдва. 7. Мій племінник Кевін та племінниця Кейт зможуть приїхати тільки на другий день Різдвяних свят, бо вони страшенно зайняті. 8. Я не можу не захоплюватись, дивлячись на наречену та нареченого. 9. Я намагаюсь приховати (стримувати) своє збудження. 10. Ти жартуєш. Я ніколи не бачила всіх наших родичів до цього весілля. 11. Подивись! Наречена одягнута в довгу білу сукню, а в руці вона тримає чудовий букет троянд. 12. Наречений та наречена виходять з церкви і посміхаються, а їхні родичі розкидають рис. 13. Наскільки я знаю, дядечко Кевін по вуха закоханий у Мерілін, він запропонував їй одружитися. 14. Ольга народилася під щасливою зіркою.

### **9. Open the brackets using the gerund of the given verb in the active or passive voice.**

1. Why are you (*to avoid*) me? 2. He tried to avoid (*to meet*) me. 3. We insist on (*to send*) him there at once. 4. He insists on (*to send*) there instead of me. 5. He showed no sign of (*to know*) them. 6. He made no attempt at (*to impress*) them. 7. He had the most irritating habit of (*to joke*) at the wrong moment. 8. I was annoyed at (*to interrupt*) every other moment. 9. He hated (*to remind*) people of their duties or (*to remind*) of his. 10. On (*to introduce*) they easily began (*to talk*). 11. In (*to discuss*) the problem, they touched upon some very interesting items. 12. The equipment must go through a number of tests before (*to install*). 13. The operator can set the machine in motion by (*to push*) the button and (*to press*) the pedal. 14. The water requires (*to filter*). 15. The matter is not worth (*to speak of*).

### **10. Open the brackets using the gerund in any appropriate form.**

1. Forgive me for (*to cause*) you so much trouble. 2. You never mentioned (*to speak*) to them on the subject. 3. He was proud of (*to award*) the prize. 4. I don't remember ever (*to see*) you. 5. I don't remember (*to ask*) this question. 6. The boys were punished for (*to break*) the window. 7. The boy was afraid of (*to punish*) and hid. 8. He was quite serious in (*to say*) that he was leaving for good. 9. She seemed sorry for (*to be*) rude to me. 10. He confessed to (*to forget*) that he was (*to visit*) on Friday. 11. The old man could not stand (*to make*) fun of.

### **11. Make each of the two sentences into one using the word in brackets.**

1. He saw an empty shop. He was walking around town one day. (*while*)
2. He thought carefully. He decided to buy it. (*before*)

3. He bought the shop. He had little money of his own. (*despite*)
4. He became successful. He gave the customers what they want, (*by*)
5. He fell ill. He worked too hard, (*as a result of*)
6. He was happy. He was running his own business, (*when*)
7. He has made a lot of money. He bought his first shop ten years ago. (*since*)

**12. Put the correct preposition before the gerund where required.**

1. "I just hated the idea ... your doing that," he said bluntly. 2. Excuse me ... coming in ... knocking. 3. Why were you so keen to prevent anybody ... leaving the building? 4. I am afraid I shan't succeed ... being as sympathetic as you may expect. 5. You know, it may sound funny, but I'm truly grateful to you ... making me realize. 6. Both windows need ... cleaning. 7. I've paid very heavily during my life ... being a romantic. 8. They were in the habit ... driving to London for the weekend. 9. I didn't like at all the idea ... going to the station on foot. 10. He looked at me for a long time ... answering. 11. I thought you had just been shouting at me ... no reason. 12. If you won't tell me what exactly what needs doing, what's the use ... my being here?

**13. Insert (not+ participle) or (without+ gerund).**

1. Dr. Watson filled a pipe from the tobacco pouch on his desk, then put it down ... (*to light*) it. 2. ... what he wanted, he looked slowly about the room (*to see*). 3. I won't go abroad ... you (*to see*). 4. ... What to say I kept silent (*to know*). 5. On the street he could look directly at friends ... them (*to see*). 6. We walked ... all the way to the shops (*to speak*). 7. Would she have gone away ...you if she loved you? (*to see*). 8. Then she saw Liz and turned away, ... to talk to her. She went hastily to cross the road ... and was almost run over by a bus. (*to want, to look*) 9. ... to leave him in the club, I offered to take him home to my wife, or to go with him to his own house, deserted now (*to like*). 10. He stopped, ... how to continue and stood shifting from one foot to the other (*to know*). 11. He sat down, ... his raincoat (*to take off*). 12. ... him greatly, she could not be jealous in a disturbing way (*to love*).

**14. Join each of the two sentences to make one.**

1. It's no use. Don't worry about it.
2. It's not worth it. Don't get a taxi.
3. It's no use. Don't try to escape.
4. Don't smoke. It's a waste of money.
5. It's no good. Don't ask Tom to help you.
6. It's not worth it. Don't hurry.
7. There's no point. Don't study if you are feeling tired.
8. It's a waste of time Don't read newspapers.
9. It's not worth it. Don't get angry.
10. There's no point. Don't work if you don't need the money.

**15. Write each pair of sentences as one. Use an infinitive or a gerund.**

1. Polly didn't do her homework. She forgot.



2. The boys had been playing cards for hours. But they went on with the game.
3. The driver wanted to buy some cigarettes. So he stopped.
4. Laura didn't think she could move the piano. She didn't even try.
5. I once met Mrs. Thatcher. I'll always remember it.
6. What about painting the shelves? They need it.
7. Graham was rude to Louise. But he didn't mean it.
8. Kevin missed his chance of a prize. He regrets that.

**16. Complete the story with verbs from the list. Use the infinitive or gerundive of these verbs.**

*smoke, give, become, have, say, tell, fill, stop, eat, say, do, go*

Last year I finally stopped .... I'd been trying ... up for ages. I needed ... because it was costing me a fortune. And of course while I went on ..., I was putting my health at risk. I wasn't having much success until one day a friend said, "Why don't you try ... sweets instead of smoking? That might help break the habit." And it worked. I don't smoke now, which is terrific. But there's one problem. I ... to go to the dentist for a check up every six months or so. Last time he said, "I regret having ...you this, but your teeth don't look very healthy." He went on ... that three of my teeth needed ... This was all because I hadn't been cleaning my teeth often enough after all that sugar. "Consuming so much sugar means ... a lot of damage to your teeth," he said. I don't regret ... up smoking of course. I'd hate ... addicted to tobacco again. But I'd love ... healthy lungs and healthy teeth.

**17. Translate the following sentences from Ukrainian into English using different gerund constructions.**

**A** 1. Його звичка все заперечувати дратує найбільше. 2. Мені дуже шкода, що я втратив шанс відвідати Шотландію. 3. Яка користь із того, щоб вчити їх, - вони все одно нічого не запам'ятовують. 4. Чи є можливість поновити переговори? 5. Йому зовсім не сподобалася ідея написання звіту іноземною мовою. 6. Без сумніву, він би зміг змінити свій спосіб життя, якби тільки захотів. 7. Він не розумів, з якою метою його було запрошено на цю конференцію.

**B** 1. Альберт повинен пишатися, що має такого друга, як ти. 2. Ти знову не дотримав свого слова. Я вже втомилася слухати твої обіцянки. 3. Ви впевнені, що він добре розгадує кросворди? 4. Секретар зараз зайнята друкуванням термінового листа. 5. Коли Роберта прийшла на пошту, вона була дуже засмучена, що не знайшла там листа від Клайда. 6. Мій двоюрідний брат зараз дуже зайнятий. Його залучено до розробки нових ліків проти раку. 7. А хто буде відповідати за сплату боргів? 8. Останнім часом вона захоплюється бігом.

**C** 1. Всі присутні щиро привітали бігуна з установленням нового світового рекорду. 2. Я не звикла, щоб зі мною так поводитися. 3. Пацієнт вибачився, що знову нагадував лікарю про свої проблеми. 4. Ви вже вирішили, куди їхати у відпустку? – Ні, але моя дружина наполягає на тому, щоб їхати до Парижа. 5. Оскільки була сильна злива, полісмен застеріг водія, щоб той не їхав з великою

швидкістю. 6. Я не бачив свого друга декілька років і тому з нетерпінням чекаю зустрічі з ним.

**18. Translate each sentence using a gerund or an infinitive.**

1. Як Джон себе почуває? – Вже краще, він учора вже спробував ходити без милиць. 2. Пам'ятай, що ти маєш купити хліба по дорозі додому. 3. Кейт вибачилася і припинила говорити по телефону, бо хтось постукав у двері. 4. Як ти міг забути привітати дідуся з днем народження? Тобі не соромно? 5. Вибач, але я зовсім не мав намірів образити тебе, коли розповідав про твої пригоди. 6. Він зовсім не шкодує, що тоді написав їй листа і зізнався у своїх почуттях – тепер вони разом. 7. Проїхавши близько двох годин, вони зупинилися, щоб заправити машину. 8. Не звертайте ні на що уваги, продовжуйте працювати. 9. Я точно пам'ятаю, що бачив уже цей фільм. 10. Чому ти такий знервований? – Я намагаюсь додзвонитись моїй дівчині вже півгодини, але лінія весь час зайнята. 11. У нього дуже небезпечне хобі, адже альпінізм означає – спати на відкритому повітрі, ходити високо у гори і взагалі – ризикувати. 12. Керівництву компанії прикро повідомити, що їм доведеться звільнити 20 співробітників. 13. Побувши кілька хвилин на березі, діти пішли купатися. 14. Чому ти запізнився? Невже ти забув, що нас запросили на вечерю до твоїх батьків?

**19. Translate the following text from English into Ukrainian paying attention to translation of non-finite forms of the verb and the passive voice. Use the following keywords: to savage – шалено нападати, to be prosecuted – бути притягнутим до суду, to be identified – бути впізнаним, spokesman – речник.**

It was reported by BBC News that an animal psychologist had been asked to examine Princess Anne's English bull terrier. The dog had been caught fatally savaging one of the Queen's corgis and a few days later, a maid was bitten on the knee by the animal, while working at the Queen's home in Sandringham, Norfolk. The psychologist, Roger Mugford, said that he had been asked to treat eight-year-old Florence.

Mr Mugford, expecting to start work immediately, using training techniques with the objective of improving the dog's aggressive behaviour, is the Head of the Animal Behaviour Centre in Chertsey, Surrey. The paper said he successfully treated another of Princess Anne's dogs, Dotty, after she bit two boys in Windsor Great Park in 2002. Princess Anne was prosecuted under the Dangerous Dogs Act and warned by the judge that if there were any further attacks, Dotty would have to be destroyed. Dotty was initially wrongly identified as the dog which had attacked the Queen's corgi, but a Buckingham Palace spokesman later confirmed Florence had been responsible.

## UNIT 16

### **Topic: Do-It-Yourself**

**Grammar: Compound and Complex Sentences. Sequence of Tenses. Indirect Speech**

**Functional expressions: Making requests**

### **2. Learn the following expressions relating to the making of polite requests.**

Can I .../May I .. /Should I .../Could I ...?

Excuse me, could I just ...?

I'd like to ... if that's alright with you.

Would you mind if...?

Is it OK forme to ...?

If you agree, I'd like to ...

With your permission, I'll ...

Could I please ...?

### **2. Answer the following questions in the context of the topic of the lesson, using as many of the above expressions as possible:**

1. What kinds of dwellings do Ukrainian people usually live in?
2. How can you acquire a private house or a flat in Ukraine?
3. Do you prefer to maintain your dwelling yourself or you need someone's help?
4. What specialists do you need to do work on your dwelling?
5. Are there any special organisations that offer services for the repair and upkeep of dwellings in Ukraine? Are they popular?
6. Do you consider yourself a Do-it-Yourself fan? Give your reasons.
7. What are the dangers of doing your own domestic repairs?
8. Where do you buy building materials, gardening and various domestic products in Kyiv?

### **3. Transcribe the following words. Read them, paying attention to the pronunciation of the devoiced allophones of the /l, w, r/ phonemes after /p, t, k/.**

Plasterer, twice, screwdriver, property, tradesman, try, plumber, plastic, trolley, pleased, price, clear, play, improvement, replacement, climb.

### **4. Transcribe the following words. Sort them out according to the diphthongs /əʊ, aʊ/.**

Boat-deck, how, own, house, around, won't, downstairs, slow, ownership, ground, out, our, window.

### **5. Practise the sounds in the following word combinations.**

House extensions, huge job, our trolley, can't afford to hire, think twice, a pond added, V4 inch chuck, hand grip, pain pots, upkeep and maintenance, interior and exterior.

**6. Transcribe the sentences below. Mark the stresses and tunes. Concentrate your attention on the strong and weak forms. Working in twos, let your partner read the sentences for you to check the differences between the weak and strong forms.**

1. I don't feel well. – But why were you up on the garage roof? – I was clearing the fallen leaves out of the gutter. 2. Then we need to buy a new dimmer switch for the guest bedroom. – Yes, but look at this new drill on special offer with variable speed setting and hammer action. 3. We'll get koi carp, goldfish and pond snails from the aquarist section next time we're here. – I'm sure the frogs will turn up of their own accord.

### **Text: Do-It-Yourself**

In Britain, most people live in separate houses which they buy, usually with a 25-year mortgage. So they live in their own property as an “owner- occupier” and this sort of ownership means they are not only responsible for the interior of the property, as is usual in Ukraine, but also for the exterior and its surroundings.

People have to deal with the upkeep and maintenance of the exterior walls, the external windows and doors, the drainpipes, the gutters, the roof, the chimney stack and chimney pots, the garage, the garden, the shed and sometimes there's also a greenhouse. As a result there's always a lot of work to do on the exterior as well as the interior of the houses where people live.

In Britain there is frequently not much difference between the income of a person doing a manual or “tradesman's” job and the earnings of someone with a managerial occupation. A gardener, a plumber, an electrician, a tiler, a roofer, a painter or a plasterer, for example, will often earn more money than a bank manager or civil servant, for instance, who can't easily afford to hire such tradesmen. Only the very rich, such as Sir Paul McCartney or David Beckham, don't have to think twice about using specialist services.

This means that most people do jobs around the house themselves – “Do-It-Yourself” or DIY. Householders learn to deal with electricity, building materials, painting, decorating, and much of the internal and external maintenance of a house. The scope of work will obviously vary – from simple repair to decoration, refurbishment, renovation, even reconstruction or rebuilding.

A secondary factor arises from the very high prices for property around Britain, and this is why DIY for very many people evolves into Home Improvement. These can be house extensions, when one or more rooms are added to the ground floor or the first floor (often over an attached garage), loft conversions when an attic is converted into a room with windows, a conservatory is built onto a downstairs room, a pond added to the garden or even just added cosmetic improvements to make the house simply look better.

Consequently, there are almost as many DIY supermarkets around Britain as there are food supermarkets, and going shopping can very often mean going out to buy paint, varnish, plaster, electrical fittings or creosote.

## Notes

1. **Owner** – власник, людина, яка має власність, володіє чимось. Українське слово “власник” може перекладатися в різний спосіб: host, master, boss and owner. Host – той, що приймає та розважає гостей. Master – людина, яка має владу, панує над іншими; може керувати людьми або процесами. Слово “boss” належить до розмовної англійської мови та перекладається “роботодавець” або “керівник”.
2. **Mortgage** – позика у банку під заставу нерухомості, або іпотека.
3. **Upkeep** – утримання чогось у належному стані. *Син.:* maintenance.
4. **Chimney stack** – частина димаря, що знаходиться на даху будівлі.  
**Chimney pot** – дашок на димарі, може бути різної форми.
5. **Greenhouse** – скляна теплиця з опаленням.
6. **Tradesman**. Представник робочих професій; людина, яка володіє певним ремеслом (a trade). Порівняйте зі словом “trader”, яке означає “торговець”.
7. **To think twice** – фразеологізм, що означає “двічі подумати перед тим, як зробити щось”.
8. **Creosote** – креозот: густа масляниста рідина коричневого кольору, що використовується для запобігання псуванню дерев’яних поверхонь.

## Dialogue 1. In the DIY superstore

Mike: Look at this new drill on special offer.

Sharon: We’ve come here to buy varnish for the replacement banisters you put into the stairs.

Volodymyr: Oh look, it’s got variable speed setting and hammer action.

Iryna: Don’t you start, we only came with our friends to look around.

M: And it’s cordless.

S: Then we need to buy a new dimmer switch for the guest bedroom.

V: It’s got a 1/2 inch chuck.

I: We could do with some good boat-deck varnish for our parquet floor.

M: And slow-speed screwdriver function.

S: How did we fail to avoid this display stand?

V: It comes with a 60-piece set of drill bits in its own organiser box.

I: Will we get to the Paints and Varnishes section by the end of this week?

M: And the hand grip is in fantastic green plastic.

S: Only if we sit these two in the child seats of our trolleys.

## Dialogue 2. At the Garden Centre

Kate: Putting a pond into our garden is going to be a huge job.

Ian: But at least we can get everything we need in one visit today. Taras: And we’ll be pleased to help during our stay with you.

Oxana: I’m really surprised - our garden centre in Brovary only sells plants.

K: We’ll need the plastic pond liner itself.

I: And the sand and gravel to bed it on to.

O: Are you going to have one of these waterfall and aerator thingies?

K: Oh absolutely, the pond won't look at all good without moving water.  
 T: I can see the metal conduits, cables and pumps over there.  
 O: There are some beautiful water lilies over that side.  
 I: Those water irises look spectacular.  
 K: We'll get some koi carp, goldfish and pond snails from the aquarist section next time we're here.  
 T: I'm sure the frogs will turn up of their own accord.

### **Dialogue 3. In the casualty department**

Sharon: It's a good job Andriy and Natasha drove up to visit just as you fell off the garage roof.  
 Mike: Ouch.  
 S: Since you hadn't put the carburettor back into our car before playing Tarzan.  
 M: I don't feel well.  
 Andrii: But why was he up on the garage roof?  
 M: I was clearing the fallen leaves out of the gutters. Ouch.  
 Natasha: But that doesn't explain why you were balancing paint pots at the same time as climbing a ladder.  
 S: I think that afterwards he was going to paint the gutter above the satellite dish, the part that's going rusty.  
 M: Ouch.  
 A: We've got plastic guttering at our dacha, so it doesn't need any maintenance.  
 S: Our house was built before the war; there wasn't plastic guttering then and so we need to keep painting ours.  
 M: I've been meaning to replace it for years. Owwww.  
 A: Here's the nurse coming to wheel you to get an X-ray and see a doctor.  
 N: I hope it's just your pride that's hurt and not a broken leg.

### **Notes**

- 1. To be on special offer** – продаватися за зниженою ціною.
- 2. Bannister** – балюстрада: ряд стовпчиків обабіч східців з металевим або дерев'яним брусом на них.
- 3. A dimmer switch** – устаткування, що дозволяє регулювати яскравість світла.
- 4. Conduit** – труба для відводу води.
- 5. A plastic pond liner.** Поліетиленова плівка, яка використовується під час установки резервуара для ставка.
- 6. To bed something onto something.** Встановити щось на чомусь.
- 7. Koi carp** – дзеркальний короп.
- 8. Thingy.** Розмовний варіант слова "thing" зі значенням "штучка". Перекладається за контекстом.
- 9. To turn up of your own accord.** З'явитися самому по собі, за власним бажанням.
- 10. It's a good job that...** Добре, що ...
- 11. To go rusty** – вкриватись іржею.
- 12. To wheel** – везти на лікарняному візку.

## Subject Vocabulary

Civil servant, householder, tradesman, pond, snail, koi carp, fixtures and fittings, updating, upgrading, upkeep or maintenance, mortgage, replacement, display stand, casualty department, power-cut, drainpipe, gutter, roof, chimney stack, chimney pot, shed, greenhouse, banister.

To think twice, to put a pond, to convert, to be on special offer, to bed something on to something, to replace, to go rusty, to wheel.

*Tools, appliances and building material:* organiser box, hand grip, pump, varnish, TV aerial, satellite dish, boiler, dimmer switch, radiator, electric heater, electric fan, wheelbarrow, lawnmower, spade, hatchet, hammer, chuck, saw, shovel, pliers, oil can, wrench, paintbrush, varnish, stepladder or ladder, electric bulb, cord, gravel, creosote, liner, conduit.

*Specialist tradesmen:* decorator, plasterer, bricklayer, carpenter, electrician, welder, cleaner, plumber, tiler, roofer, roof-tiler, painter.

### 1. Answer the following questions.

1. What is the most usual way of buying a house in Britain? 2. What does the term “owner-occupier” mean? 3. Which parts of the house do people have to maintain and repair? 4. Is there any difference between the income of a tradesman’s job or a managerial occupation? 5. Can everyone afford to hire a tradesman? 6. Which activities are associated with upkeep and maintenance? 7. What is the main reason for Home Improvement for very many people in Britain? 8. How can an owner extend his house? 9. Are there any special places around Britain to buy paint, electrical fittings or plaster? 10. Are there many such D-I-Y centres now in Kyiv?

### 2. Insert articles where necessary.

... English like growing flowers. It’s ... popular focus for... gardening because it brings pleasure both to ... gardener and ... people who see ... garden. In ... winter ... great source of... pleasure for some people is to pick up ... seed catalogue and look at... brightly coloured pictures of... summer flowers. Even people with ... very small piece of ...land in ... towns like growing ... flowers, as do so many people with only ... balcony. ... People who have never seriously tried to speak ... foreign language carefully learn ... Latin names of ... flowers they plant. If you want to please ... English person, be very polite about his garden. ... English gardens belonging to .... Stately Homes are often internationally famous. Some of them are very beautiful, especially ... big ones that are open to ... public.

### 3. Complete the following sentences, choosing the most appropriate word from *host, master, boss, and owner.*

1. Every dog is faithful to its ... . 2. The laws of hospitality require that the ... should offer his guests food and shelter. 3. We knocked on the door and asked to see the ... of the house. 4. “Who’s the ... in this house, you or me?” she said to her husband, trembling with anger. 5. The relations between Robinson Crusoe and his man Friday were those of... and servant. 6. This document must be signed by the ... of

the property. 7. Tom, the eldest son, acted as the ... at the wedding. 8. He lives in this house, but isn't legally the .... 9. No man can serve two ... . 10. The company owners designated a General Manager to be the ... of the branch office.

**4. Translate the following words and word combinations from English into Ukrainian and use them in sentences of your own.**

House extension, to live in your own property, consequently, to deal with the upkeep, managerial occupation, to buy something with a mortgage, to evolve, cordless telephone, to think twice, dimmer switch, to need some maintenance, aquarist section, casualty department.

**5. Complete the sentences by translating the word in brackets.**

1. She stood on the (щебенева) path in front of the house. 2. To make her old furniture gleam Mrs. Smith brought some clear (поліроль). 3. They took out a £ 130 000 (позика) to buy a house in (передмістя). 4. The floor of the old car was (ржавіти) and I needed to be careful where I put my feet. 5. He refused to pay (аліменти) for his five children. 6. Humans (походити) from apes. 7. This channel is only available on (цифрове телебачення). 8. The estate agent had pictures of the house from the outside but none of its (інтер'єр). 9. We are building an (добудова) to our house. 10. The Paramedics put him on a stretcher and (підкотити) him into an ambulance.

**6. Discuss in pairs: Whose occupation does each set of objects belong to?**

Ladder, bucket, tiles, chimneypot, hammer, nails.

1. Stepladder, paint, plaster, paintbrush, roller.
2. Screwdriver, cable, light-bulb, light-fitting, electrical socket.
3. Wrench, tap, pipes, toilet bowl, sink, bath, bidet, shower.
4. Concrete, wheelbarrow, bricks, trowel, spade.

**7. Work in pairs. Make up dialogues based upon each situation:**

1. A young couple is visiting a DIY superstore. They came to buy a gas water heater, but they are confused by many different display stands. The husband is fascinated by a wide range of door fittings and his wife becomes deeply interested in new types of worktop water filters.

2. Two neighbours are talking about a new device, which reduces fuel costs by up to 20% for the car owner. This item can be used with both petrol and diesel engines. It may be installed in minutes without specialist tools and claims to be unconditionally guaranteed.

3. Two friends are discussing a present for their flatmate, who is a DIY fan. They are assessing the following ideas: tools, protective clothing or a hand-held metal detector for detecting electrical wiring.

**8. Translate the text into Ukrainian. Discuss your own experience of changing batteries in home appliances using the vocabulary from the following text.**



Why is it that batteries are inserted opposite ends up? Batteries produce a basic voltage of 1,5 volts. The design of cylindrical-shaped batteries is such that the concave pin is the positive connection and the casebase the negative connection. Batteries can be connected by two methods. The first is Parallel Connection, in which they are placed side by side with the positive terminals linked and the negative linked. This keeps the voltage at 1,5 volts, but will increase the power available in amperes. Thus, if one battery has the power of one amp and is connected in parallel, it will produce a power of two amps. The other connection method is Series Connection, which means the positive terminal is connected to the negative terminal, which is why two batteries are inserted with one placed upside-down in relation to the other. This means the final voltage will be 1,5 volts plus 1,5 volts equalling three volts. The amperage, however, will remain that of one battery only, one amp. Get it wrong and the device simply won't work until the batteries are inserted correctly.

**9. Work in pairs. Respond to the following sentences.**

1. Oh no! The bathroom's flooded! 2. The lights are not working: is there a power-cut? 3. Tragedy, our TV set broke down yesterday. 4. Mum, I've a problem. Darren spilt coffee on the sofa and I can't get the stains out. 5. The hour-hand on our grandfather clock has fallen off. 6. The kitchen door-handle's come off. 7. My car won't start. 8. Justin, something's wrong with our washing machine.

**10. Explain the meaning of the following proverbs and find Ukrainian equivalents. Act as an interpreter helping communication between cultures in a conversation between a Ukrainian and an English person discussing their meaning.**

1. The first step is the hardest.
2. Many hands make light work.
3. Jack of all trades, master of none.
4. A burnt child dreads fire.
5. Too many cooks spoil the broth.

**11. Translate into Ukrainian both of the following advertising texts. Write out terms relating to DIY and learn them.**

Worldwide DIY Council – For those interested in buying products used in construction, home repair, refurbishment or decorating – plus hardware, lawn and garden items, be sure to visit the Worldwide DIY Council web site, [www.wdivc.org](http://www.wdivc.org), where you will find contact information and pictures of thousands of products available from about 100 active USA exporters, selling in more than 140 countries. You'll also find the names of another 30-40 active exporters, trade show information, and many links to other sites.

“Getting Creative with Concrete” – “Faux Brick” is a system that uses stencils and pigments to make ordinary concrete look like stone, brick or tile. The stencil is placed onto freshly poured concrete with the appropriate pigment and worked into the surface. When the concrete has set, the stencil is removed, leaving coloured ‘bricks’ or ‘stones’ with uncoloured joining strips. Stencils can also be used to create patterns

on existing concrete. With its easy application, the “Faux Brick” system saves time and is considerably less expensive than other decoration systems.

**12. Translate the following sentences from Ukrainian into English.**

**А** 1. Через брак коштів він сам перефарбував стіни кімнат та поклав паркетну підлогу на горищі. 2. Після народження третьої дочки їм довелося добудувати ще один поверх. 3. Це сервісна служба? Мені конче необхідний сантехнік, у мене протікає труба в кухні. 4. Тобі слід пофарбувати дах, бо він починає вкриватись іржею. 5. Поряд із теплицею вони побудували ставок з маленьким водоспадом і приходили сюди щодня, щоб погодувати дзеркальних коропів. 6. Мати просила переказати вам, щоб ви позбирали опале листя з даху гаража. 7. Єдиним способом придбати власний будинок було – взяти позику у банку. 8. Він походив з простої сім’ї робітників: його батько був штукатуром, а дід – маляром. 9. Сходи було прикрашено чудовою дерев’яною балюстрадою, вкритою лаком. 10. Щоб покращити екстер’єр будинку, хазяїн доклав великих зусиль. 11. Опинившись наодинці з кабелями, він зрозумів, що без допомоги електрика впоратись із старою електропроводкою було неможливо. 12. Хлопчині було приємно, що його, як справжнього хворого, везли на лікарняному візку до самого виходу з лікарні.

**В** 1. Ремонт електромережі без знань у галузі електротехніки може призвести до серйозної аварії, пожежі або ураження електричним струмом. Однією з поширених причин пошкодження електричної мережі є поганий контакт проводів. Через це провід може нагрітись і навіть загорітись. 2. У домашній майстерні мають бути інструменти Для обробки деревини: сокира, пила, дріль з комплектом свердел. 3. Щоб виготовлені з дерева вироби мали гарний зовнішній вигляд і краще зберігалися, їх фарбують або лакують. 3. Квіти, догляд за ними – це відпочинок, який відновлює сили після роботи. Є навіть нова галузь медицини, яка виявляє вплив різних рослин і квітів, а також їх ароматів на нервову систему людини. 4. Що менший достаток сім’ї, то серйозніша небезпека витратити більше. 5. Догляд за житлом повинен увійти в звичку, адже підтримувати порядок і чистоту – обов’язок кожного члена сім’ї. 6. Іноді стара груба погано нагрівається тому, що стінки димоходів вкриті товстим шаром сажі. Трапляється це, тому що палять її вологими дровами.

**13. Categorise the following sentences into compound or complex. Identify the subordinate clause wherever one appears.**

1. Write down my telephone number so that you don’t forget it. 2. Tell me where I can go to buy a new garden spade. 3. He added a conservatory to his house and the value of his property immediately increased. 4. The football team was playing out a draw, while the storm clouds gathered. 5. Jenny was working at the computer; Kevin was painting the garden fence. 6. Either you mend the kitchen sink today or you’re sleeping in the spare room. 7. He thought of the sea and how wonderful it would be to spend the summer by the coast. 8. I’m not going to buy the larger one, as I can’t afford it. 9. He slipped on the ladder, landed in a rose bush, cursed

expressively and kicked the cat. 10. I thought my wife had forgotten I'd promised to paint the garage door, but she very clearly hadn't. 11. The summer cottage looked freshly-painted as if it had been done yesterday. 12. He changed all the fuses, but still the chandelier wouldn't work. 13. As he was in a hurry, he didn't lay the foundation properly. 14. They decided to extend their kitchen; accordingly they applied to increase their mortgage to fund the work. 15. The householder told the plumber which pipe needed repair urgently. 16. Some people think they're always right in what they're doing.

***14. Join the following pairs of simple sentences to make them clauses of a compound or a complex sentence as necessary.***

1. It was getting late. We need to finish soon. 2. She painted the ceiling. Her father varnished the skirting-boards. 3. The shrubs were planted. Gill began to dig the hole for the garden pond. 4. The small boys were playing football in the lane. A pane of glass was broken in the greenhouse. 5. His car wouldn't start. A neighbour, who was a mechanic, came to see if he could help. 6. The whole house had almost been redecorated. The parquet floor in the dining room still needed varnishing. 7. There was a severe gale. Several tiles fell from the roof. 8. The new housing estate was completed. A number of superstores, including a DIY centre, was opened.

***15. Translate from English into Ukrainian paying especial attention to the means of connection of parts of the sentence.***

1. As the car was coming around the corner, a large dog, dishevelled and dirty, raised its head but then seemed to become invisible in the pile of fallen autumnal leaves. 2. Russell was here to help his mother put her house up for sale, having decided to sell his own house, and talking to the estate agent would give him an idea of the market. 3. If you pay the ransom as demanded, your daughter will be returned to you safe and sound within three hours. 4. Chris doubted that he would win the lottery, but thought he might as well spend a pound on a ticket. 5. She dropped her handbag as she came through the door, went straight through the hall, into the lounge, through the French windows, and down the two stone steps that led from the patio to the lawn. 6. When the third-formers caught sight of Dumbledore walking towards them in his black cloak, they stopped talking and seemed suddenly to freeze, becoming absolutely still, totally motionless, their faces turned towards him, watching him nervously as he approached. 7. The author needed a job which he could do for just a few hours each day, but which paid enough for him to pay all his bills, and left him enough time to write.

***16. Translate the following compound and complex sentences into English.***

1. Всі уважно слухали те, що він доповідав. 2. Після того як ми придбали дачний будиночок, ми стали проводити більше часу на свіжому повітрі. 3. Перед будинком нові господарі вирішили розмістити декілька квіткових клумб, а на задньому дворі їм порадили поставити невеличку теплицю для тропічних рослин. 4. Незважаючи на те, що будинок потребував ремонту, вони вирішили

придбати його негайно. 5. У маєтку було невелике озеро із дзеркальними коропами, спокійна поверхня якого виблискувала на сонці. 6. Ти не знаєш, де ті садові інструменти, що ми позичали сусідові минулого місяця? 7. Якби не його ідея відремонтувати дах самостійно, він, можливо, тепер не був би у лікарні. 8. Туман розсіявся, і блиснуло сонце. 9. Всі необхідні будівельні матеріали ви можете придбати у магазині “Будівельник”, розташованому у передмісті, який відкрився два місяці тому. 10. Візьми ліхтар, інакше ми нічого не побачимо у тому темному льосі. 11. Оскільки її чоловік не мав часу, щоб впоратись із цією проблемою, їй довелось викликати фахівця і заплатити йому за роботу. 12. Де ти придбала ті чудові троянди, які так чарівно прикрасили вхід до будинку?

**17. Read the sentences and then choose the correct words to complete each reported sentence.**

1. “The weather bureau issued a storm warning for tonight.” – He told me that the weather bureau *has issued/ had issued* a storm warning for *tonight/ that night*. 2. “Don’t be afraid of getting lost.” – I told her not *to be afraid/be afraid* of getting lost. 3. “What time is your party going to start?” – Sheila *said/ asked* what time *is my party going / was my party going/my party was going* to start. 4. “I can’t come tomorrow night”. – Nina said she *can’t/ couldn’t come* the *following night/ tomorrow night*. 5. “I’ve been planning to call you for a long time.” – Tony told me he *’s been planning/ ’d been planning* to call *you/me* for a long time. 6. “Should I bring something?” – She asked if *I/she should bring/should have brought* something. 7. “I don’t know how to get to your place.” – She said she *didn’t know how/ hadn’t known* how to get to *your/ my* place. 8. “Motorists must drive with extreme caution while snow is falling.” – It was reported that motorists *must have driven/ had to drive* with extreme caution while it was snowing.

**18. Convert these statements to indirect speech.**

1. Daniel said, “I met some friends of mine in the cinema last night.” 2. A man stopped me in the street and asked “Do you speak English?”. 3. The student said to his friend, “I’ve already read half of the book.” 4. She said to us, “I will have marked your tests by the next lesson.” 5. Christine wrote, “Your letter came too late. I have already promised to go to my uncle where I shall be staying for a month.” 6. Glenn said to us, “I can’t find his telephone number.” 7. “There are two topics which I want to examine today,” said the lecturer. 8. We said, “Sorry. But we didn’t see you crossing the road.” 9. Will said to me with sarcasm, “You are giving me advice?” 10. The newspaper headline was, “Diana in fatal car crash.” 11. My sister-in-law wrote, “I shall meet you in Glasgow on the 4<sup>th</sup> at three p.m., if my train’s on time.” 12. “Dad phoned me before he left,” said Kate. 13. Andy said to his brother, “I’m going to repair that old bike.” 14. The girl said, “I do everything myself, rather than let my brother get involved.”

**19. Retell the following dialogue in indirect speech, making all necessary changes to verbs and pronouns.**

Lucy: I've just heard about a great job at this scientific research company.  
 Ben: Oh really, I graduated in biochemistry at Manchester.  
 L: They actually want someone with experience as a biologist.  
 B: Well, I did work as a biological technologist for Bioprotection Systems.  
 L: They're looking for someone with a postgraduate degree.  
 B: Well, I took a one-year postgraduate course.  
 L: But they want a person with computer experience.  
 B: It sounds perfect! I've even written my own programs.  
 L: Sounds like it could be the right job for you.  
 B: Could be.

**20. Read the following excerpt from an article describing a job interview. Retell it as direct speech, making all necessary changes.**

A few weeks ago, Melissa Morrow had an unusual job interview. Firstly, the interviewer asked Melissa why she wasn't able to work under pressure. Before she could answer, he asked if she had cleaned out her car recently. Then he wanted to know who had written her application letter for her. Melissa was shocked; she was ready to ask an interviewer if he knew how to conduct an interview. But she controlled herself well. She asked the interviewer whether he was going to ask her relevant questions. And she politely ended the interview. Melissa Morrow came through her interview with flying colours but later asked herself if she really wanted to work for that company. Her answer was emphatically no.

**21. Translate from English into Ukrainian paying especial attention to the forms of the verbs.**

1. She said that she was surprised to see that the grandfather clock had stopped and asked if anyone had been tinkering with it. 2. He said that two days ago an enormous load of sand had been dumped by some Council lorry in front of his drive and that since then he hadn't been able to get his car out. 3. He wanted to know if we were also going to the fancy-dress party and suggested that we should coordinate our costumes and go together for effect. 4. My employer hoped I would not be offended if he told me that, in his opinion, I would do better in some other kind of job but of course all he wanted was for me to resign so that he wouldn't need to pay me compensation for sacking me. 5. When questioned by the police about the disappearance of a bulldozer from a building site two days previously, the gypsy flatly denied having anything to do with it. 6. When the lady protested at being told to open her suitcase for inspection, the Customs Official firmly but politely pointed out that she must do as she was asked. 7. After the accident the bus driver accused the motorist of not looking where he was going, to which the latter replied that if the other hadn't been driving so fast, he himself would have had a chance of stopping in time.

**22. Read the indirect speech. Then decide which of the direct speech sentences is correct.**

1. She said there would be more rain the next day.
  - a. "There will be more rain the next day".
  - b. "There would be more rain tomorrow."
  - c. "There will be more rain tomorrow."
2. The woman said that he might have the money.
  - a. "You may have had the money."
  - b. "You may have the money."
  - c. "You might have the money."
3. She said that if they hadn't time to prepare, the danger would have been even greater.
  - a. "If we hadn't had time to prepare, the danger would have been even greater."
  - b. "If we didn't have time to prepare, the danger would be even greater."
  - c. "If we don't have time to prepare, the danger will be even greater."
4. The police told people that they should try to leave the area.
  - a. "You should try to leave the area."
  - b. "You should have tried to leave the area."
  - c. "You would leave the area."
5. Dr Brown said that 'Andrew' was the worst hurricane they had had there.
  - a. "Andrew' is the worst hurricane we have here."
  - b. "Andrew' is the worst hurricane we have had here."
  - c. "Andrew' is the worst hurricane we have had there."

**23. Use one of these introductory verbs to recommend, to forbid, to advise, to invite, to ask, to encourage, to suggest, to beg, to threaten to rewrite each of the following sentences as indirect speech.**

1. "Don't walk on the grass! Don't pick flowers in the park! Don't feed animals in the Zoo!" said a parrot sitting by the gate. 2. "Try again," said my elder brother. "You will have a chance to demonstrate your character once more." 3. "If you are visiting Wales, you must drop into Hay-on-Wye, the largest second-hand bookshop centre in the world", said the tourist information officer. 4. "Excuse me? Is there a petrol station near here?" said the motorist. 5. "If you lot lose this game, I'll apply for a new managerial job in Timbuktu", said the coach. 6. "I'm really tired and worn-out. Please, give me half an hour's rest", said their grandmother. 7. "Well, Mike, Melinda and I are happy to see you and Annie on Saturday at six. We're having a little party", said Kevin. 8. "You should pay a visit to the insurance company's office. They'll tell you what to do after that accident", said the broker. 9. "The only thing to do is sit and wait until they come back with news", said the policeman.

**24. Translate into Ukrainian the following text paying especial attention to the translation of verbs used in the indirect speech.**

Kate worked in a shop selling computer games and software. One day a middle-aged man came in, walked up to the counter and beamed at Joan. Sounding uncomfortable, he said he wanted to buy a particular game – one that he had overheard his daughter discussing that morning as something she'd like for her

birthday. Kate asked what the game was called. The man shook his head and said he didn't remember, though it was about shooting monsters in an alien landscape. He suggested that Kate should run some games like that and stood hopefully by the counter. Kate pointed out that they had hundreds of games like that in stock and that even if she were allowed to open all the packaging, it would take a very long time to demonstrate even a couple of minutes of each. She asked the man if he could describe the game any more clearly. The man laughed and said that he'd never been interested in computers and had never more than glanced at any game. They would probably never get any further if he were to see any games running. He looked very depressed but suddenly his face brightened. He had just remembered something: the title was something to do with religion. Kate thought hard and asked if it could be *Halo*. The man cried out that that was it. He wished Kate had thought of the name earlier instead of wasting his time asking silly questions. He said that he supposed Kate was new to her job.

**25. Translate into English keeping in mind the rules of sequence of tenses.**

**А** 1. Нова секретарка сказала, що раніше вона жила у Бостоні. 2. Джек запитав мене, чи вмію я плавати. 3. Директор підтвердив, що вони обговорять це питання наступного тижня. 4. Мати сказала, що хлопці грають у футбол зранку. 5. Він зателефонував і повідомив, що переклад треба закінчити до другої години. 6. Вона сказала, що наша дочка добре грає на гітарі. 7. Джим запитав її, хто телефонував їй годину тому. 8. Я запитав вчителя, що означає цей вислів. 9. Вона нагадала мені, що ввечері нас запросили в гості. 10. Старенька сказала, що Сміти переїхали до Канади. 11. Всі цікавилися, скільки років я не був у рідному місті. 12. Вона вигукнула у відчаї, що ніколи більше не буде щасливою. 13. Репортер повідомив, що гри не буде, якщо піде дощ. 14. Пітер запитав мене, куди я йду. 15. Джейн запитала мене, чи відіслав я її листа.

**В** 1. Вчителька попередила, що раніше вони ніколи не виконували таких складних завдань. 2. Тоні запитав, чи будуть документи готові до третьої години у четвер. 3. Мати пояснила, що її син живе в окремій квартирі вже два роки, а до того вони жили разом. 4. Хазяйка будинку наполягала на тому, що вчора о дванадцятій годині її сусід був удома, вона чула, як він грав на скрипці. 5. Напередодні я зустрів свого приятеля і запитав, як він склав залік. Він відповів, що письмовий тест він склав, а от усна відповідь, на жаль, була незадовільною, і йому треба прийти ще раз. 6. Няня не дозволяла хлопцеві брати цукерки, вона сказала, що мати заборонила синові їсти солодке перед обідом. 7. Перехожий звернув мою увагу на мою кишеню, він зауважив, що вона розстебнута, і мій гаманець може випасти. 8. Під час інтерв'ю мене запитали, скільки років я вже вивчаю японську мову і чи був я колись у Японії. 9. Нам повідомили, що наступний літак буде тільки у понеділок і що ми можемо замовити квитки заздалегідь. 10. Літня жінка порадила нам не залишатися на ніч у лісі, тому що за прогнозом можливий дощ. 11. Професор додав, що результати експерименту будуть залежати від певних умов.

**26. Translate the following text from Ukrainian into English paying attention to the sequence of tenses.**

Останнім часом він усе більше думав про той випадок у горах, згадував всі подробиці. У пам'яті поставали образи: вершини гір, ліс біля підніжжя, багаття та обличчя друзів. Він був абсолютно впевнений, що того туманного ранку Ігор марно наполягав на тому, щоб вони відклали сходження. Він радив дочекатися, коли зміниться погода і вийде сонце. Тоді вони просто не розуміли, чого цей бородатий "старий", який уже тричі сходив на Фішт, попереджав про небезпечні "сюрпризи" цього маршруту. Він запам'ятав назавжди останні слова Ольги, що вони мали довести, хто тут боягуз. Як він міг дозволити їй, першій красуні курсу, переконати себе? Загибель дівчини була лише його помилкою, його провиною, його болем...



**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ  
РОБОТИ СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

## HOME READING

### Unit 1 THE READING PUBLIC

(by Stephen Leacock)

“Wish to look about the store? Oh, by all means, sir”, said the manager of one of the biggest book stores in New York. He called to his assistant, “Just show this gentleman our ancient classics – the ten-cent series”. With this he dismissed me from his mind.

In other words he had guessed at a glance that I was a professor. The manager of the biggest book store cannot be deceived in a customer. He knew I would hang around for two hours, get in everybody’s way, and finally buy “The Dialogues of Plato” for ten cents.

He despised me, but a professor standing in a corner buried in a book looks well in a store. It is a sort of advertisement. So it was that standing in a far corner I had an opportunity of noticing something of this up-to-date manager’s methods with his real customers.

“You are quite sure it’s the latest?” a fashionably-dressed woman was saying to the manager.

“Oh, yes, madam, this is Mr Slush’s very latest book, I assure you. It’s having a wonderful sale.” As he spoke he pointed to a huge pile of books on the counter with the title in big letters – “Golden Dreams”.

“This book”, said the lady idly turning over the pages, “is it good?”

“It’s an extremely powerful thing”, said the manager, “in fact it’s a masterpiece. The critics are saying that without exaggeration it is the most powerful book of the season. It is bound to make a sensation.”

“Oh, really!” said the lady. “Well, I think I’ll take it then”.

Suddenly she remembered something. “Oh, and will you give me something for my husband? He is going down south. You know the kind of thing one reads on vacation?”

“Oh, perfectly, madam. I think we have just what your husband wants. “Seven Weeks in the Sahara”, 7 dollars; “Six Months in a Wagon”, 6 dollars; “Afternoons in an Ox-cart”, two volumes, 4 dollars 30 cents. Oh here, now, “Among the Cannibals of Corfu”, or “Among the Monkeys of New Guinea”, 10 dollars.” And with this the manager laid his hand on another pile as numerous as the pile of “Golden Dreams”.

“It seems rather expensive”, remarked the lady.

“Oh, a most expensive book,” repeated the manager in a tone of enthusiasm. “You see, it’s the illustrations, actual photographs of actual monkeys; and the paper.”

The lady bought “Among the Monkeys”.

Another lady entered. A widow judging by her black dress.

“Something new in fiction,” repeated the manager, “yes, madam, here’s a charming thing, “Golden Dreams”, – a very sweet story. In fact the critics are saying it’s the sweetest thing Mr Slush has done.”

“Is it good?” said the lady.

“It’s a very charming love story. My wife was reading it aloud only last night. She could hardly read for tears.”

“I suppose it’s quite a safe book?” asked the widow anxiously.

“I want it for my little daughter”.

“I assure you it’s perfectly safe. In fact, it is written quite in the old style, like the dear old books of the past; quite like” – here the manager paused with a slight doubt – “Dickens and Fielding and – er – so on”.

The widow bought the “Golden Dreams”, received it wrapped up, and passed out.

“Have you any good light reading?” called out the next customer in a loud cheerful voice – he had the air of a man starting on a holiday.

“Yes,” said the manager, and his face almost broke in a laugh. “Here’s an excellent thing, “Golden Dreams”; quite the most humorous book of the season. My wife was reading it last night. She could hardly read for laughing.”

After that the customers came and went in a string. To one lady “Golden Dreams” was sold as exactly the reading for a holiday, to another as the very book to read after a holiday; another bought it as a book for a rainy day, and a fourth, as the right sort of reading for a fine day.

“Among the Monkeys” was sold as a sea story, a land story, a story of the jungle, a story of the mountains; each time at a different price.

After a busy two hours I drew near and from a curiosity that I couldn’t resist said, “That book, “Golden Dreams”, you seem to think it’s a very wonderful book?”

The manager knew that I had no intention of buying the book, so he shook his head. “Frankly speaking, I imagine it’s perfectly rotten.”

“Haven’t you read it?” I asked in amazement.

“Dear me, no!” said the manager. His air was that of a milkman who is offered a glass of his own milk. “A pretty time I’d have if I tried to read all the new books. It’s quite enough to keep track of them without that.”

“But those people,” I went on, deeply puzzled, “won’t they be disappointed?” “By no means !” he said. “They won’t read it. They never do.”

“But at any rate your wife thought it a fine story,” I insisted. The manager smiled widely. “I am not married, sir.”

### ***NOTES ON THE TEXT***

1. His face almost broke into a laugh. – Він широко посміхнувся.
2. The customers came and went in a string. – Відвідувачі постійно заходили і виходили.
3. the tcn-ccnt series – серія книжок, кожна з яких коштує 10 центів
4. at a glance – at once – одразу ж
5. by all means – обов’язково
6. by no means – ні в якому разі
7. to hang around / about – тинятися

## ACTIVE VOCABULARY

to dismiss – send away from one's employment, from service;  
to despise – feel contempt for; consider worthless;  
to deceive – cause to believe sth that is false;  
fashionably-dressed – dressed in a fashionable manner;  
exaggeration – stretch a description beyond the truth;  
a volume – book, esp one of a set of books;  
a widow – woman who has not married again after her husband's death;  
to wrap up – cover or roll up in;  
rotten – decayed; having gone bad;  
up-to-date – modern;  
to assure – say positively with confidence;  
to judge – act as a judge;  
fiction – stories, novels and romances invented or imagined;  
to doubt – hesitate to believe;  
customer – person who buys things;  
curiosity – being curious;  
huge – very great;

## VOCABULARY WORK

**1. Learn the words given above. Find in the text the sentences with the new words and expressions. Translate them into Ukrainian.**

### Phonetic Drill

**2. Practice the pronunciation and learn the following words.**

Ancient ['eɪnfənt], sries ['siəri:z], guess [ges], glance [glɑ:ns], deceive [di'si:v], hour [aʊə], finally ['faɪn(ə)li], despise [dis'paɪz], buried [berɪd], advertisement [əd'vɜ:tɪsmənt], quite [kwaɪt], assure [ə'ʃʊə], huge [hju:dʒ], idly ['aɪdli:], extremely [ɪk'stri:mli], exaggeration [ɪg,zædʒə'reɪʃn], sensation [sen'seɪʃn], enthusiasm [ɪn'θju:zi,æzəm], actual ['æktʃʊəl], judge [dʒʌdʒ], charming ['tʃɑ:mɪŋ]), tear ['tiə], anxiously ['æŋkʃəsli], slight [slaɪt], doubt [daʊt], wrap [ræp], cheering [tʃiəriŋ], curiosity [kjʊəri'ɒsəti], amazement [ə'meɪzmənt]

**3. Translate the sentences into Ukrainian. Pay special attention to the words in italics.**

1. I *assure* you there is no danger.
2. God will *judge* all men.
3. Truth is always stranger than *fiction*.
4. I *doubt* the truth of this report.
5. Mr White has lost some of his best *customers*.
6. He was burning with *curiosity* to know what was happening.

**4. Match the words with their explanations.**

<b>Words</b>	<b>Explanations</b>
hang about	certainly
rotten	not at all
to wrap up	at once
a widow	send away
exaggeration	believe sth that is false
to deceive	be standing about doing nothing special
to dismiss	stretch a description beyond the truth
at a glance	a woman who has not married again after her husband's death
by no means	cover or roll sth up
by all means	having gone bad

**5. Think of the words that fit the definitions below.**

1. decayed, having gone bad \_\_\_\_\_
2. modern \_\_\_\_\_
3. say positively with confidence \_\_\_\_\_
4. act as a judge \_\_\_\_\_
5. stories, novels and romances invented or imagined \_\_\_\_\_
6. hesitate to believe \_\_\_\_\_
7. person who buys things \_\_\_\_\_
8. being curious \_\_\_\_\_
9. very great \_\_\_\_\_

**6. Find in the text the English equivalents to the following Ukrainian words.**

<b>Ukrainian word</b>	<b>English equivalent</b>
відпустити	
ставитися з презирством	
модно вдягнена	
перебільшення	
обманути	
серія книжок	
обов'язково	
ні в якому разі	
загорнути	
вдова	
поганий	
том	
тинятися	
менеджер	
сучасний	
реклама	

**7. Suggest the Ukrainian equivalent for the following.**

English word	Ukrainian equivalent
opportunity	
method	
assure	
huge	
pile	
counter	
powerful	
masterpiece	
vacation	
numerous	
judge	
fiction	
doubt	
customer	
curiosity	

**8. Find out the words written below.**

w o d i w _____	r o s e s f o p r _____
c u m l o v _____	c i l b u p _____
n o t t e r _____	y d a l _____
r e g a n a m _____	m e a r d _____
s i e r e s _____	n o i t a r e g a g e x _____

**9. Complete this table to make word families. Use a dictionary to help you.**

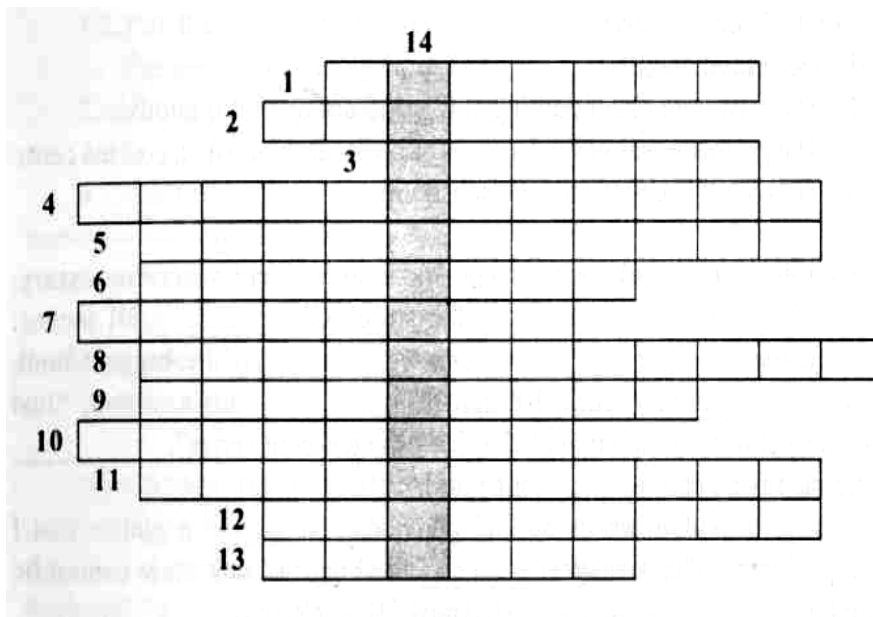
Noun	Verb	Adjective	Adverb
assistant			
	disappoint		
advertisement			
			anxiously

**10. Fill in the blanks with the words from the text.**

- The men were \_\_\_\_\_ about at the street corner waiting for the pubs to open.
- If you always \_\_\_\_\_, people will no longer believe you.
- The servant was \_\_\_\_\_ for being lazy and dishonest.
- You can't pass the examination without working hard, so don't \_\_\_\_\_ yourself.

5. The \_\_\_\_\_ apple injures its neighbours.
6. You'd better \_\_\_\_\_ well before you go out, put on an overcoat, and a scarf.
7. Sooner or later we are \_\_\_\_\_ to solve this mystery.
8. The mountain top was \_\_\_\_\_ in mist.
9. You \_\_\_\_\_ the difficulties.
10. A dish of strawberries and cream is not to be \_\_\_\_\_.

**11. Complete the puzzle using the nouns from the text. Translate the word written down.**



1. менеджер
2. вдова
3. том
4. перебільшення
5. можливість
6. відпустка
7. класика
8. ілюстрація
9. здивування
10. покупець
11. шедевр
12. сенсація
13. поганий, зіпсований
14. \_\_\_\_\_?

**12. Cross out the word that doesn't go with the others.**

1. deceive, despise, charming, assure;
2. ancient, fashionable, anxious, amazement;
3. wrap, widow, manager, volume;
4. cheerfully, proudly, slight, actually;

**13. Change the following sentences into the similar ones using the words from the text.**

1. He smiled broadly.
2. The customers kept coming and going out one after another.
3. The professor was offered a series of books each of which cost ten cents.
4. This book is certain to be a sensation.

**14. Fill in the blanks with prepositions or adverbs where necessary.**

1. "Wish to look \_\_\_\_\_ the store? Oh, \_\_\_\_\_ all means, sir", said the manager \_\_\_\_\_ one \_\_\_\_\_ the biggest book stores \_\_\_\_\_ New York. He called \_\_\_\_\_ his assistant, "Just show this gentleman our ancient classics – the ten-cent series". \_\_\_\_\_ this he dismissed me \_\_\_\_\_ his mind.

\_\_\_\_\_ other words he had guessed \_\_\_\_\_ a glance that I was a professor. The manager \_\_\_\_\_ the biggest book store cannot be deceived \_\_\_\_\_ a customer. He knew I would hang \_\_\_\_\_ two hours, get \_\_\_\_\_ everybody's way, and finally buy "The Dialogues of Plato" \_\_\_\_\_ ten cents.

2. Suddenly she remembered something. "Oh, and will you give me something \_\_\_\_\_ my husband? He is going \_\_\_\_\_ south. You know the kind \_\_\_\_\_ thing one reads \_\_\_\_\_ vacation?"

"Oh, perfectly, madam. I think we have just what your husband wants. "Seven Weeks \_\_\_\_\_ the Sahara", 7 dollars; "Six Months \_\_\_\_\_ a Waggon", 6 dollars; "Afternoons \_\_\_\_\_ an Ox-cart", two volumes, 4 dollars 30 cents. Oh here, now, "\_\_\_\_\_ the Cannibals of Corfu", or "\_\_\_\_\_ the Monkeys of New Guinea", 10 dollars. "And \_\_\_\_\_ this the manager laid his hand \_\_\_\_\_ another pile as numerous as the pile of "Golden Dreams".

3. "Have you any good light reading?" called \_\_\_\_\_ the next customer \_\_\_\_\_ a lous cheering voice.

"Yes," said the manager, and his face almost broke \_\_\_\_\_ a laugh. "Here's an excellent thing. My wife could hardly read \_\_\_\_\_ laughing."

\_\_\_\_\_ that the customer came and went \_\_\_\_\_ a string. \_\_\_\_\_ one lady "Golden Dreams" was sold as exactly the reading \_\_\_\_\_ a holiday, \_\_\_\_\_ another as the very book to read \_\_\_\_\_ a holiday; another bought it as a book \_\_\_\_\_ a rainy day, and a fourth, as the right sort \_\_\_\_\_ reading \_\_\_\_\_ a fine day each time \_\_\_\_\_ a different price.

**15. Say the same in Ukrainian.**

1. With this he dismissed me from the mind.
2. The manager of the biggest store cannot be deceived with the customer.
3. He despised me, but a professor standing in a corner buried in a book looks well in a store.
4. The widow received the book wrapped up.
5. His face almost broke in a laugh.
6. His air was that of a milkman who is offered a glass of his own milk.



7. It's quite enough to keep track of the books without reading them.

**16. Say the same in English.**

1. Він здогадався з першого погляду, що я був професором.
2. "Це надзвичайно сильна річ, насправді це шедевр," - сказав менеджер.
3. Відвідувач мав вигляд людини, яка вирушає на відпочинок.
4. Менеджер знав, що у мене не було наміру купувати книгу.
5. "Відверто кажучи, я вважаю, що книжка дуже погана".
6. "Добре б я проводив час, якби спробував прочитати усі нові книги".

**READING COMPREHENSION**

**1. Attention check**

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement with the following statements. Use: 'In my opinion', 'I agree', 'I can't agree with it'.*

1. The manager offered the professor the ten-cent series because the professor was poor and couldn't afford to buy more expensive books.
2. The manager knew the customers very well so he was sure the professor would choose the necessary book himself.
3. The fashionably-dressed woman insisted on having the latest book and was really interested in the most recent literature.
4. The books which the manager offered the customers were rather expensive, with illustrations, photographs and good paper.
5. Such books as "Golden Dreams" were really exciting and worth buying.
6. The manager said quite different things about the same book to different customers because he had learned the contents of the books very well.
7. The author perfectly knew such classical authors as Dickens and Fielding and could quote many famous men of literature.
8. The manager didn't have a high opinion of all his customers.
9. The manager's wife read a lot and retold the books to her husband in order to help him to sell the books.
10. The manager's only aim was not to disappoint people with the book they had bought.

**2. Test your understanding of the text.**

1. The manager lost all the interest in the professor and dismissed him from his mind because the professor
  - a) was interested in the special literature
  - b) didn't have enough money to buy expensive books
  - c) wanted to buy some good light reading
2. The professor in a store was a sort of
  - a) fun
  - b) commercial

- c) trouble
3. The manager's methods with his real customers were
    - a) old
    - b) modem
    - c) ordinary
  4. The fashionably-dressed woman was turning over the pages
    - a) with enthusiasm
    - b) with interest
    - c) lazily
  5. The woman bought the book for \_\_\_\_\_ her husband.
    - a) "Among the Cannibals of Corfu"
    - b) "Afternoons in an Ox-cart"
    - c) "Among the Monkeys of New Guinea"
  6. The book "Golden Dreams" was sold to the woman in mourning as
    - a) the most humorous book of the season
    - b) the most powerful book of the season
    - c) a very charming love story
  7. The book "Among the Monkeys" was sold as
    - a) the very book to read after a holiday
    - b) as the right sort of reading for a fine day
    - c) as a sea story
  8. The manager succeeded in selling books owing to the fact that he
    - a) was well-read and could discuss all the books in the store
    - b) sold books each time at a different price
    - c) perfectly knew his customers.

**3. Who said the following? Under what circumstances?**

1. "Just show this gentleman our ancient classics – the ten-cent series."
2. "Are you quite sure it's the latest?"
3. "It's an extremely powerful thing, in fact it's a masterpiece. The critics are saying that without exaggeration it is the most powerful book of the season. It is bound to make a sensation. "
4. "Oh, and will you give me something for my husband? He is going down south. You know the kind of thing one reads on vacation?"
5. "It seems rather expensive."
6. "Oh, a most expensive book. You see, it's the illustrations, actual photographs of actual monkeys; and the paper. "
7. "Frankly speaking, I imagine it's perfectly rotten. "
8. "A pretty time I'd have if I tried to read all the new books. It's quite enough to keep track of them without that."
9. "I am not married, sir. "

**Discussion**

1. Who was the first customer in the book store?

2. Why did the manager offer the professor the tent-cent series?
3. Did the manager of the book store understand his customers very well?
4. Did the manager consider the professor his real customer?
5. What kind of book did the fashionably-dressed woman want to buy?
6. Were the customers of the book store really interested in the most recent literature?
7. How did the manager describe quite different books to different customers?
8. How can you characterize such books as “Golden Dreams”?
9. Why does a shop assistant have to keep track of the books on sale?
10. Why, in your opinion, was the manager so successful in selling books?
11. Do you think all means are good for achieving one’s aim in business?
12. What kind of literature are you interested in?
13. How do you choose books?
14. What kind of books do you keep in your home library?
15. What kind of literature develops literary taste?
16. Is it clear at first sight whether the book is worth reading?
17. Do you think that books help you to learn how to express your thoughts and feelings more exactly?

### **Reorganization**

1. Divide the story into logical parts and make a plan of it. What titles for each part can you suggest? Retell the story according to your plan.
2. Retell the story as if you were:
  - the manager
  - the professor.
3. Act out the conversations:
  - between the manager and the fashionably-dressed woman;
  - between the manager and the woman in mourning;
  - between the manager and the professor.

### **Reproduction and Composition**

1. Describe how the manager was selling new books to different customers.
2. Say everything that the professor did from the moment he appeared in the store.
3. Write a careful summary of the passage in not more than 200 words.
4. Write a paragraph beginning with one of the following sentences:
  - a) The choice of the book characterizes the reader.
  - b) I devote much time to reading.
  - c) Books form our moral values.

## Unit 2

### THE ADVENTURES OF MY AUNT

*(by Washington Irving)*

My aunt was a big woman, very tall, with a strong mind and will. She was what you may call a very manly woman. My uncle was a thin, small man, very weak, with no will at all. He was no match for my aunt. From the day of their marriage he began to grow smaller and weaker. His wife's powerful mind was too much for him; it undermined his health, and very soon he fell ill.

My aunt took possible care of him; half the doctors in town visited him and prescribed medicine for him enough to cure a whole hospital. But all was in vain. My uncle grew worse and worse and one day she found him dead.

My aunt was very much upset by the death of her poor dear husband. Perhaps now she was sorry that she had made him take so much medicine and felt, perhaps, that he was the victim of her kindness. Anyhow she did all that a widow could do to honour his memory. She spent very much money on her mourning dress, she wore a miniature of him about her neck as large as a small clock; and she had a full-length portrait of him always hanging in her bedroom. All the world praised her conduct. "A woman who did so much to honour the memory of one husband, deserves soon to get another," said my aunt's friends.

Some time passed, and my aunt decided to move to Derbyshire where she had a big country house. The house stood in a lonely, wild part of the country among the grey Derbyshire hills.

The servants, most of whom came with my aunt from town, did not like the sad-looking old place. They were afraid to walk alone about its half-empty black-looking rooms. My aunt herself seemed to be struck with the lonely appearance of her house. Before she went to bed, therefore, she herself examined the doors and the windows and locked them with her own hands. Then she carried the keys from the house together with a little box of money and jewels to her own room. She always saw to all things herself.

One evening, after she had sent away her maid, she sat by her toilet-table, arranging her hair. For, in spite of her sorrow for my uncle, she still cared very much about her appearance. She sat for a little while looking at her face in the glass first on one side, then on the other. As she looked, she thought of her old friend, a rich gentleman of the neighbourhood, who had visited her that day, and whom she had known since her girlhood.

All of a sudden she thought she heard something move behind her. She looked round quickly, but there was nothing to be seen. Nothing but the painted portrait of her poor dear husband on the wall behind her. She gave a heavy sigh to his memory. Her sigh was re-echoed. She looked round again, but no one was to be seen.

"Oh, it is only the wind," she thought and went on putting her hair in papers, but her eyes were still fixed on her own reflection and the reflection of her husband's portrait in the looking-glass. Suddenly it seemed to her that in the glass she saw one of the eyes of the portrait move. It gave her a shock.

"I must make sure," she thought and moved the candle so that the light fell on the eye in the glass. Now she was sure that it moved. But not only that, it seemed to give her a wink exactly as her husband used to do when he was living. Now my aunt got really frightened ... Her heart began to beat fast. She suddenly remembered all the frightful stories about ghosts and criminals that she had heard.

But her fear soon was over. Next moment, my aunt who, as I have said, had a remarkably strong will, became calm. She went on arranging her hair.

She even sang her favourite song in a low voice and did not make a single false note. She again moved the candle and while moving it she overturned her work-box. Then she took the candle and began without any hurry to pick up the articles one by one from the floor. She picked up something near the door, looked for a moment into the corridor as if in doubt whether to go and then walked quietly out.

She hurried down the stairs and ordered the servants to arm themselves with anything they could find. She herself caught up a red-hot poker and, followed by her frightened servants, returned almost at once. They entered the room. All was still and exactly in the same order as when she had left it. They approached the portrait of my uncle.

"Pull down that picture," ordered my aunt.

A heavy sigh was heard from the portrait. The servants stepped back in fear.

"Pull it down at once," cried my aunt impatiently.

The picture was pulled down and from a hiding-place behind it, they dragged out a big, black-bearded fellow with a knife as long as my arm, but trembling with fear from head to foot. He confessed that he had stolen into my aunt's room to get her box of money and jewels, when all the house was asleep. He had once been a servant in the house and before my aunt's arrival had helped to put the house in order. He had noticed the hiding-place when the portrait had been put up. In order to see what was going on in the room he had made a hole in one of the eyes of the portrait.

My aunt did not send for the police. She could do very well without them: she liked to take the law into her own hands. She had her own ideas of cleanliness also. She ordered the servants to draw the man through the horsepond in order to wash away his crimes, and then to dry him well with a wooden "towel".

But though my aunt was a very brave woman, this adventure was too much even for her. She often used to say, "It is most unpleasant for a woman to live alone in the country." Soon after she gave her hand to the rich gentleman of the neighbourhood.

### **NOTES ON THE TEXT**

1. He was no match to my aunt. – Він був не пара для моєї тітки.
2. Derbyshire – Дербішир, графство в Англії
3. My aunt herself seemed to be staick with the lonely appearance of her house. – Здавалось, що і сама моя тітка була вражена пустинним виглядом будинку.
4. to see to – турбуватися, доглядати
5. in spite of – не дивлячись на
6. She still cared very much about her appearance. – Вона все ще дуже слідкувала за своєю зовнішністю.

7. papers – тут папільйотка
8. a little while – через деякий час
9. all of a sudden – раптом
10. there was nothing to be seen – нічого не було видно
11. to give a shock – вразити
12. I must make sure – Я повинна перевірити
13. It seemed to give her a wink. – Воно (око), здавалось підморгувало їй.
14. as if in doubt whether to go – ніби сумніваючись, йти їй чи ні.
15. to do without – обійтися без чогось
16. a wooden “towel” – дерев’яний рушник (маються на увазі різги)
17. in vain – марно

### **ACTIVE VOCABULARY**

manly – (of a woman) having a man’s qualities;  
 weak – lacking in strength;  
 to undermine – weaken gradually;  
 mourning – grief; to wear black clothing as a sign of grief;  
 to cure – bring back to health; provide and use successfully a remedy for a disease, ill health, suffering;  
 to be upset – to be disturbed;  
 victim – living creature killed, suffering injury, pain, loss because of circumstances, an event, the ill will of sb;  
 to praise – speak with approval of; say that one admires;  
 conduct – behaviour;  
 therefore – for that reason;  
 full-length – showing the whole figure;  
 to deserve – be entitled to merit;  
 calm – quiet, not excited, untroubled;  
 neighbourhood – area near the place; people living in a district;  
 jewels – precious stones, ornaments set with jewels;  
 horsepond – pond for watering and washing horses  
 to drag out – to pull along with effort and difficulty;  
 black-bearded – with black hair on the lower part of the face;  
 to confess – say or admit that one has done wrong;  
 to steal into – come into sb else’s house secretly, without right, unlawfully;  
 maid – woman servant;  
 to sigh – take and exhale a deep breath and can be heard indicating sadness, relief;  
 to re-echo – echo again and again;  
 to give a wink – close an open eye; get rid of tears by doing this;  
 frightened – afraid;  
 frightful – causing fear; dreadful;  
 ghost – spirit of a dead person appearing to sb still living;  
 poker – strong metal rod or bar for stirring or breaking up the coal in the fire;  
 impatiently – not patiently;

## VOCABULARY WORK

1. Learn the new words and word combinations. Recall the situations from the text in which they are used.

### Phonetic Drill

2. Learn to pronounce the words correctly:

Adventure [əd'ventʃə], aunt [a:nt], mind [maɪnd], marriage ['mæridʒ], undermine [ˌʌndə'maɪn], health [helθ], medicine ['medsn], whole [həʊl], honour ['ɒnə], miniature ['mɪnɪətʃə], portrait ['pɔ:trɪt], appearance [ə'piərəns], neighbourhood ['neɪbə,hʊd], behind [bi'haind], sigh [saɪ], re-echoed [ˌri:'ekəʊd], frightened ['fraɪnd], frightful ['fraɪtful], impatiently [ɪm'peɪʃntli], confess [kən'fes], idea [aɪ'diə], though [ðəʊ],

3. Examine the italicised words and phrases used in different contexts. Translate them into Ukrainian and use them in the sentences of your own.

1. His health was *undermined* by drink.
2. Thousands of people were *victims* of the plague in the Middle ages.
3. Our guests *praised* the meal as the best they had had for years.
4. During the lesson we discussed the rules of *conduct*.
5. Good work *deserves* good pay.
6. *Calm yourself*!
7. He *struck* the table with a heavy blow.
8. There is some beautiful scenery in our *neighbourhood*.
9. Today is the *maid's* day off.
10. She *winked* at me.
11. He looked as if he had seen a *ghost*
12. He *confessed* that he had stolen the money

4. Choose in the right-hand column the correct definition for each word in the left-hand column.

Words	Defenitions
weak	- (of a woman) having a man's qualities;
to undermine	- lacking in strength;
manly	- weaken gradually;
mourning	- to wear black clothing as a sign of grief;
to cure	- bring back to health;
victim	- to be disturbed;
to praise	- be entitled to merit;
conduct	- speak with approval of;
upset	- behaviour;
to deserve	- living creature killed, suffering injury;
calm	- quiet, not excited, untroubled;
to strike	- showing the whole figure;
full-length	- hit, give a blow or blows to;

therefore	- people living in a district;
neighbourhood	- for that reason;

**5. Think of the words that fit the definitions below.**

1. woman servant \_\_\_\_\_
2. take and exhale a deep breath \_\_\_\_\_
3. echo again and again \_\_\_\_\_
4. close an open eye \_\_\_\_\_
5. causing fear; dreadful \_\_\_\_\_
6. spirit of a dead person appearing to sb still living \_\_\_\_\_
7. strong metal rod or bar for stirring or breaking up the coal in the fire \_\_\_\_\_
8. not patiently \_\_\_\_\_
9. to pull along with effort and difficulty \_\_\_\_\_
10. with black hair on the lower part of the face \_\_\_\_\_
11. say or admit that one has done wrong \_\_\_\_\_
12. come into sb else's house secretly \_\_\_\_\_
13. precious stones, ornaments set with jewels \_\_\_\_\_
14. pond for watering and washing horses \_\_\_\_\_

**6. Suggest Ukrainian versions for the following.**

English word	Ukrainian equivalent	English word	Ukrainian equivalent
manly weak no match to undermine to cure in vain to be upset widow mourning victim		to praise to strike to drag out ghost to give a wink to confess to steal to sigh therefore poker	

**7. Match the English words with their Ukrainian equivalents.**

to re-echo	чорнобородий
papers	прокрастися
to give a wink	страшний
frightened	водойма для купання коней
frightful	підморгувати
ghost	витягнути
poker	кочерга
impatiently	нетерпляче
to drag out	привид



black-bearded  
to confess  
to steal into  
jewels  
horsepond

віддаватися ехом  
дорогоцінності  
папільйотка  
зізнатися  
наляканий

**8. Find out the words written below.**

s l e w e j \_\_\_\_\_  
r e k o p \_\_\_\_\_  
d i a m \_\_\_\_\_  
m i t c i v \_\_\_\_\_  
t s o h g \_\_\_\_\_

d n o p e s o r h \_\_\_\_\_  
e r u t n e v d a \_\_\_\_\_  
k n i w \_\_\_\_\_  
t n a v r e s \_\_\_\_\_  
d o o h r o u b h g I e n \_\_\_\_\_

**9. Make these sentences complete recalling the situations in which they are used in the text.**

My aunt was a \_\_\_\_\_, very \_\_\_\_\_, with a \_\_\_\_\_ and \_\_\_\_\_. She was what you may call \_\_\_\_\_. My uncle \_\_\_\_\_ for my aunt. From the day of their marriage he began \_\_\_\_\_. His wife's powerful \_\_\_\_\_ was too much for him; it \_\_\_\_\_, and very soon he fell ill.

My aunt took possible care of him; \_\_\_\_\_ visited him and \_\_\_\_\_ for him enough to \_\_\_\_\_ a whole hospital. But all was \_\_\_\_\_. My uncle grew \_\_\_\_\_ and one day she found him \_\_\_\_\_.

My aunt was very much \_\_\_\_\_ by the death of her \_\_\_\_\_. She did all that a \_\_\_\_\_ could do to \_\_\_\_\_ his memory. She spent very much money on her \_\_\_\_\_, she wore a \_\_\_\_\_ about her neck as large as a small clock; and she had a \_\_\_\_\_ of him always hanging in her bedroom.

**10. Cross out the word that doesn't go with the others.**

1. mourning, widow, death, manly;
2. conduct, doctor, health, treatment;
3. ghost, horror, light, fright;
4. beard, portrait, candle, mirror;
5. servant, girlhood, maid, hostess.

**11. These conversational expressions appear in the text you have read. Think of the situations in which you could use them.**

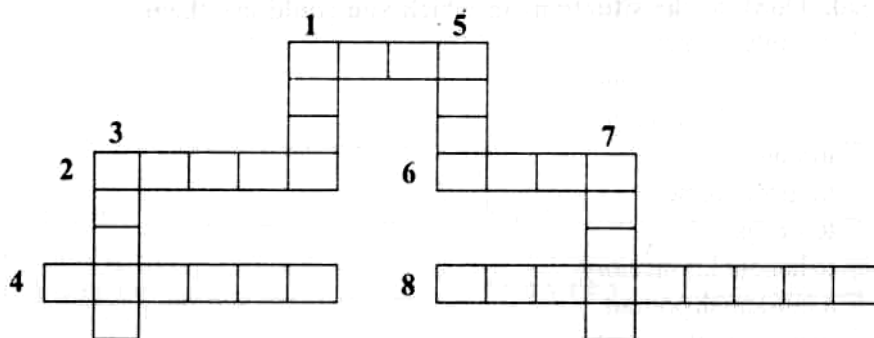
a manly woman  
no match for my aunt  
to prescribe medicine  
in vain  
to grow worse  
to be upset  
to honour his memory  
a full-length portrait

to move to the countryside  
 a sad-looking place  
 the lonely appearance of the house  
 to call to all things  
 a gentleman of a neighbourhood  
 all of a sudden  
 to give a heavy sigh  
 to drag out a fellow  
 to do well without police

**12. Give Ukrainian equivalents to the following.**

English phrases	Ukrainian equivalents
to put one's hair in papers to give a wink to get frightened the frightful stories to hurry down the stairs to approach the portrait to drag out a big fellow to get the box of money to notice the hiding place not to send for the police to take the law into one's own hands to draw the man through the horsepond to wash away the crimes to give one's hand	

**13. Complete the crossword. Use the words from the text.**



1. спокійний
2. великий палець руки
4. дорогоцінності
6. тягнути
8. водойма для напування коней

1. гребінець
3. злодій
5. служниця
7. привід

#### **14. Supply the missing prepositions or adverbs.**

My aunt decided \_\_\_\_\_ move \_\_\_\_\_ Derbyshire where she had a big country house. The house stood \_\_\_\_\_ a lonely, wild part \_\_\_\_\_ the country \_\_\_\_\_ the grey Derbyshire hills.

The servants, most \_\_\_\_\_ whom came \_\_\_\_\_ my aunt \_\_\_\_\_ town, did not like the place. My aunt herself seemed to be struck \_\_\_\_\_ the lonely appearance \_\_\_\_\_ her house. \_\_\_\_\_ she went \_\_\_\_\_ bed, therefore, she herself examined the doors and the keys \_\_\_\_\_ the house together \_\_\_\_\_ a little box \_\_\_\_\_ money and jewels, \_\_\_\_\_ her own room. She always saw \_\_\_\_\_ all things herself.

All \_\_\_\_\_ a sudden she thought she heard something move \_\_\_\_\_ her. She saw nothing but the painted portrait \_\_\_\_\_ her poor dear husband \_\_\_\_\_ the wall \_\_\_\_\_ her. She gave a heavy sigh \_\_\_\_\_ his memory. She looked \_\_\_\_\_ again, but no one was to be seen.

The picture was pulled \_\_\_\_\_ and \_\_\_\_\_ a hiding-place \_\_\_\_\_ it, they dragged \_\_\_\_\_ a big, black-bearded fellow \_\_\_\_\_ A knife as long as my arm, but trembling \_\_\_\_\_ fear \_\_\_\_\_ head \_\_\_\_\_ foot. He confessed that he had stolen \_\_\_\_\_ my aunt's room to get her box \_\_\_\_\_ money and jewels. He had once been a servant \_\_\_\_\_ the house and \_\_\_\_\_ my aunt's arrival had helped to put the house \_\_\_\_\_ order. \_\_\_\_\_ oeder to see what was going \_\_\_\_\_ the room he had made a hole \_\_\_\_\_ one \_\_\_\_\_ the eyes \_\_\_\_\_ the portrait.

My aunt did not send \_\_\_\_\_ the police. She could do very well \_\_\_\_\_ them: she liked to take the law \_\_\_\_\_ her own hands. She had her own ideas \_\_\_\_\_ cleanliness also. She ordered the servants to draw the man \_\_\_\_\_ the horsepond \_\_\_\_\_ order to wash \_\_\_\_\_ his crimes, and then to dry him well \_\_\_\_\_ a wooden "towel".

#### **15. Say the same in Ukrainian.**

1. She was a woman with a strong mind and will.
2. She always saw to all her things herself.
3. She gave a heavy sigh to his memory.
4. My aunt liked to take the law into her own hands.
5. She had her own ideas of cleanliness too.
6. She ordered the servants to draw the man through the horsepond in order to wash away his crimes, and then to dry him well with a wooden 'towel'.

#### **16. Say the same in English.**

1. Він був не пара моїй тітці.
2. Моєму дядькові ставало все гірше та гірше і одного дня він помер.
3. Здавалося, що моя тітка сама була вражена пустинним виглядом будинку.
4. Раптом їй здалося, що вона побачила, як око на портреті рухається.
5. Здавалося, що око їй підморгувало, точно так, як це бувало робив її чоловік, коли ще був живий.
6. Скоро вона подолати страх і заспокоїлася.
7. Моя тітка не послала за поліцією. Вона могла впоратися і без неї.

**17. Arrange the sentences in the logical order according to the text**

- \_\_\_ a) She often used to say, "It is most unpleasant for a woman to live alone in the country".
- \_\_\_ b) My aunt took possible care of him.
- \_\_\_ c) My aunt was a very manly woman.
- \_\_\_ d) She always saw to all things herself.
- \_\_\_ e) "I must make sure," she thought and moved the candle so that the light fell on the eye.
- \_\_\_ f) Soon after she gave her hand to the rich gentleman of the neighbourhood.
- \_\_\_ g) She suddenly remembered all the frightful stories about ghosts and criminals that she had heard.
- \_\_\_ l) My aunt herself seemed to be struck with the lonely appearance of her house.
- \_\_\_ m) My aunt did all that a widow could to to honour his memory.
- \_\_\_ n) All of a sudden she thought she heard something move behind her.
- \_\_\_ o) Suddenly it seemed to her that in the glass she saw one of the eyes of the portrait move. It gave her a shock.
- \_\_\_ p) The picture was pulled down and from a hiding-place behind it, they dragged out a big, black-bearded fellow with a knife as long as my arm.
- \_\_\_ q) She hurried down the stairs and ordered the servants to arm themselves with anything they could find.
- \_\_\_ r) They approached the portrait of my uncle.

**READING COMPREHENSION**

**1. Attention check**

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement with the following statements. Use: 'I agree with this', 'How can one say such a thing?', 'How can it be!'*

1. The author's aunt was a woman of a delicate figure.
2. Her husband was a man of strong will, but his health was undermined, so he fell ill and died.
3. All the aunt's acquaintances approved the aunt's behaviour after the death of her husband.
4. When the woman decided to move to Derbyshire, all her servants were very glad, because life in the countryside was better.
5. One evening when the maid was arranging the aunt's hair, the woman noticed something unusual on the portrait of her husband.
6. When the woman heard something move behind her she thought it was only the wind.
7. The author's aunt was a good singer.
8. The servants were so frightened that they didn't return to the room.
9. When the woman with a poker came back to the room, she saw her husband alive behind the portrait.
10. The woman was so shocked that she fell unconscious and the servants had to

call the doctor.

**2. Test your understanding of the text.**

1. The narrator's aunt was a woman of
  - a) man's dream
  - b) unusual beauty
  - c) a strong will and mind
2. After her husband's death she
  - a) married another man at once
  - b) was very much upset
  - c) fell seriously ill
3. The house where the narrator's aunt decided to move stood
  - a) in the field near the wood
  - b) in a lonely wild part of the country
  - c) on one of the high grey Derbyshire hills
4. She always
  - a) ordered her servants to see to all her things
  - b) asked someone to come to see her
  - c) saw to all her things herself
5. One evening, thinking of her old friend, she
  - a) heard something move behind her
  - b) saw something in a little box of jewels
  - c) was arranging her hair in the room
6. Suddenly it seemed to her that in the glass she saw
  - a) a stranger
  - b) the reflection of her old friend
  - c) one of the eyes of the portrait move
7. The aunt suddenly remembered
  - a) her dead husband
  - b) all the frightful stories about criminals that she had heard
  - c) how much money she had spent on her mourning dress
8. She hurried
  - a) down the stairs
  - b) to come out of the house
  - c) to find all her servants
9. From a hiding place behind the picture my aunt's servants dragged out
  - a) one of the man-servants with a knife
  - b) a big, black-bearded fellow with a knife
  - c) a woman's husband with a knife
10. Soon after that incident my aunt
  - a) made a hole in one of the eyes of the portrait
  - b) married a rich gentleman
  - c) died.

## **Discussion**

1. What kind of woman was the author's aunt?
2. What happened to her husband?
3. How did the woman take care of him?
4. "He was no match to my aunt". What does this remark suggest?
5. What made her think that her husband was the victim of her kindness?
6. What facts suggest that the aunt was very much upset after her husband's death?
7. What were the aunt's and her servants' impressions of the country house?
8. Describe how the woman was spending one evening in the country house.
9. What made the woman hurry down the stairs and order the servants to arm?
10. "A heavy sigh was heard from the portrait." Describe what happened next.
11. Why didn't the aunt send for the police? How do you understand the words, "She had her own ideas of cleanliness."
12. Where did the woman live after the incident?
13. Find in the text some facts to prove that the author was ironical towards his aunt.
14. Pick out some facts from the text to show that the author's aunt was a woman with a strong character. What does it mean for you to be a woman of a strong mind and will?
15. If you were the main hero of the story, would you send the thief to the police?
16. Have you ever had any exciting adventures in your life? What were they about? Under what circumstances?

## **Reorganization**

1. Divide the story into logical parts and make a plan of it. What titles for each part can you suggest? Retell the story according to your plan.
2. Retell the story as if you were
  - the author's aunt
  - one of the servants
  - the thief

## **Reproduction and Composition**

1. From what you have read in the passage, piece together information about
  - a) the author's aunt
  - b) her husband
  - c) the thief.
2. Describe the aunt's house.
3. Write a short account on the aunt's life in the country.
4. Write a careful summary of the passage in not more than 200 words.
5. Write a paragraph beginning with one of the following sentences:
  - a) Adventures are necessary in our life. They keep us from growing stale and old.
  - b) I am fond of reading ghost stories and fantasy.
  - c) I admire people with strong will and mind.
  - d) Fortune favours the brave.

### Unit 3

## THE FAILURE OF FRIENDS

(by William Saroyan)

I hope that among my friends at Longfellow High there were a number to remember my inconsiderable fame during the semester I was there. But having found, after thirty years, that my friends have died, moved away or forgotten Longfellow High I have decided to remember this fame for myself.

If I had not established a new school of thought and behaviour while I was at Junior High School, it would not have occurred to me to write about it. Longfellow High was not strictly speaking a high school at all. It was the seventh and eighth grades of grammar school and its full name was Longfellow Junior High School.

It was in ancient history that I first astonished my class by my truly original mind. It happened that this was the first class on the very first day.

The teacher was a hairy-faced, gray-and-brown-looking woman of forty or so who was said to be, in spite of her offensive-looking skinny body and her drab clothes, fast. She smoked cigarettes, laughed loudly with other teachers during the lunch hour, and had often been seen by the students running suddenly, pushing, and acting gay. She was called Miss Shenstone by the students and Harriet or Harry by the other teachers.

Ancient history books were distributed to the class, and Miss Shenstone asked us to turn to page 192 for our first lesson.

I remarked, "It would seem more in order if we turned to page one for the first lesson."

I was asked my name, whereupon I was only too glad to say honestly, "William Saroyan."

"Well, William Saroyan," Miss Shenstone said, "I might say, Mister Saroyan, just shut up and let me do the teaching of ancient history in this class."

Quite a blow.

On page 192, I recall quite clearly, was a photograph of two rather common-looking stones which Miss Shenstone said were called Stonehenge. She then said that those stones were twenty thousand years old.

If I had taken her word for it, probably nothing would have happened.

But it was at this point that my school of thought and behaviour was started.

"How do you know?" I said.

This was a fresh twist to the old school of thought in which the teachers asked the questions and the students tried to answer them.

The truth of the matter was that neither Miss Shenstone nor Mr Monsoon, the principal, had anything like a satisfactory answer to any question of that sort, for they had always accepted what they found in the text-books.

The entire class expressed its approval and enthusiasm. What happened might be accurately described as a demonstration.

Instead of trying to answer the question, Miss Shenstone compelled me to demonstrate the behaviour of the new school. That is she compelled me to ran. She flung herself at me with such speed that I was carcely able to get away. For a moment

she clung to my home-knit sweater, and damaged it before I could get away. Instead of remaining in one's seat in a crisis, it was better to get up and go. The chase was an exciting one, but I succeeded in getting out of the room safely. The class approved of my behaviour unanimously.

Five minutes later, believing that the teacher had calmed down, I opened the door, but again she flung herself at me, and again I was compelled to run.

Rather than wait for the consequences, I decided to turn to Mr Monsoon himself, but when I did so, I was amazed to find that his sympathies were with Miss Shenstone. He looked upon me with disgust.

"She said the rocks were twenty thousand years old," I said. "All I said was, 'How do you know?' I didn't mean they weren't that old. I meant that maybe they were older. How old is the earth? Several thousand years old, isn't it? If the book can say the rocks are twenty thousand years old, somebody ought to be able to say how the book got that figure. I came here to learn. I don't expect to be punished because I want to learn."

"Your name, please, Mr Monsoon said."

"William Saroyan," I said.

"You are..?" Mr Monsoon said.

"Eleven," I said.

"No, I don't mean that."

"One hundred and three pounds." (Such was my weight.)

"No, no. The name, I'm thinking of."

"It's said to mean 'blond'."

"Nationality," Mr Monsoon said.

"Armenian," I said proudly.

"Just as I thought," said the principal. "An American would never have asked a question like that."

"How do you know?" I said.

"Nobody did," the principal said. "Does that answer your question?"

"Only partly," said I. "How do you know somebody else would not have asked it if I hadn't?"

"In all the years I have been connected with the public school system of California, no one had asked such a question."

"Yes," I said quickly, "and in all the years before Newton wanted to know what made the apple fall, nobody wanted to know what made it fall."

At the time I believed that some day Mr Monsoon would give an accurate account of this discussion, for I had no reason to believe he could not write. But there it is, the man never wrote such an account.

I was brilliant. It's not my false nobody else was.

Mr Monsoon chose not to continue the discussion. He just sat and looked at his shoes.

"How about that?" I said.

"Well," he said rather wearily, "I must give you a thrashing. How about that?"

"For what?" I said.



I got to my feet, watching the stenographer, whose desk was beside the door. This was a rather pretty girl, and I hoped to make a favourable impression on her, although I can't imagine what I expected to come of it.

"Miss Slifo," Mr Monsoon said, but that was all I needed to hear, and before Miss Slifo was able to block my way, I was at the door and out of the room, and just above halfway across the school grounds.

Once again, the behaviour of the new school had been tested and found true.

I went home and found my Uncle Alecksander who was studying law at the University of South California, on a visit at our house, drinking coffee in the room, I told him the story. He invited me into his car and we took off for Longfellow Junior High School.

"That's the story, just as you've told it to me?" he said as we rode.

"That's exactly how it happened."

"All right," my Uncle Alecksander said. "You wait in the car"

I don't know what my uncle and Mr Monsoon said to one another, but after a few minutes Miss Slifo came out of the car and said, "Your uncle and Mr Monsoon and Miss Shenstone would like to see you in the office."

I went in and my uncle said. "There are men who know how to determine the approximate age of different things in the world and on the earth?" Who these men are and how they determine these things, Mr Monsoon doesn't know, and neither does Miss Shenstone. Miss Shenstone has promised to look into the matter. On your part, you may ask any question you like, but in a more polite tone of voice." He turned to the principal, "Is that in accordance with our understanding?"

"Quite," the principal said.

"It was with admiration that Mr Monsoon remarked that only Armenian would have asked a question like that," my Uncle Alecksander went on. "In that correct, Mr Monsoon?"

"It is," Mr Monsoon said. "In a city with a population of ten or fifteen thousand of them, I could hardly..."

"With admiration, then," my Uncle Alecksander said. He turned to me.

"You will spend the rest of this day away from school, but tomorrow you will return to your classes as though nothing had happened ..."

"Is that also in accordance with our understanding?" he asked the principal.

"I was wondering if he might not be transferred to another school," the principal said, but my uncle said quickly, "He lives in this district. His friends come to this school. I shall be interested in his progress."

"We all shall," the principal said.

I could not have been more ill at ease, or more angry than my uncle. The very thing I had always despised had just taken place: a brilliant man had come to my defense.

A brilliant man who happened to be my mother's younger brother, had stepped in among the great figures of the school, bossed and threatened them: and they, instead of fighting back, had meekly permitted him to get away with it. Well, I didn't want him to get away with it.

The following day I presented myself to Mr Monsoon, who, when he saw me, appeared to want to close his eyes and got to sleep. "I've come to apologize," I said. "I don't want any special privileges," I said.

"Just ask your questions in a polite tone of voice," the man said. "You may go now. "

He refused to open his eyes.

I went straight to the ancient-history class, where I found Miss Shenstone at her desk, gravely at work.

"I am sorry about the trouble I made," I said, "I won't do it again. "

For an instance I thought she was about to fling herself at me again, but after a moment she seemed to sink inwardly quite a bit, and then, without looking up from her work, she said very dryly. "They have a way of determining such things. You may go now. "

I felt sure the principal and the teacher would one day remember how handsomely I had behaved in this unfortunate affair, but as I've said, they didn't, and so I have had, too.

Fortunately, Miss Shenstone taught at Longfellow only another four days and during that time didn't permit herself to look at me once or to ask me a question. A series of substitute teachers took over the teaching of the ancient-history class, but now the new school of thought was in full operation throughout Longfellow High and the substitutes were always eager to finish out a day or a week and be gone forever.

Mr Monsoon spoke about manners at several meetings in the school auditorium, but nobody took the hint, and after a month he too was replaced by another man. It was expected of him to put down the new school and restore the old one.

He tried the method of brute force, thrashing as many as three dozen boys a day and then he tried the method of taking the worst boys into his confidence, going for walks with them through the school grounds, being a pal and so on. I don't know, however, if the methods worked, because after the first semester the man accepted a post at a small country school with only forty or fifty students.

As for myself, I soon left the school in order to learn typing.

### ***NOTES ON THE TEXT***

1. High School – школа в США, в яку ходять діти, які закінчили середню школу
2. Junior High School – старша школа, яка включає сьомі та восьмі класи середньої школи
3. the first class on the very first day – перший урок в самий перший день навчання
4. The teacher was a hairy-faced, gray-and-brown-looking woman. – В тої вчительки на обличчі росло волосся, а вигляд у неї був якийсь сіро-коричневий.
5. It would seem more in order... – Здавалося би, більш по порядку...
6. Let me do the teaching. – Дозволь мені викладати.
7. Quite a blow. – Прямо-таки удар.
8. Stonehenge – накопичення вертикального каміння в графстві Солсбері (Англія), періоду Неоліту

9. This was a fresh twist to the old school. – Це надало новий поворот старій школі.
10. that is – інакше кажучи, тобто
11. Rather than wait for consequences, I decided... – Щоб не чекати на наслідки, я вирішив...
12. It's said to mean blond. – Кажуть, це (слово Сароян) означає блондин.
13. giving the new school another whirl – знову завдаючи ходу новій школі
14. but there it is – але справа у тому, що
15. to look into the matter – в'яснити це питання
16. on your part – з твого боку
17. Is that in accordance with our understanding? – Це відповідає нашій домовленості?
18. I could not have been more ease. – Я відчував себе дуже не по собі
19. She seemed to sink inwardly quite a bit. – Вона, здавалося внутрішньо дуже поникла.
20. The truth of the matter is... – The truth is ... – Правда в тому, що..
21. Mr Monsoon chose not to continue ... – Містер Монсун вирішні не продовжувати...

### **ACTIVE VOCABULARY**

inconsiderable – not worth considering; of small size, value, etc;  
fame – being known or talked about by all;  
to establish – set up, put on a firm foundation;  
behaviour – way of behaving; manners (good or bad); treatment shown towards others;  
to occur – take place, happen;  
to astonish – surprise greatly;  
drab – dull, muddy brown; uninteresting, monotonous;  
offensive – causing offense to the mind of senses; disagreeable;  
to distribute – give or send out;  
to recall – bring back to the mind;  
to remark – say;  
whereupon – after which; and then;  
satisfactory – giving pleasure or satisfaction; good enough for a purpose;  
to accept – to receive;  
entire – whole, complete;  
to compel – force sb to do sth; get, bring about by force;  
scarcely – barely; not quite; almost not;  
to damage – cause harm or injury that causes loss of value;  
to approve – give one's approval of;  
unanimously – showing complete agreement;  
to calm down – make or become quiet;

to fling (flung, flung) – throw violently;  
 to cling (clung, clung) – hold tight; resist separation;  
 consequences – that which follows or is brought about as the result or effect of sth;  
 to amaze – fill with great surprise or wonder;  
 circumstances – condition, fact, connected with an event or a person;  
 disgust – strong feeling of dislike or distaste;  
 wearily – tiredly;  
 favourable – giving or showing approval;  
 to determine – decide, fix precisely;  
 approximate – very near correct; about right;  
 to wonder – feel surprised;  
 to transfer – change position, move;  
 to boss – give orders to;  
 to threaten – announce sth using a threat;  
 to permit – allow;  
 to present – give; offer; put forward; submit;  
 grave – serious, requiring careful consideration;  
 substitute – person or thing taking the place of, acting for, or serving for another;  
 hint – slight or indirect indication or suggestion;  
 to give a thrashing – to give a beating;  
 confidence – confiding in or to;  
 pal – comrade, friend;

### **VOCABULARY WORK**

**1. Learn the words given above. Find in the text the sentences with the new words and expressions. Translate them into Ukrainian.**

### **Phonetic Drill**

**2. Learn to pronounce the words correctly.**

Behaviour [bi'heiviə], junior ['dʒuːniə], occur [ə'kɜː], offensive [ə'fensiv], ancient ['eɪnʃ(ə)nt], mind [maɪnd], distributed [dis'tribjutɪd], whereupon [ˌwe(ə)rə'pɒn], honestly ['ɒnɪstli], accept [ək'sept], approval [ə'pruːvl], instead [ɪn'sted], scarcely ['skeəslɪ], entire [ɪn'taɪə], sweater ['swetə], damage ['dæmɪdʒ], unanimously [juː'næniməsli], consequence ['kɒnsɪkw'ns], circumstance ['sɜːkəmstəns], disgust [dis'gʌst], Armenian [aː'miːniən], wearily ['wiərili], thrashing ['θræʃɪŋ], dozen ['dʌzn], approximate [ə'prɒksɪmət], determine [di'tɜːmɪn], wonder ['wʌndə], present ['preznt], substitute ['sʌbstɪtjuːt].

**3. Examine the italicised words and phrases used in different contexts. Translate them into Ukrainian and use them in the sentences of your own.**

1. The result of the experiment was *satisfactory*.
2. His *fame* as a poet did not come until his death.
3. Tom won a prize for good *behaviour* at school.

4. The news *astonished* everybody.
5. His father will never *approve* of her marriage to you.
6. The *approximate* area of my land is half an acre.
7. The prisoner answered the questions with *confidence*.
8. They *determined* the date of the meeting.
9. I was *amazed* at the news.
10. He asked her to marry him and she *accepted* his proposal.
11. The man had thirty parcels to be *distributed to* houses all over the town.
12. The *entire* village was destroyed.
13. The situation is more *gravely* than it has been since the end of the war.
14. She gave him a *hint* that she would like him to leave.
15. His behaviour *disgusted* everybody.

**4. Fill in the blanks with the words from the text.**

substitutes, to boss, flung, consequences, clung, remarked, threat, transferred, offensive, recall, scarcely, thrash, damage, presented, calmed down, permitted

1. He wants \_\_\_\_\_ the show.
2. If you behave so foolishly, you must be ready to take the \_\_\_\_\_.
3. He caught a fish with an \_\_\_\_\_ smell.
4. I don't \_\_\_\_\_ his name.
5. He \_\_\_\_\_ that he would be absent the next day.
6. There were \_\_\_\_\_ a hundred people present.
7. The insurance company will pay for the \_\_\_\_\_ for my car.
8. The sea \_\_\_\_\_.
9. She \_\_\_\_\_ out of the room.
10. The child \_\_\_\_\_ to it's mother's skirt.
11. The head office had been \_\_\_\_\_ from New York to London.
12. There was the \_\_\_\_\_ of inflation to the country's economy.
13. Smoking is not \_\_\_\_\_ in this cinema.
14. He \_\_\_\_\_ a check at the bank.
15. \_\_\_\_\_ for rubber can be made from petroleum.
16. He threatened me to \_\_\_\_\_ the life out of me.

**5. Choose in the right-hand column the correct definition for each word in the left-hand column.**

English words	Definitions
inconsiderable	- not worth considering;
fame	- being known or talked about by all;
drab	- way of behaving;
offensive	- dull, muddy, brown;
entire	- causing offense to the mind of senses;
scarcely	- after which; and then;

disgust	- giving pleasure or satisfaction;
wearily	- whole, complete;
approximate	- almost not;
hint	- showing complete agreement;
confidence	- that which follows or is brought about as the result or effect of sth;
behaviour	- condition, fact, connected with an event or a person;
pal	- strong feeling of dislike or distaste ;
satisfactory	- tiredly;
unanimously	- giving or showing approval very near correct;
grave	- serious, requiring careful consideration;
consequences	- slight or indirect indication or suggestion;
whereupon	- <i>here</i> cruel; brute strength;
circumstances	- confiding in or to;
favourable	- comrade, friend;

**6. Think of the words that fit the definitions below.**

1. to set up, put on a firm foundation \_\_\_\_\_
2. to take place, happen \_\_\_\_\_
3. to surprise greatly \_\_\_\_\_
4. to give or send out \_\_\_\_\_
5. to bring back to the mind \_\_\_\_\_
6. to say \_\_\_\_\_
7. to receive \_\_\_\_\_
8. to force sb to do sth \_\_\_\_\_
9. to cause harm or injury that causes loss of value \_\_\_\_\_
10. to give one's approval of \_\_\_\_\_
11. to make or become quiet \_\_\_\_\_
12. to throw violently \_\_\_\_\_
13. to hold tight \_\_\_\_\_
14. that which follows or is brought about as the result of effect of sth \_\_\_\_\_
15. to fill with great surprise or wonder \_\_\_\_\_

**7. Cross out the word that doesn't go with the others.**

1. compel, damage, occur, disgust
2. brute, satisfactory, scarce, remark
3. original, order, teacher, semester
4. clearly, entire, proudly, favourably

**8. Give the Ukrainian equivalents of the following.**

English words	Ukrainian equivalents	English words	Ukrainian equivalents
inconsiderable		pal	
fame		confidence	
to establish		hint	

to astonish		substitute	
drab		gravely	
to distribute		to present	
to recall		to boss	
entire		approximate	
scarcely		to determine	
consequences		parlour	
wearily		favourable	

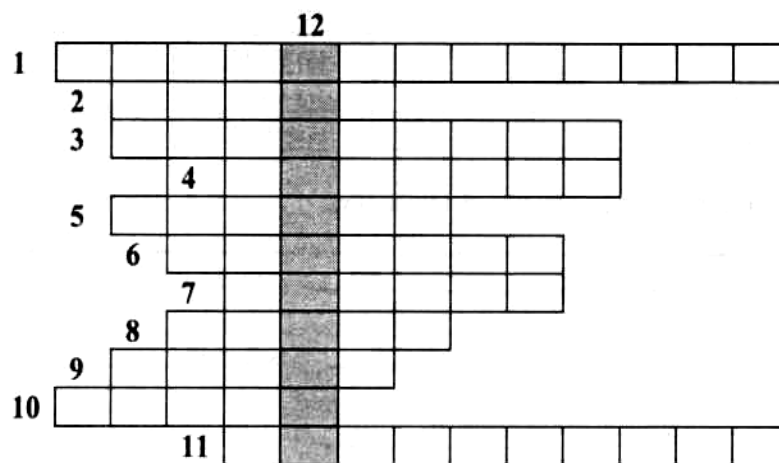
**9. Match the English words and their Ukrainian equivalents.**

behaviour	одноголосно
occur	примусити
remark	прийняти
whereupon	після чого
satisfactory	пошкодити
accept	робити зауваження
compel	траплятися
scarcely	одобрити
damage	задовільно
approve	рідко
unanimously	поведінка

**10. Give the English equivalents of the following.**

Ukrainian words	English equivalents	Ukrainian words	English equivalents
поведінка		натякати	
траплятися		грубий	
робити зауваження		обставини	
після чого		кидатися	
задовільно		заспокоїтися	
прийняти		одноголосно	
рідко		одобрити	
примусити		пошкодити	
огида		погрожувати	
дивуватися		дозволяти	
перевести		відшмагати	

**11. Complete the puzzle remembering the phrases from the suggested list of useful words and expressions.**



1. Under the \_\_\_\_\_ I decided to turn to Mr Monsoon.
2. The teacher decided to \_\_\_\_\_ at me.
3. I showed the \_\_\_\_\_ of the new school.
4. \_\_\_\_\_ of answering the question, she ran after me.
5. I studied at \_\_\_\_\_ High school.
6. She \_\_\_\_\_ my sweater.
7. Miss Shenstone \_\_\_\_\_ me to run.
8. He tried the methods of \_\_\_\_\_ force.
9. The \_\_\_\_\_ was an exciting one.
10. They wanted to \_\_\_\_\_ the boy from school.
11. The headmaster's \_\_\_\_\_ were with Miss Shenstone.
12. The class approved of my behaviour \_\_\_\_\_.

### 12. Say the same in English.

1. Якби не мій багатий дядько, мене би вигнали зі школи.
2. Якби я не встановив нову школу мислення та поведінки під час навчання у старшій школі, я би не написав про це.
3. Якби не ваша допомога, ми би не прийшли вчасно.
4. Якби не зрозуміле пояснення викладача, студенти би не написали тест.
5. Якби не її порада, ми би зробили помилку.
6. Якби не ваш дозвіл, ми би не брали тут ніяких речей.

### 13. Say the same in Ukrainian.

1. "It would seem more in order if we turned to page one for the first lesson."
2. "I might say, Mister Saroyan, just shut up and let me do the teaching of ancient history in this class."
3. "I don't expect to be punished because I want to learn."
4. "An American would never have asked a question like that."
5. "In all the years I have been connected with the public school system of California, no one had asked such a question."
6. "Yes, and in all the years before Newton wanted to know what made the apple fall, nobody wanted to know what made it fall."



7. "I must give you a thrashing. How about that?"
8. "It was with admiration that Mr Monsoon remarked that only Armenian would have asked a question like that. In that correct, Mr Monsoon?"

## **READING COMPREHENSION**

### **1. Attention check**

*Read the text once then state whether the sentences given below are true or false according to the text*

*Express your agreement, surprise, anger or indignation. Use the following: 'It's true', 'Rubbish', 'Nothing of the kind', 'I disagree'.*

1. The boy studied at High School.
2. He first surprised his class by his original mind in the lesson of geographi.
3. The teacher Miss Shenstone asked her pupils to open page one in their first lesson.
4. In Longfellow High when the boys asked the questions, the teachers patiently listened to them and then answered.
5. The pupil asked how the teacher knew the age of the stones and she explained everything in detail.
6. Miss Shenstone had anything like a satisfactory answer to any question of the sort.
7. The boy was made to run. The class approved of his behaviour unanimously.
8. The headmaster Mr Monsoon didn't consider Miss Shenstone to be right.
9. The boy didn't expect to be punished because he wanted to learn.
10. Mr Monsoon was replaced by another headmaster and his method of force didn't work any longer.

### **2. Test your understanding of the text.**

1. William Saroyan wrote about Longfellow High because \_\_\_\_\_.
  - a) he founded it
  - b) he established a new system of education there
  - c) he established a new school of behaviour there
2. The narrator's teacher was \_\_\_\_\_.
  - a) a young and good-looking woman
  - b) a middle-aged unpleasant woman
  - c) an old and hairy-faced woman
3. When the boy asked a question, the teacher \_\_\_\_\_.
  - a) was ready to answer it
  - b) told him to shut up
  - c) gave a lot of information on the subject
4. The teacher clung at the boy's home-knit \_\_\_\_\_ and damaged it.
  - a) jacket
  - b) sweater
  - c) scarf
5. The behaviour of the boy was approved \_\_\_\_\_.

- a) only by William's friends
  - b) by the whole class
  - c) by nobody at school
6. When the boy turned to Mr Monsoon, he understood that the headmaster \_\_\_\_\_.  
 a) approved of his conduct  
 b) was on Miss Shenstone's side  
 c) had his own point of view
7. Mr Monsoon didn't discuss the question with his pupil and he decided \_\_\_\_\_.  
 a) to let him go  
 b) to whip him  
 c) to talk about the incident in the presence of Miss Shenstone
8. Mr Monsoon remarked \_\_\_\_\_ the only Armenian would have asked such a question.  
 a) with admiration  
 b) with respect  
 c) with dislike
9. The boy spent the rest of the day \_\_\_\_\_.  
 a) at home  
 b) at school  
 c) in the headmaster's office
10. After everything that had happened to William Saroyan, the headmaster of the school \_\_\_\_\_.  
 a) put down a new school at Longfellow High  
 b) was replaced by another man  
 c) tried new modern methods of work

### **Discussion**

1. What kind of school was Longfellow High?
2. What was William's first lesson when the new school year began?
3. What made Miss Shenstone angry at the lesson?
4. What did the boy want to know when he tried to ask a question?
5. Did the teacher answer the pupil's question? If you were the teacher, how would you answer the question about the age of the stones?
6. "... just shut up and let me do the teaching of ancient history in this class". How do these words characterize Miss Shenstone?
7. Did the class approve of the boy's behaviour? What do you think went on in the classroom?
8. "The chase was an exciting one. " In what way did the teacher behave? Describe the scene.
9. Did Saroyan hope to find understanding and sympathy in Mr Monsoon, the principal? What couldn't he expect?
10. How did William escape the punishment?
11. What does the author mean by the words "the new school of thought and behaviour"?

12. Explain what accepted rules of classroom behaviour the boy broke.
13. Was the type of language the teacher used acceptable in the classroom?
14. What in your opinion must the new school of thought be?
15. What methods should the principal and the teachers of the school have applied to put down the new school?
16. Which school of thought won in the end? What makes you think so?
17. The story shows the relationship of a teacher and a student. What in your opinion makes a good teacher or a good student?
18. Do you believe that patience is one of the most important qualities of a good teacher? Does the teacher in this story have this quality?
19. What in your opinion are the most important characteristics for being an effective teacher. Draw a picture of a teacher according to your characteristics.
20. Explain how well you, and most of your teachers get along.

### **Reorganization**

1. Divide the story into logical parts and make a plan of it. What titles for each part can you suggest? Retell the story according to your plan.
2. Retell the story as if you were
  - William Saroyan
  - Miss Shenstone
  - Mister Monsoon
  - William's uncle Aleksander

### **Reproduction and Composition**

1. State briefly and clearly the contents of the story. Avoid saying *say*, *tell* or *ask*. Instead some of the following words might be of use to you:  
*complain, inquire, confess, refuse, appeal, amaze, submit, swear, assure, etc.*
2. Write a simplified version of the passage in words and constructions with which you are familiar.
3. Hold a round-table discussion on the following problems:
  - a) Teaching career: its advantages and disadvantages.
  - b) Professional qualities and techniques a good teacher should possess.
  - c) Problems of the modern school.
  - d) Remarkable educators and their main principles that can be applied to today's teaching methodology.
  - e) Education abroad: its advantages and disadvantages.
  - f) School and society.
4. Write a paragraph beginning with one of the following sentences:
  - a) Teaching is an art.
  - b) Teaching is a two-way traffic.
  - c) Teaching requires patience and dedication.

## Unit4 NO STORY

(by O. Henry)

The conversation I am going to tell you about took place in the reporter's room of The Morning Beacon. I was doing work on a newspaper. I wrote about the events that happened in New York City's streets. I was short of money because I had no regular work.

One day Tripp came in and leaned on my table. Tripp was something in the mechanical department. I think he had something to do with pictures, because he always smelled of photographer's chemicals and his hands were always stained and burnt with acids. He was about twenty-five and looked forty. Half of his face was covered with short, curly red whiskers that looked like a door-mat. He was pale and unhealthy and miserable and was always borrowing sums of money from twenty-five cents to a dollar. One dollar was his limit. He knew that nobody would give him more than a dollar. When he leaned on my table he held one hand with the other to keep both from shaking. Whisky!

"Well, Tripp," said I, looking up at him rather impatiently, "how goes it?" He was looking more miserable than I had ever seen him.

"Have you got a dollar?" asked Tripp looking at me with his dog-like eyes.

That day I had managed to get five dollars for my Sunday story. "I have," said I; and again I said, "I have," more loudly, "and four besides. And I had hard work getting them. And I am very glad I got them because I need them all;" I was afraid he would ask me to give him a dollar. So I made everything clear.

"I don't want to borrow any," said Tripp, "I thought you'd like to get a good story. I've got a really fine one for you. It'll probably cost you a dollar or two to get the stuff. I don't want anything out of it myself."

"What is the story?" I asked with an editorial air.

"I'll tell you," said Tripp. "It's a girl. A beauty. You have never seen a girl like her. She is a flower... She has lived all her life on Long Island and never saw New York City before. I ran against her on Thirty-fourth Street. She stopped me in the street and asked me where she could find George Brown. Asked me where she could find George Brown in New York City! What do you think of that?!"

"I talked to her, and found out that she was going to marry a young farmer named Hiram Dodd next week. But she cannot forget her first love - George Brown. It's like this. Some years ago George set off for New York to make his fortune. He did not reappear. After some time she agreed to marry Dodd. But Ada her name's Ada Lowery - couldn't forget George, so this morning she saddled a horse and rode eight miles to the railway station to catch the 6.45 a. m. train.

She came to the city to look for George. She must have thought the first person she inquired of would tell her where her George was! You ought to see her! What could I do? She had paid her last cent for her railroad ticket. I couldn't leave her in the street, could I? I took her to a boarding-house. She has to pay a dollar to the landlady. That's the price per day. I'll show you the house."

I was angry. "That's no story," said I. "Every ferry-boat brings or takes away girls from Long Island. What kind of story can I make out of this?"

Tripp looked disappointed. "Can't you see what an amazing story it would make? You could describe the beauty of the girl; you could write about true love! Well you know how to do it. You ought to get fifteen dollars for it. And it'll cost you only four, so you'll make a profit of eleven dollars."

"How will it cost me four dollars?" I asked suspiciously.

"One dollar to the landlady and two dollars to pay the girl's fare back home."

"And the fourth?" I inquired.

"One dollar to me," said Tripp, "for whisky. Do you agree?"

I did not answer him but only smiled and began writing again. "Don't you see," he insisted, "that the girl has got to get back home today? Not tonight or tomorrow, but today. I can't do anything for her. I thought you could make a newspaper story out of it and get some money for it. But no matter whether you want to write the story or not – she must get back home before night!"

And then I began to feel what is known as the sense of duty. In a kind of cold anger I put on my coat and hat. But I swore to myself that Tripp would not get the dollar.

Tripp took me in a street-car to the boarding-house. I paid the fares.

A woman opened the door a little. Tripp gave her the dollar without a word, and she let us in.

In a dim parlour a girl sat crying quietly and eating candy out of a paper bag.

She was a real beauty. Crying only made her eyes brighter.

"My friend, Mr Chalmers. He is a reporter," said Tripp, "and he will tell you, Miss Lowery, what's best to do."

He looked like a beggar in his old coat. I felt ashamed of being introduced as Tripp's friend in the presence of such beauty.

"Why – er – Miss Lowery," I began feeling terribly awkward, "will you tell me the circumstances of 'the case?'"

"Oh," said Miss Lowery, "there aren't any circumstances, really. It's the first time I have ever been to New York", said the girl. "I had no idea that it was such a big place. And I met Mr... Mr Flip in the street and asked him about a friend of mine and he brought me here and asked me to wait." "I advise you, Miss Lowery," said Tripp, "to tell Mr Chalmers all. He is a friend of mine, and he will tell you what to do."

"Why, of course," said Ada. "There is nothing to tell... only... You see, everything is fixed for me to marry Hiram Dodd next Thursday. He's got one of the best farms on the Island. But last night I got to thinking about G – George

Down went the golden head upon her hands. What a storm of tears! By and by she took another candy and went on.

"You see, I can't help it. George and I loved each other since we were children. Four years ago he went to the city. He said he was going to be a policeman or a railroad president or something. And then he was coming back for me. But I never heard from him any more. And I – I – liked him." Down went the head again.

“Now, Miss Lowery,” said I, “life is hard for all of us. We seldom marry those whom we first love. You say that you like this young man, Dodd, don’t you? He’s all right, and good to you, isn’t he?”

“Of course I like him. And of course he’s good to me. He’s promised me an automobile and a motor-boat. But somehow I couldn’t help thinking about George. Something must have happened to him or he would have written. On the day he left, he got a hammer and a chisel and cut a cent into two pieces. I took one piece and he took the other, and we promised to be true to each other and always keep the pieces till we saw each other again. I’ve got mine at home. I guess I was silly to come here. I never realized what a big place it is.”

Tripp broke in with an awkward little laugh.

I saw he was trying to be of help in order to get his whisky dollar.

“Oh, the boys from the country forget a lot when they come to the city. He may have met another girl or may be has gone to the dogs because of whisky. You go back home, and you’ll be all right.”

“In the end we persuaded Miss Lowery to go back home. The three of us then hurried to the ferry, and there I found the price of the ticket to be but a dollar and eighty cents. I bought one, and a red, red rose with the twenty cents for Miss Lowery. We saw her aboard her ferry-boat and stood watching her wave her handkerchief at us until it was a tiny white patch. And then Tripp and I faced each other. Tripp looked more miserable than ever.”

“Can’t you get a story out of it?” he asked. “Some sort of a story?”

“Not a line,” said I. “There is nothing interesting in all this. But we should be glad that we have helped a little girl. That’s all.”

“I’m sorry,” he said quietly. “I’m sorry you’ve had to spend money”.

“Let’s try to forget it,” I said. I was not going to give him a dollar for whisky.

There was disappointment in his tone. Tripp unbuttoned his shabby coat to reach for something that had once been a handkerchief. As he did so I caught sight of something shining on his cheap watch-chain. I stretched out my hand for it and seized it curiously. It was the half of a silver cent that had been cut in halves with a chisel.

“What?!” I exclaimed looking at him in amazement.

“Oh yes,” he replied. “George Brown, alias Tripp. What’s the use?”

I produced a dollar from my pocket and unhesitatingly laid it in his hand.

### **NOTES ON THE TEXT**

1. No story – тут: Оповідання не вийшло (букв. Ніякого оповідання)
2. The Morning Beacon – назва газети “Ранковий маяк”
3. I was short of money. – У мене не було грошей.
4. I had no regular work. – Я не був штатним робітником (букв. У мене не було постійної роботи).
5. How goes it? – How is life? – Як справи?
6. How are you getting on? – Як справи? Як поживаєш?
7. It will make an interesting story. – Вийде цікаве оповідання.
8. with an editorial air – як ніби він був редактором

9. I ran against her. – Я зустрівся з нею.
10. to make his fortune – щоби розбагатіти
11. per day – на день
12. a street-car – амер. – трамвай
13. parlour – вітальня
14. railroad president – амер. – президент залізничної компанії
15. I guess – амер. – I think – я гадаю
16. boarding-house – пансіон (будинок, де здаються приміщення з харчуванням)
17. He has gone to the dogs because of whisky. – Його життя згублене, так як він спився.
18. It was over at last. – Нарешті, все було позаду.
19. not a line – жодного рядка
20. in halves – навпіл (на дві половинки)
21. What's the use? – А що толку?

### **ACTIVE VOCABULARY**

to lean (leaned, leant) – be or put in a sloping position;  
to bum (burnt, burnt or burned) – use for the purpose of lighting or heating;  
chemicals – substance used in or obtained by chemistry;  
acid – sour, sharp to the taste;  
stain – a mark left accidentally on clothes or surfaces;  
door-mat – rough mat on which shoes may be wiped;  
miserable – wretched, very unhappy;  
to borrow – get sth or the use of sth on the understanding that it is to be returned;  
to inquire – ask to be told; ask for information;  
circumstance – condition, fact, connected with an event or person;  
ferry-boat – boat, an aircraft that carries people across a river, channel;  
suspicious – having, showing or causing suspicion;  
to swear (swore, sworn) – say solemnly or emphatically;  
dim – not bright, not clearly to be seen;  
hammer – tool with a heavy metal head used for breaking things, driving in nails;  
chisel – steel tool with a bevelled edge for shaping wood, stone or metal;  
to persuade – convince;  
patch – small piece of material put on over a hole or a damaged or worn place;  
shabby – in bad repair or condition; much worn; poorly dressed;  
to seize – take hold of, suddenly and violently;  
alias – name by which a person is called on other occasions;  
to hesitate – show signs of uncertainty or unwillingness in speech or action;  
stuff – material or substance of which sth is made or which may be used for some purpose.  
profit – advantage or good obtained from sth, money gained in business;  
fare – money charged for a journey by bus, ship, taxi;  
awkward – an object or place not well designed for use likely to cause inconvenience or difficulty.

## VOCABULARY WORK

**1. Learn the new words and word combinations. Recall the situations from the text in which they are used.**

### Phonetic Drill

**2. Learn to pronounce the words correctly.**

Lean [li:n], mechanical [mi'kænikl], chemical ['kemikl], whisker ['wiskə], impatiently [im'peiʃntli], editorial [ˌedi'tɔ:riəl], inquire [in'kwaɪə], suspiciously [sə'spiʃəsli], parlour ['pɑ:lə], awkward ['ɔ:kwəd], policeman [pə'li:smən], automobile ['ɔ:təmə,bi:l], persuade [pə'sweɪd], amazement [ə'meɪzmənt],

**3. Examine the italicised words and phrases used in different contexts. Translate them into Ukrainian and use them in the sentences of your own.**

1. In Paris I saw the *leaning* Tower of Pisa.
2. A lemon is an *acid* fruit.
3. The criminal had several *alias*.
4. This is an *awkward* staircase.
5. This lamp *burns* oil.
6. I *inquired* about the person's name.
7. They looked *miserable* from cold and hunger.
8. May I *borrow* your pen?
9. Don't judge the crime until you know the *circumstances*.
10. He is a *suspicious* character.
11. He *swore* to tell the truth.
12. We saw the *dim* outline of buildings on a dark night.
13. How can I *persuade* you that I am sincere.
14. His coat had a *patch* on the elbow.
15. You look rather *shabby* in those clothes.
16. The woman *seized* the thief by the collar.
17. He is still *hesitating* whether to join the expedition.
18. He is not the *stuff* heroes are made of.
19. 'All *fares*, please!' cried the conductor of a bus.

**4. Think of the words that fit the definitions below.**

1. to be or put in a sloping position \_\_\_\_\_
2. stain \_\_\_\_\_
3. to use for the purpose of lighting or heating \_\_\_\_\_
4. to get sth or the use of sth on the understanding that it is to be returned \_\_\_\_\_
5. to ask to be told; ask for information \_\_\_\_\_
6. to say solemnly or emphatically \_\_\_\_\_
7. to convince \_\_\_\_\_
8. to take hold of, suddenly and violently \_\_\_\_\_
9. to show signs of uncertainty or unwillingness in speech or action \_\_\_\_\_
10. wretched \_\_\_\_\_



**5. Choose in the right-hand column the correct definition for each word in the left-hand column.**

Words	Definitions
acid	- substance used in or obtained by chemistry;
door-mat	- sour, sharp to the taste;
miserable	- rough mat on which shoes may be wiped;
circumstance	- wretched, very unhappy;
ferry-boat	- condition, fact, connected with an event or person;
suspicious	- boat, that carries people across a river, channel;
dim	- having, showing or causing suspicion;
hammer	- not bright, not clearly to be seen;
chisel	- tool with a heavy metal head used for breaking things, driving in nails;
patch	- steel tool with a bevelled edge for shaping wood, stone or metal;
shabby	- small piece of material put on over a hole or a damaged or worn place;
alias	- in bad repair or condition; much worn;
chemicals	- name by which a person is called on other occasions;
profit	- material or substance of which sth is made or which may be used for some purpose;
stuff	- advantage or good obtained from sth, money gained in business;
fare	- money charged for a journey by bus, ship, taxi;
awkward	- an object or place not well designed for use likely to cause inconvenient or difficulty;

**6. Complete the table to make word families. Use a dictionary to help you.**

Noun	Verb	Adjective	Adverb
		miserable	
profit			
	hesitate		
		suspicious	
amazement			
			unhealthily
		editorial	
	disappoint		
beggar			

**7. Match the parts of the nouns that you came across in the text.**

street	boat
rail	house
boarding	road

ferry	car
land	lady
motor	mat
door	boat
hand	man
police	kerchief

**8. Fill in with the words from the text.**

miserable, editorial, stained, saddled, landlady, boarding-house, fortune, leaned, chemicals, stuff, acids

1. One day Tripp came in and \_\_\_\_\_ on my table.
2. He always smelled of \_\_\_\_\_.
3. His hands were always \_\_\_\_\_ and burnt with \_\_\_\_\_.
4. He was pale and unhealthy and \_\_\_\_\_.
5. "It'll probably cost you a dollar or two to get the \_\_\_\_\_".
6. "What is the story?" I asked with an \_\_\_\_\_ air.
7. "Some years ago George set off to New York to make his \_\_\_\_\_".
8. This morning she \_\_\_\_\_ a horse and rode eight miles to the railway station.
9. I took her to a \_\_\_\_\_.
10. She has to pay a dollar to the \_\_\_\_\_.

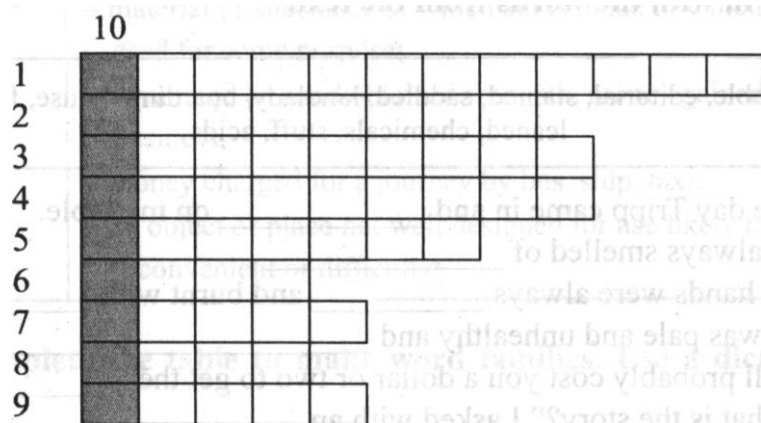
**9. Cross out the word that doesn't go with the others.**

1. reporter, borrow, newspaper, editor;
2. patch, ferry-boat, ship, steamer;
3. hammer, dollar, cent, profit;
4. stain, acid, chemical, whiskers;
5. farmer, saddle, ride, catch.

**10. Match the related parts of the sentences correctly.**

- |   |  |
|---|--|
| 1. I was short of money                       | a) from 25 cents to a dollar.              |
| 2. He had something to do with pictures       | b) would give him more than a dollar.      |
| 3. He knew that nobody                        | c) because he always smelled of chemicals. |
| 4. That day I had managed to get five dollars | d) because I had no regular work.          |
| 5. He was always borrowing sums of money      | e) for my Sunday story.                    |

**11. Complete the puzzle and give the translation of the word written down.**



- |                              |                  |
|------------------------------|------------------|
| 1. обставина                 | 6. цент          |
| 2. вагатися                  | 7. вигадане ім'я |
| 3. редакторський             | 8. рядок, лінія  |
| 4. жальогідний               | 9. пляма         |
| 5. запитати, навести довідки | 10. _____?       |

**12. Find in the text the sentences in which the following word-combinations are used. Use them in the sentences of your own.**

- to borrow money
- to be short of money
- to get the stuff
- to marry a young farmer
- to saddle a horse
- to look disappointed
- to tell somebody the circumstances
- to make a profit
- to pay the fare
- to feel a sense of duty
- to feel awkward
- to promise to be true to each other
- to be aboard the ferry-boat
- to wave the handkerchief
- to look miserable
- to unbutton the shabby coat
- to catch sight of smth
- to be cut in halves
- to produce a dollar from the pocket

**13. Say the same in Ukrainian.**

1. She must have thought the first person she inquired of would tell her where her George was!
2. "Can't you see what an amazing story it would make?"
3. "And it'll cost you only four, so you'll make a profit of eleven dollars."

4. "But no matter whether you want to write the story or not – she must get back home before night!"
5. In a dim parlour a girl sat crying quietly and eating candy out of a paper bag.
6. Crying made only her beautiful eyes brighter.
7. "I felt ashamed of being introduced as Tripp's friend in the presence of such beauty."
8. Down went the golden head upon her hands.
9. You see, everything is fixed for me to marry Hiram Dodd next Thursday.
10. "But somehow I couldn't help thinking about George."
11. Tripp broke in with an awkward little laugh.
12. "I saw he was trying to be of help in order to get his whisky dollar."

#### ***14. Say the same in English.***

1. У мене не було постійної роботи.
2. Йому було приблизно двадцять п'ять років, а виглядав він на всі сорок.
3. Потім я почав відчувати те, що називається почуттям обов'язку.
4. Я присягнувся, що він не отримає долара.
5. Він виглядав як жебрак у своєму старому пальті.
6. "Він поїхав до Нью Йорку і більше я про нього не чула."
7. "Ми рідко одружуємося на тих, в кого закохуємося вперше."
8. В кінці кінців ми переконали дівчину повернутися додому.
9. Тріпп розщипнув своє потерте пальто, щоб дістати те, що колись називалось носовою хустинкою.
10. Я витягнув долар з кишені і невагаючи дав його Тріппу.

#### ***15. Who said the following? Under what circumstances.***

1. "It'll probably cost you a dollar or two to get the stuff. I don't want anything out of it myself."
2. "You have never seen a girl like her. She is a flower..."
3. "That's no story, every ferry-boat brings or takes away girls from Long Island."
4. "Don't you see, that the girl has got to get back home today? Not tonight or tomorrow, but today."
5. "Oh, there aren't any circumstances, really."
6. "I advise you, Miss Lowery, to tell Mr Chalmers all. He is a friend of mine, and he will tell you what to do."
7. "Why, of course. You see, everything is fixed for me to marry Hiram Dodd next Thursday."
8. "Something must have happened to him or he would have written."
9. "Oh, the boys from the country forget a lot when they come to the city."
10. "I guess I was silly to come here. I never realized what a big place it is."

### ***READING COMPREHENSION***

#### **1. Attention check**

***Read the text once then state whether the sentences given below are true or false according to the text.***

***Express your agreement or disagreement. Use the following: "It isn't true", "It's absurd to say", "The facts support", "I'm bound to say".***

1. Mr Chalmers worked in the mechanical department in New York.
2. Tripp often borrowed some dollars.
3. Tripp had an exciting story and wanted to sell it.
4. The story was about Tripp himself.
5. The girl from Long Island came to New York to look for some job.
6. Tripp stole half a silver cent and wore it on his watch-chain.
7. The author was proud to be introduced as Tripp's friend.
8. Both lovers had a coin to keep till met again.
9. The two men persuaded Miss Lowery to return home.
10. Tripp stole half a silver cent and wore it on his watch-chain.

***2. Test your understanding of the text.***

1. Mr Chalmers was \_\_\_\_\_ .
  - a) an artist
  - b) a newspaper reporter
  - c) an editor-in-chief
  - d) a fiction writer
2. Mr Tripp was \_\_\_\_\_ .
  - a) a rich businessman
  - b) a clever manager
  - c) a policeman
  - d) a poor worker
3. Tripp usually borrowed \_\_\_\_\_ .
  - a) some dollars
  - b) from 25 cents to a dollar
  - c) from a dollar to 25 dollars
  - d) from 10 to 25 dollars
4. Tripp asked Mr Chalmers \_\_\_\_\_ .
  - a) to go for a drink
  - b) to give him a story to read
  - c) to buy a good story for a dollar or two
  - d) to buy a story for 5 dollars
5. Ada Lowery came to New York \_\_\_\_\_ .
  - a) to look for some job
  - b) to make her fortune there
  - c) to find her boy-friend
  - d) to marry a young farmer
6. George Brown's dream was to become \_\_\_\_\_ .
  - a) a taxi driver
  - b) a writer

- c) a newspaper reporter
  - d) a railroad president
7. One day he promised to be true to the girl and gave her \_\_\_\_\_.
- a) a piece of his talisman
  - b) a piece of his locket
  - c) a piece of silver coin
  - d) a piece of chisel
8. In the end the girl was persuaded to go home \_\_\_\_\_.
- a) by taxi
  - b) by bus
  - c) by train
  - d) by ship
9. When Tripp unbuttoned his shabby coat, the author caught sight of \_\_\_\_\_.
- a) a purse with money
  - b) a silver sent cut in halves
  - c) a golden watch-chain
  - d) a half of the photo
10. Mt Chalmers unhesitatingly laid a dollar in Tripp's hand because \_\_\_\_\_.
- a) he fell in love with the girl
  - b) he began to feel the sense of duty
  - c) he felt sorry for Tripp
  - d) he was in amazement having learned his story

### **Discussion**

1. How did Tripp make his living?
2. What did he look like?
3. What made him look older?
4. What was his trouble?
5. Why did Chalmers look up at Tripp impatiently when the latter came in?
6. Why did Chalmers at first refuse to write a story about the girl Tripp had met?
7. What made Ada come to New York?
8. In what way did Tripp meet the girl?
9. What made Chalmers feel ashamed when Tripp introduced him to Ada?
10. Do you think Ada really loved George? Explain.
11. What kind of man was Ada going to marry?
12. Why, do you think, Tripp asked Ada whether Dodd was good for her?
13. What circumstances had prevented Tripp from returning to his native village?
14. Why didn't Tripp tell Ada who he was?
15. In what way did the reporter help the girl?
16. What made the reporter give Tripp the dollar in the end?

### **Prove the following.**

1. The reporter needed some job.
2. Tripp's dream didn't come true.

3. Ada still loves George.
4. Mr Chalmers liked the girl.
5. People in the country are different from those living in big cities.

### **Reorganization**

1. Divide the story into logical parts and make a plan of it. What titles for each part can you suggest?
2. Tell the story in your own words according to your plan.
3. Retell the story as if you were –Tripp
  - Mr Chalmers
  - Ada Lowery.

### **Reproduction and Composition**

1. Entirely in your words, write a short but vivid description of the scene when the girl tells her story to the two men.
2. Write a careful summary of the passage in not more than 200 words.
3. Write the paragraph beginning with one of the following statements:
  - a) For many readers, weighing the pros and cons of city versus country is an old familiar topic. How does this paper bring it to life?
  - b) Describe in an essay the effects that alcohol has on people. Do you know anyone who abuses alcohol or other drugs? Based on what you know (and on what you have learned from reading this text) write an essay describing the causes and effects of drug abuse.
4. Discuss the proverbs:
  - a) Life is not all beer and skittles.
  - b) There is a crook in the lot of everyone.
  - c) Love laughs at locksmiths.

## Unit 5

### THE EXPLOSION

*(Extract from "The Citadel" by A. J. Cronin)*

Andrew Manson, a young inexperienced doctor, has come to work in a small miners' town in Wales. His very first case proves to be typhoid. Andrew is terribly anxious, especially when the disease begins to spread. He is at a loss what to do and turns for advice to Philip Denny, a doctor who has been living in the town for some time.

It was not his lumpy mattress which caused Andrew to sleep badly that night. He was worried about the case in Glydar Place. As he tossed and turned through the long restless night, he came to ask himself if he knew anything of medicine at all.

Manson's nature was extraordinary intense. Probably he derived this from his mother, a Highland woman. His father, John Manson, a small farmer, had been very hard-working. He had never made a success of the land, and when he was killed in the last year of the war, for twelve months Jessie Manson struggled to run the farm as a dairy herself when she felt Andrew was too busy with his books to do so. Then the cough which had been lasting for a period of years turned worse and she died.

At eighteen Andrew found himself alone, a first-year student at St. Andrews University with a scholarship worth forty pounds a year.

And now he was in Blaenelly, all in a haze of worry over his first patient. Andrew ate his breakfast quickly, then ran up to his room again. There he opened his bag and took out a small blue leather case. He opened the case and gazed at the medal inside – the Hunter Gold Medal, awarded annually at St. Andrews to the best student in clinical medicine. He, Andrew Manson, had won it. It was his talisman, his inspiration for the future. But this morning he viewed it less with pride than with secret entreaty, as though trying to restore his confidence in himself. Then he hurried out for the morning surgery.

"You don't have to be so early, Doctor," said his assistant Dai Jenkins. "I can do the repeat mixtures and the certificates before you come in."

"Thanks," Andrew answered. "I'd rather see the cases myself."

Fortunately there were few people at the morning surgery, which was over at half past ten, and Andrew, presented with a list of visits by Jenkins, set out at once.

Altogether he made seven calls. Five of them were clear cases of enteric. For the last ten days Jenkins had been treating them with chalk and opium. Andrew realized that he had an outbreak of typhoid fever on his hands.

He decided he must speak to Doctor Page. But when he went up to the doctor's room the curtains were drawn and Edward was lying in bed with a terrible headache. He asked the visitor to sit with him, but Andrew felt it would be cruelty to tell him about his trouble at present. He only asked, "Doctor Page, if we get an infectious case, what's the best thing to do?"

There was a pause. Page replied with closed eyes, not moving.

"It's always been difficult. We've no hospital, let alone the isolation ward. If you should run into anything very nasty ring up Griffiths at Toniglan. That's fifteen



miles down the Valley. He's the District Medical Officer." Another pause, longer than before. "But I'm afraid he's not very helpful."

Andrew ran down to the hall and rang up Toniglan.

Griffiths did nothing.

At half-past nine, when the last patient had left the surgery Andrew decided to visit Doctor Denny. He was at a loss what to do and turned for advice to the more experienced doctor who had been living in the town for some time.

When Manson reached Chapel Street where Denny lived, he found that the doctor was in his lodgings. The landlady showed him in.

If Denny was surprised to see him, he didn't show it. Andrew said: "You were right. It was enteric. I ought to be shot for not recognizing it. I've got five cases. I don't know what to do. I rang the M. O. and couldn't get a word out of him. I've come to ask your advice."

Denny, listening, pipe in mouth, at last made a gesture.

"You'd better come in. Have a drink? No! I thought you wouldn't."

When Manson had finished his cigarette, Denny said, "Take a look at that, if you like!"

On the table indicated a microscope stood, and some slides. Andrew focused a slide and immediately picked up the clusters of the bacteria.

"It's very clumsily done, of course," Denny said quickly. "I'm no lab!" If anything, I'm a surgeon. But you've got to be jack-of-all-trades under our bloody system. There's no mistake, though even to the naked eye."

Andrew gazed at Denny, burning to ask a dozen questions.

"You've got cases too?" he asked anxiously. "Four! All in the same area as yours," Denny paused. "One day, very soon, we're going to have an outbreak of an epidemic. It's the main sewer that's to blame. It leaks like the devil, and poisons half the wells of the town. I've hammered at the Health Officer about it till I'm tired." His tone was cold and bitter.

"It's a shame!" Andrew burst out. "I wish he were here and knew what we know."

Denny shrugged his shoulders, "It's no use."

There was a silence. Andrew got up from his seat at the table and moved towards the door.

"I'm much obliged for the information. From now on every drop of water in the area is going to be boiled."

"It's the Health Officer who ought to be boiled," muttered Denny.

During the weeks that followed Andrew slaved joyfully.

He loved his work and counted himself fortunate to have such an opportunity so early in his career. He worked tirelessly with all the fire of his passionate nature. He only wished he could do more.

Then, unexpectedly, Denny rang him up. "Manson! Can you come to my place at three o'clock? It's important".

He walked slowly along the street towards Denny's lodgings, realizing once again how his whole orderly conception of the practice of medicine was toppling

about him. He knew he could make mistakes through his inexperience. Unconsciously Andrew's thoughts returned to Denny who never failed in this profession to which they belonged. Denny always said that all over Britain there were thousands of incompetent doctors distinguished for nothing but their stupidity and an acquired capacity for bluffing their patients. Now he began to question if there were not some truth in what Denny said. He determined to discuss this question this afternoon.

But when he entered Denny's room, he saw immediately that the occasion was not one for academic discussion. Denny received him in silence with a gloomy eye and a darkened forehead. Then after a moment he said, "One of my patients died this morning. I have two new cases of typhoid." He spoke quietly, with a still, cold rage.

Andrew dropped his eyes, sympathizing, yet hardly knowing what to say.

"Don't look so smug about it." Denny went on bitterly. "It's sweet for you to see my cases go wrong and yours recover. But it won't be so pretty when that cursed sewer leaks."

"No, no! Honestly, I'm sorry," Andrew said impulsively. "We'll have to do something about it. We must write to the Ministry of Health."

"We could write a dozen letters," Denny said bitterly. "It's a waste of time. No, I've thought it all out. There's only one way to make them build a new sewer."

"How?" asked Andrew eagerly.

"Blow up the old one!"

For a second Andrew wondered if Denny had taken leave of his senses. He stared at him in terrified astonishment, then he muttered, "There'll be no end of trouble-if it's found out."

Denny glanced up at him, "You needn't come in with me, if you don't want to."

"Oh, I'm coming in with you," Andrew answered slowly. "But God only knows why." Immediately he wished he had not said those words.

All that afternoon Andrew went about his work regretting the promise he had given. He was a madman, this Denny, who would, sooner or later, get him into serious trouble. It was a terrible thing that he now proposed. If discovered, they might get struck off the Medical Register. Andrew was seized with horror at the thought of his beautiful career suddenly cut short, ruined. He cursed Denny violently, swore a dozen times that he would not go

Yet, for some strange reason, he would not, could not draw back.

At eleven o'clock that night Denny and he started out in company with Hawkins, Denny's dog, for the main manhole of the sewer at the end of Chapel Street. It was very dark with a gusty wind and a spatter of rain which blew into their faces at the street corners. Denny had made his plan and timed it carefully. The late shift at the mine had gone in an hour ago. A few lads hung about old Thomas' fish shop at the top end, but otherwise the street was deserted.

The two men and the dog moved quietly along the street. In the pocket of his heavy overcoat Denny had six sticks of dynamite especially stolen for him that afternoon from the power shed at the quarry by Tom Seager, his landlady's son. Andrew carried six empty tins, each with a hole in the lid, an electric torch, and a

length of fuse. He wondered grimly what his professor would think of him, involved in this adventure.

Immediately they reached the manhole of the sewer. There they set to work, raising the rusty iron cover which had not been opened for years.

"Pretty, isn't it?" Denny asked. "Take a look at the crack in that pointing. Take a last look, Manson".

No more was said. Andrew's mood had changed and now his determination was equal to Denny's. People were dying of this abomination. It was not the moment for the bedside manner!

They slipped a stick of dynamite in each tin, cutting fuses and attaching them. One by one the tins were dropped into the ill-smelling depths. In the light of a match Andrew saw Denny's pale hard face, his own shaking hands.

Andrew could not see clearly. His heart was beating with excitement. It was the best moment he had ever known.

As the last tin went in with its short fuse burning, the dog took it into its head to hunt a rat. They chased the dog and captured it, expecting an explosion beneath their feet. Then swiftly the cover was flung back, and they raced madly up the street.

They had scarcely reached the corner when *bang!* the first tin exploded.

"By God! We've done it!" exclaimed Andrew. He had a sense of comradeship with the other man, he wanted to take him by the hand, to shout aloud.

Then swiftly, beautifully the explosions followed: two, three, four five and the last a glorious detonation that must have been at least a quarter of a mile down the Valley.

"There!" said Denny in a suppressed voice, as though all the secret bitterness of his life escaped into that single word. "That's the end of one bit of rottenness!"

Doors and windows were flung open, people ran out of their houses. In a minute the street was crowded. A party of men set out with lanterns to explore. Under the cover of the darkness and the noise Denny and Manson slipped away. There was a singing triumph in Andrew's blood.

Before eight o'clock next morning the Health Officer arrived upon the scene by car, nervous and frightened. He was sleeping when Councillor Glyn Morgan called him.

For half an hour the Councillor told the Medical Officer exactly what he thought of him.

At the end of it, wiping his forehead he approached Denny who, with Manson, stood amongst the crowd. For a moment Andrew felt uncomfortable.

But it did not enter the Officer's mind to suspect anybody.

"Man, man," he said to Philip, "we'll have to get that new sewer for you straight off now."

Denny's face remained expressionless.

"I warned you about that months ago," he said. "Don't you remember?"

"Yes, indeed! But how could I know that the thing would blow up this way? It's a mystery to me how it all happened."

Denny looked at him coolly.

“Where’s your knowledge of public health, Doctor? Don’t you know these sewer gases are highly inflammable?”

The construction of the new sewer was begun on the following Monday.

### **NOTES ON THE TEXT**

1. Hunter Gold Medal – золота медаль Джона Хантера, (1728-1793) відомого шотландського анатома і хірурга, якою щорічно нагороджувався найкращий студент університету Святого Ендрю
2. certificate – офіційний документ, який видається лікарем пацієнту про стан здоров’я, довідка, лікарняний лист
3. he was at a loss... – він був розгублений
4. ...turned for advice to Philip Denny – ...звернувся до Філіпа Денні за порадою
5. It leaks like the devil. – Вона сильно протікає.
6. I’ve hammered at the Health Officer. – Я вже багато разів говорив голові департаменту здоров’я про це.
7. Andrew slaved joyfully. – Ендрю працював наполегливо та з радістю.
8. Denny had taken leave of his senses. – Денні збожеволів.
9. they might get struck me the Medical Register – вони можуть викреслити мене з медичного реєстру
10. The Medical Register is an official record of doctors in Britain. Only those persons whose names are on the Medical Register can practise as doctors. If a doctor is struck off the Medical Register, he has no right to practise as a doctor any more.

### **ACTIVE VOCABULARY**

lumpy – full of, covered with hard or compact mass usually without a regular shape;  
to toss – jerk, through up into or through the air;  
intense – high in degree;  
to derive – source or origin, have as a starting point;  
scholarship – payment of money, a yearly grant to a scholar;  
dairy – a woman who works on a dairy farm;  
inspiration – influence arousing creative activity in literature, music, art;  
entreaty – earnest request;  
confidence – act of confiding in or to;  
surgery – doctor’s or dentist’s room where patients come to consult him;  
typhoid (fever) – infectious disease which attacks the intestines, caused by bacteria taken into the body with food or drink;  
enteric (fever) – typhoid;  
cruelty – readiness to give pain or cause suffering to others;  
infectious – infecting with disease;  
lodgings – room or rooms rented to live in;  
clumsy – heavy and ungraceful in movement or construction;  
anxious – feeling anxiety, trouble;  
sewer – pipeline, underground channel to carry off sewage and rainwater to centres for treatment, or to a natural waterway for disposal;

to mutter – speak, say in a low voice not meant to be heard;  
 unconscious – not conscious;  
 to bluff – deceive sb by pretending;  
 rage – outburst of furious anger; violence;  
 cursed – damnable; hateful;  
 to regret – feeling of sadness at the loss of sth, or of annoyance or disappointment because sth has or has not been done;  
 lad – young man;  
 deserted – barren, uncultivated;  
 quarry – place (not underground like a mine) where stone, slate is obtained;  
 tin – tin-plated container for food;  
 lid – movable cover for an opening;  
 torch – piece of wood, twisted flax, treated with oil, soaked in tallow, for carrying or using as a flaming light;  
 fuse – tube, cord, for carrying a spark to explode power;  
 rusty – covered with rust;  
 determination – deciding; determining or being determined;  
 abomination – horror and disgust;  
 to explode – burst with a loud noise;  
 detonation – explosion; noise of the explosion;  
 suppress – put an end to the activity or existence of;  
 to approach – come nearer.

## **VOCABULARY WORK**

**1. Learn the words given above. Find in the text the sentences with the new words and expressions. Translate them into Ukrainian and use them in the sentences of your own.**

## **Phonetic Drill**

**2. Practice reading the words.**

Worry ['wʌri], extraordinary [iks'trɔ:dnəri], intense [in'tens], derive [di'raiv], success [sək'ses], cough [kɒf], scholarship ['skɒləʃɪp], leather ['leðə], annually ['ænjuali], inspiration [,inspə'reiʃn], view [vju:], entreaty [in'tri:ti], surgery ['sɜ:dʒ(ə)ri], mixture ['mɪkstʃə], certificate [sə'tifikət], enteric [en'terik], headache ['hedeik], infectious [in'fekʃəs], patient ['peɪʃnt], lodging [lɒdʒɪŋ], gesture ['dʒestʃə], microscope ['maɪkrə,skəʊp], cluster ['klʌstə], bacteria [bæk'ti(ə)riə], anxiously ['æŋkʃəsli], blood [blʌd], naked ['neɪkɪd], sewer [su:ə], tireless ['taɪəlɪs], passionate ['pæʃ(ə)nət], unconscious [ʌn'kɒnʃəs], distinguish [dis'tɪŋʃɪgwɪʃ], acquire [ə'kwaiə], sympathize ['sɪmpə,θaɪz], cursed ['kɜ:sɪd, kɜ:st], violent ['vaɪələnt], deserted [di'zɜ:tɪd], quarry ['kwɒri], determination [di,tɜ:mi'neiʃ(ə)n], abomination [ə,bɒmi'neiʃ(ə)n], depth [depθ], suppress [sə'pres], triumph ['traɪʌmf], approach [ə'prəʊtʃ], inflammable [ɪn'flæməbl].

**3. Examine the italicised words and phrases used in different contexts. Translate them into Ukrainian.**

1. He *tossed* the beggar a coin.
2. I saw *a torch* light procession.
3. As winter *approached* the weather became colder.
4. Thousands of English words were *derived* from Latin.
5. He was deaf to all *entreaties*.
6. They were *bluffed* into supposing we were ill prepared.
7. He was *muttering* away to himself.
8. I am telling this in strict *confidence*.
9. *Cruelty* to animals must be severely punished.
10. It's cheaper to live in *lodgings* than in the hotel.
11. This work is a *cursed* nuisance.
12. She was *unconscious* of having done wrong.
13. I heard with *regret* that my friend was ill.
14. I couldn't work with the needles because they were *rusty*.
15. When the boiler *exploded* many people were hurt by the steam.

**4. Choose in the right-hand column the correct definition for each word in the left-hand column.**

Words	Definitions
intense	- full of, covered with;
inspiration	- high in degree;
entreaty	- influence arousing creative activity in literature, music, art;
lumpy	- earnest request;
confidence	- act of confiding in or to;
surgery	- doctor's or dentist's room where patients come to consult him;
cruelty	- typhoid;
clumsy	- infectious disease which attacks the intestines, caused by bacteria taken into the body with food or drink;
enteric	- readiness to give pain or cause suffering to others;
typhoid (fever)	- infecting with disease;
lodging	- room or rooms rented to live in;
anxious	- heavy and ungraceful in movement or construction;
infectious	- feeling anxiety, trouble;
sewer	- pipeline, underground channel to carry off sewage and rainwater to centres for treatment, or to a natural waterway for disposal.

**5. Think of the words that fit the definitions below.**

1. not conscious \_\_\_\_\_
2. outburst of furious anger; violence \_\_\_\_\_
3. damnable; hateful \_\_\_\_\_
4. young man \_\_\_\_\_
5. barren, uncultivated \_\_\_\_\_

6. place (not underground like a mine) where stone is obtained \_\_\_\_\_
7. tin-plated container for food \_\_\_\_\_
8. movable cover for an opening \_\_\_\_\_
9. piece of wood, twisted flax, treated with oil, soaked in tallow, for carring or using as a flaming light \_\_\_\_\_
10. tube, cord, for carrying a spark to explode power \_\_\_\_\_
11. covered with rust \_\_\_\_\_
12. deciding; determining or being determined \_\_\_\_\_

**6. Arrange the words into two groups according to the given topics.**

Medicine		Explosion
_____	surgery, sewer, manhole, enteric,	_____
_____	cover, tin, lid, torch, typhoid	_____
_____	fever, isolation ward, rottenness,	_____
_____	clusters of bacteria, patient,	_____
_____	certificate, mixture, microscope	_____

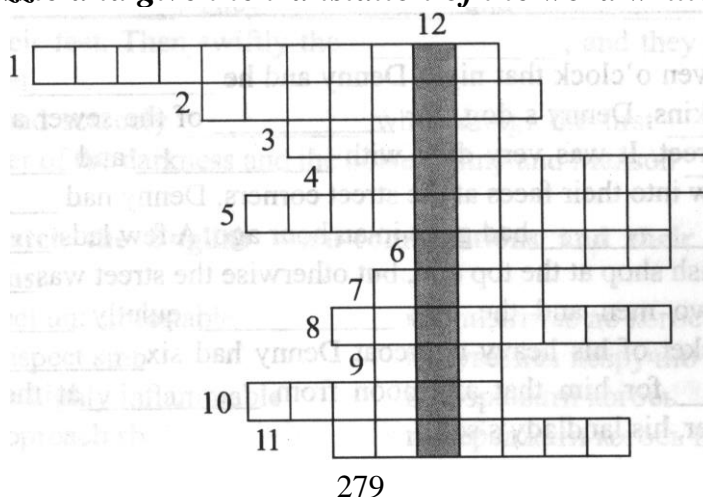
**7. Cross out the word that doesn't go with the others.**

1. rage, anger, fury, satisfaction;
2. reply, ask, entreat, inquire;
3. lad, boy, pal, assistant;
4. lodgings, surgery, boarding-house, flat.

**8. Choose the word in the set that has the same meaning as the given word.**

torch	fire-place	lantern	candle
explosion	detonation	contamination	crash
quarry	hole	mine	hollow
smell	skill	scent	taste
ideal	wonderful	perfect	fascinating
shift	run	move	choose
stare	gaze	grab	snatch
suggest	refuse	wonder	propose

**9. Complete the puzzle and give the translation of the word written down.**



- |                    |                              |
|--------------------|------------------------------|
| 1. стипендія       | 7. лють                      |
| 2. наймана кімната | 8. благання                  |
| 3. шум             | 9. залізна банка             |
| 4. вибух           | 10. прізвище головного героя |
| 5. впевненість     | 11. каналізаційний люк       |
| 6. жаліти          | 12. _____?                   |

**10. Find in the text the sentences in which the following word-combinations are used. Use them in a short story of your own.**

an outbreak of typhoid fever  
 an infectious case  
 to take a look  
 the naked eye  
 an outbreak of the epidemic  
 to work tirelessly  
 to be inexperienced  
 the cursed sewer  
 to make smb build a new sewer  
 to blow up the sewer  
 to regret the promise

**11. Fill in the blanks with the phrases from the box.**

to hang about, the powder shed, sticks of dynamite, to be deserted, the main manhole,  
 to start out, a spatter of rain, to time the plan carefully, a gusty wind, to move along  
 the street, to steal dynamite, the shift at the mine

At eleven o'clock that night Denny and he \_\_\_\_\_ in company with Hawkins, Denny's dog, for \_\_\_\_\_ of the sewer at the end of Chapel Street. It was very dark with \_\_\_\_\_ and \_\_\_\_\_ which blew into their faces at the street comers. Denny had \_\_\_\_\_. The late \_\_\_\_\_ had \_\_\_\_\_ gone in an hour ago. A few lads \_\_\_\_\_ old Thomas' fish shop at the top end, but otherwise the street was \_\_\_\_\_.

The two men and the dog \_\_\_\_\_ quietly \_\_\_\_\_. In the pocket of his heavy overcoat Denny had six especially \_\_\_\_\_ for him that afternoon from \_\_\_\_\_ at the quarry by Tom Seager, his landlady's son.

**12. Fill in the gaps with the suitable phrases and words from the given list. Make sure you use them in the right form.**

to slip away	to capture the dog
to slip dynamite in a tin	to expect the explosion under the feet
the rusty iron cover	to race madly
to cut and attach fuses	to explode
the ill-smelling depth	to drop tins into the sewer



to hunt a rat	to set to work
to chase the dog	to reach the corner
to fling back the cover	

Immediately they reached the manhole of the sewer. There they \_\_\_\_\_, raising \_\_\_\_\_ which had not been opened for years.

They \_\_\_\_\_ a stick of \_\_\_\_\_ in each \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ them. One by one the \_\_\_\_\_ were \_\_\_\_\_ into the \_\_\_\_\_.

As the last tin went in with its short fuse burning, the dog took it into its head to. They \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ beneath their feet. Then swiftly the \_\_\_\_\_, and they \_\_\_\_\_ up the street.

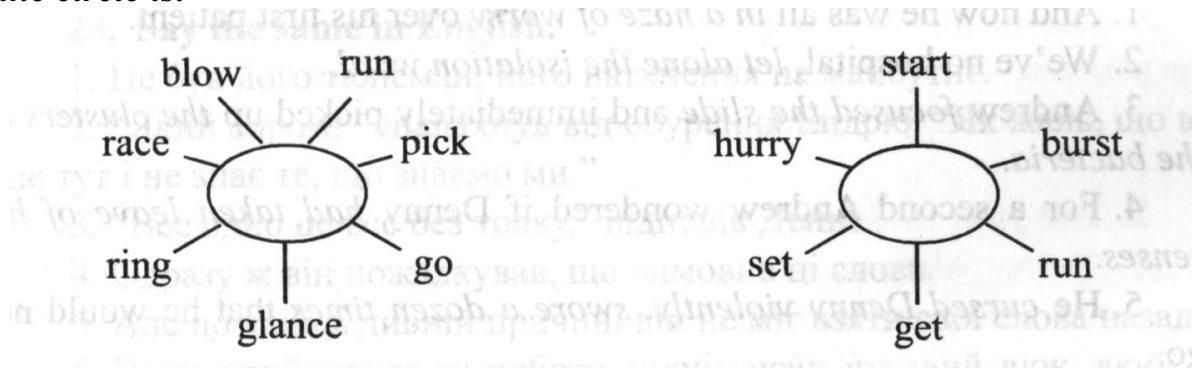
They had scarcely \_\_\_\_\_ when *bang!* the first \_\_\_\_\_.

Under cover of the darkness and the noise Denny and Manson \_\_\_\_\_.

**13. Match the English word-combinations and their Ukrainian translations.**

to feel uncomfortable	наблизитись до когось
to suspect smb	почуватися незручно
to be highly inflammable	підозрювати когось
to approach sb	попереджати когось про щось
to warn sb about sth	бути таким, що легко спалахує

**14. Work with the phrasal verbs. Decide what the missing preposition in the middle of the circle is.**



**15. Choose the preposition about or with and fill in the gaps.**

to be busy _____
to view _____ a pride
to present _____ a list
to be seized _____ horror
to be worried _____
to do sth _____ it
to speak _____
to hang _____
to warn _____

**16. Guess what preposition is missed. Fill in the gaps. Think of the situation where you could use the following phrases.**

to lie _____	bed
to show smb _____	
to come _____	
to be involved _____	
to go _____	
to get _____	a serious problem
to drop _____	a depth

**17. What is the meaning of the words and phrases in bold type?**

1. And now he was all *in a haze of* worry over his first patient.
2. We've no hospital, *let alone the* isolation ward.
3. Andrew *focused the* slide and immediately picked up *the* clusters of the bacteria.
4. For a second Andrew wondered if Denny *had taken leave of* his senses.
5. He *cursed Denny violently*, *swore a dozen times* that he would not go.
6. A few lads hung about old Thomas shop *at the top end* of the street.
7. People were dying of this *abomination*. It was not the moment for *the bedside manner!*
8. "There!" said Denny in a suppressed voice, as though *all the secret bitterness of his life escaped into that single word*. "That's the end of *one bit of rottenness!*"

**18. Say the same in Ukrainian.**

1. But this morning he viewed it less with pride than with secret entreaty, as though trying to restore his confidence in himself.
2. If you should run anything very nasty, ring up Griffiths at Toniglan.
3. But you've got to be jack-of-all-trades under our bloody system.
4. It's the main sewer that's to blame.
5. It leaks like the devil, and poisons half the wells of the town.
6. Andrew's mood had changed and now his determination was equal to Denny's.

**19. Say the same in English.**

1. Це був його талисман, його натхнення на майбутнє.
2. "Який сором!" спалахнув від обурення Ендрю. "Як жаль, що він не тут і не знає те, що знаємо ми."
3. "Все одно це все без толку," відповів Денні.
4. Одразу ж він пожалкував, що вимовив ці слова.
5. Але по якійсь дивній причині він не міг взяти свої слова назад.
6. Вони прийняли за роботу, піднімаючи іржавий люк, який не відкривали роками.

7. Під прикриттям темряви Денні та Ендрю зникли.

**20. Point out and explain the metaphors in the following sentences from the text.**

1. I've hammered at the Health Officer about it till I'm tired.
2. Andrew gazed at Denny, burning to ask a dozen questions.
3. During the weeks that followed Andrew slaved joyfully.
4. He worked tirelessly with all the fire of his passionate nature.
5. Denny received him silently with a gloomy eye and a darkened forehead.

## **READING COMPREHENSION**

### **1. Attention check**

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement. Use the following: 'It goes without saying,' 'It's absurd to say,' 'Certainly,' 'I disagree'.*

1. Andrew Manson came from a rich family.
2. Andrew was an excellent student at university.
3. When Andrew began his practice there was only one case of enteric in Blaenelly.
4. When Andrew came to Doctor Page, Manson saw that the latter had a clear case of enteric.
5. They had no hospital, but they had a good isolation ward in Blaenelly.
6. Denny was more experienced, so Andrew went to him for advice.
7. Doctor Denny carried out experiments at home to diagnose the cases.
8. The water in town was poisonous and not suitable to drink.
9. The doctors in Blaenelly knew about the epidemic and were bluffing the patients.
10. After the explosion Andrew's beautiful career was ruined.

### **2. Test your understanding of the text.**

1. Andrew Manson was \_\_\_\_\_.
  - a) a young experienced doctor
  - b) an old experienced doctor
  - c) a young inexperienced doctor
  - d) a student of the university
2. His first case proved to be \_\_\_\_\_.
  - a) pneumonia
  - b) scarlet fever
  - c) apendicitis
  - d) typhoid
3. When the disease began to spread Andrew Manson \_\_\_\_\_.
  - a) was at a loss what to do
  - b) knew exactly what to do
  - c) needn't any advice

- d) turned for advice to the Health Officer
4. The cause of the epidemic was \_\_\_\_\_.  
a) one of the wells in the town  
b) sick people who interacted with each other  
c) little information about this disease  
d) the main sewer of the town
5. Andrew's attitude to his job was as follows: \_\_\_\_\_.  
a) he hated his work  
b) he wished he could leave the place  
c) he worked without any interest  
d) he was devoted to his work
6. One day Denny rang Andrew up because \_\_\_\_\_.  
a) he wanted to consult about one of his patients  
b) there were new cases of the disease and the patients died  
c) he received some new medicines for that disease  
d) he found the new method of treatment
7. Philip Denny suggested the following way out in that situation \_\_\_\_\_.  
a) to inform the Health Officer  
b) to write to the Ministry of Health  
c) to build a new hospital  
d) to build a new sewer
8. Denny wanted to make the local authorities pay attention to the problem in such a way: He decided \_\_\_\_\_.  
a) to organize a hunger strike  
b) to demand some medicines for the disease  
c) to blow up the old sewer  
d) to leave his job
9. After Andrew Manson had agreed to help Denny \_\_\_\_\_.  
a) he never regretted about the promise  
b) he hesitated but for a moment  
c) he was ready to help his friend  
d) he wished he had not agreed
10. Hardly all the tins had been exploded \_\_\_\_\_.  
a) Denny and Manson safely left the place  
b) they were caught by the police  
c) the men were noticed by the crowds of people  
d) they slipped away under the cover of the darkness.

## Discussion

1. What caused Andrew sleep badly?
2. What was he worried about?
3. What disease was spread in the town?
4. Why was it dangerous?
5. What was the real cause of the spread of the disease in the town?

6. Andrew insisted that every drop of water in his area should be boiled. Do you think he could put an end to the epidemic in this way?
7. Why did Denny refuse to write a letter to the Ministry of Health?
8. Andrew was a bold man. Why, then, was he seized with horror at the thought of blowing up the sewer?
9. What made Andrew come in with Denny in the end?
10. What did they both risk if they were discovered?
11. What made them run such a great risk?
12. From what you have read, what is your impression of Andrew Manson (Philip Denny)?
13. Why was the work Andrew and Denny doing so important?
14. What kind of personality was Andrew Manson? Whose features of the character did he inherit?
15. Contrast the characters of the two men: Andrew Manson and Philip Denny.
16. Mention all the things it was vital to know about the circumstances of the explosion. Explain why it was vital to know them.
17. "Denny always said that all over Britain there were thousands of incompetent doctors distinguished for nothing but their stupidity and an acquired capacity for bluffing their patients." Discuss the following extract from the text. Speak about medical service in this country.

### **Reorganization**

Divide the story into logical parts and make a plan of it. What titles for each part can you suggest? Retell the story according to your plan.

### **Reproduction and Composition**

1. Relate an incident from the text that you think most impressive.
2. Give a clear account of what happened in Blaenelly.
3. Imagine that it was you who had come upon the events similar to that described in the passage. Describe what you would do if you were the main character of the story.
4. Write a simplified version of the passage in words and constructions with which you are familiar.
5. Discuss in pairs the ideas on health expressed by the great minds of the world.
  - a) "Health is the thing that makes you feel that now is the best time of the year." (F. P. Adams)
  - b) "The greatest mistake a man can make is to sacrifice health for any other advantage." (A. Schopenhauer)
  - c) "Health alone is victory." (T. Carlyle)

## Unit 6

### ANDREW MANSON

*(Extract from "The Citadel" by A. I. Cronin)*

When the train got in, half an hour late, it was nearly midnight. All the way up the Valley a strong wind was blowing and when Andrew stepped out on the platform, the force of the hurricane almost blew him off his feet. The station was deserted. The young poplars planted in line bent like bows, whistling and shivering at every blast.

Andrew had gone to London where he passed a very difficult examination and become a Member of the Royal College of Physicians, which was a great honour. It was the happiest moment in his life. His wife Christine was anxiously waiting for him.

Andrew started along Station Road. Full of his success, his contact with the great medical world, his ears ringing with Sir Robert Abbey's words, he could not reach Christine fast enough to tell her joyously everything, everything which had taken place. His telegram would have given her the good news; but now he wished to tell her in detail the full exciting story.

As he reached Talgarth Street he saw a man running heavily behind him. The noisy clatter of his boots was heard upon the pavement. Instinctively Andrew stopped. As the man came nearer, he recognized him: Frank Davis, an ambulance man, who helped him the previous spring. At the same moment Davis saw him.

"I was coming for you, Doctor. Coming for you to your house." The wind tore the rest of his words away.

"What's wrong?" shouted Andrew.

"There's been a fall-down at Number Three," Davis shouted into Manson's ear. "A lad got almost buried there. They don't seem to be able to get him out. You must go to him, Doctor."

Andrew took a few steps down the road with Davis; then he remembered something.

"I've got to have my bag!" he said to Davis. "You go up to my house and fetch it for me. I'll go to Number Three". He added: "And Frank! Tell my wife where I've gone."

He was at Number Three in four minutes. In the rescue room he found the under-manager and three men waiting for him. At the sight of him the under-manager's worried expression lifted a little.

"Glad to see you, Doctor. Nobody killed, thank God, but one of the lads almost buried. We can't move him an inch. And the roof may fall in any moment."

They went to the shaft, two of the men carrying a stretcher and the third a wooden box of first-aid material. As they entered the cage another figure came running across the yard. It was Davis, with the bag.

"You've been quick, Frank," Manson said as Davis got in the cage.

Davis simply nodded; he couldn't speak. There was a clang and the cage dropped to the bottom. They all got out, moving in single file, the under-manager first, then Andrew, Davis, – still clutching his bag, – then the three men.

Andrew had been underground before; he was used to the high caverns of the Blaenelly mines. But this mine, Number Three, was an old one with a long leading to the workings. They crawled through the low-roofed passage often on their hands and knees for nearly half a mile. Suddenly the light burnt by the under-manager stopped just ahead of Andrew, who then knew that they were there.

Slowly, he crept forward. Three men were doing their best to save another man who lay under the mass of fallen rock around him in a dead end.

"Well then, lads?" asked the under-manager in a low voice.

"We can't shift him now," said one of the men. "We tried everything."

"Don't try," said the under-manager with a quick look at the roof. "Here's the doctor. Get back a bit, lads, and give us room."

The three men pulled themselves back from the dead end and Andrew went forward. As he did so, in one brief moment, he recollected his recent examination, its biochemistry, terminology, scientific phrases. But he hadn't learned how to do such things.

Sam Bevan was quite conscious. Weakly he tried to smile to Andrew.

"Looks like you're going to have some proper practice on me." Bevan had been a member of that same first-aid class, and had often been asked for bandage practice.

Andrew reached forward. By the light of the under-manager's lamp he ran his hands over the injured man. The whole of Bevan's body was free except his left forearm, which lay beneath the fall pressed under the huge weight of rock.

Andrew saw at once that the only way to free Bevan was to amputate the forearm. And Bevan read the decision the moment it was made.

"Go on, then, Doctor," he muttered. "Only get me out of here quick." "Don't worry, Sam," Andrew said. "I'm going to send you to sleep now. When you wake up, you'll be in bed."

Stretched flat in the mud under the two-foot roof, he slipped off his coat, folded it, and put it under Bevan's head. He rolled up his sleeves and asked for his bag. The under-manager handed forward the bag and as he did so he whispered in Andrew's ear, "For God's sake, hurry, Doctor, We'll have this roof down on us before we know where we are."

Andrew opened the bag. Immediately he smelled chloroform. Almost before he felt the sharp edge of broken glass, he knew what had happened. Davis in his hurry to reach the mine, had dropped the bag. Andrew was seized with horror. He had no time to send up to the surface. And he had no more chloroform.

For perhaps thirty seconds he remained motionless. Then he gave Andrew a maximum of morphine. He could not wait for the full effect. Putting his bag sideways so that the instruments were ready to his hand, he again bent over Bevan. He said, "Shut your eyes, Sam!"

The light was dim. As Andrew began to amputate the forearm, Bevan groaned between his shut teeth. He groaned again. Then he fainted.

A cold perspiration broke on Andrew's brow. He could not see what he was doing. He felt he could not breathe here, in this rat-hole, lying in the mud. No

chloroform, no nurses to help. He wasn't a surgeon. He would never get through. The roof would crash upon them all.

Behind him he heard the hurried breathing of the under-manager... A slow drip of water falling cold upon his neck... The voice of the professor sounded in his ears: "The opportunity for scientific practice..." Oh, God! Would he never get through?

At last. He almost cried. Standing on his knee he said:

"Take him out."

Fifty yards back, in a clearing, with space to stand and four lanterns round him, he finished the job. Here it was easier. A tube now. Bevan remained unconscious. But his pulse, though thin, became steady. Andrew drew his hand across his forehead. Finished.

"Go steady with the stretcher. Wrap these blankets round him. We'll want hot bottles whenever we get out."

The slow procession, bent double, began to make its way along the passage. They had gone sixty yards when crash! Came the sound of the fall. The under-manager didn't turn round. He only said to Andrew quietly, "That's the rest of the roof."

The journey outside took about an hour. Andrew could not tell how long they had been under. But at last they came to the shaft bottom.

Up, up, they went out of the depth. The wind met them outside, as they stepped out of the cage. With a kind of ecstasy Andrew drew a long breath.

He stood at the foot of the steps, holding on to the guard-rail. It was still dark, but in the mine yard they had hung a big torch. Around it Andrew saw a small crowd of waiting figures. There were women amongst them, with shawls about their heads.

Suddenly Andrew heard his name called wildly and the next the Christine's arms were about his neck. Crying hysterically she clung to him. Bareheaded, with only a coat above her nightdress, her bare feet in leather shoes.

"What's wrong?" he asked, trying to see her face.

But she would not let him go. Clinging to him like a drowning woman she said brokenly:

"They told us the roof was down – that you wouldn't - wouldn't come out."

Her skin was blue, her teeth chattering with cold. He carried her into the fire of the rescue-room, ashamed, yet deeply touched. There was hot cocoa in the rescue-room. They drank from the same cup. It was a long time before either of them remembered about his grand new degree.

### ***NOTES ON THE TEXT***

1. to become a Member of the Royal College of Physicians – стати членом Королівського терапевтичного коледжа
2. for God's sake – заради бога

### ***ACTIVE VOCABULARY***

hurricane – violent windstorm;  
deserted – left, gone away from;



poplar – tall, straight, fast-growing tree;  
 to bend (bent, bent) – to be out of straight line or surface;  
 to whistle – make a blowing through the rounded lips or by using an instrument for producing such sounds;  
 to shiver – tremble, especially from cold or fear;  
 blast – strong, sudden rush of wind;  
 anxious – feeling anxiety, troubled;  
 joyous – full of joy;  
 clatter – long, continuous, resounding noise (as if hard things falling or knocking together);  
 ambulance – close vehicle for carrying people who are ill, wounded in war, or hurt in accidents;  
 previous – coming earlier in time or order;  
 to tear (tore, torn) – pull sharply apart or to pieces;  
 rescue-room – a room for making smb safe (from danger);  
 shaft – long, narrow space, vertical, for descending into a coal mine;  
 to cling (clung, clung) – hold tight, resist separation;  
 to nod – bow the head slightly and quickly as the sign of agreement or as a familiar greeting;  
 to clutch – seize, take hold of tightly with the hands;  
 cavern – cave;  
 to crawl – move slowly pulling the body along the ground or other surface - the outside of any object;  
 rock – solid stony part of the earth's crust;  
 to shift – change position or direction; transfer;  
 room – space that is or might be occupied;  
 conscious – aware, knowing things because one is using the bodily senses and mental powers;  
 bandage – strip of material for binding round a wound or injury;  
 injured – wounded, hurt;  
 weight – how heavy a thing is;  
 to slip – lose one's balance, fall, or almost fall as the result of this;  
 dim – not bright, not clearly to be seen;  
 to amputate – cut off an arm, a leg, by surgery;  
 to groan – make a deep sound forced out by pain;  
 chloroform – a medicine used by doctors to make persons unconscious;  
 stretcher – a device for carrying sick or wounded people;  
 tube (med. surg.) – a small tube for insertion into a body cavity for drainage;  
 to faint – lose consciousness;  
 perspiration – sweat, sweating;  
 surgeon – doctor who performs operations;  
 lantern – case (us. metal or glass) protecting the light from the wind;  
 torch – piece of wood, treated with oil for carrying or using as a flaming light; US flashlight;

steady – balanced, constant, unchanging;  
 to wrap – cover or roll up;  
 depth – being deep;  
 to breathe – take air into the lungs and send it out again;  
 bareheaded – uncover, without hat;  
 to chatter – talk too much.

## VOCABULARY WORK

**1. Learn the new words and word combinations. Recall the situations from the text in which they are used.**

### Phonetic Drill

**2. Practice reading the words.**

Hurricane ['hʌrɪkən], whistling ['wɪslɪŋ], shiver ['ʃɪvə], physician [fɪ'tɪʃɪən], joyous ['dʒɔɪəs], instinctively [ɪn'stɪŋktɪvli], ambulance ['æmbjʊləns], previous ['pri:vɪəs], rescue ['reskjʊ:], cavern ['kævən], crawl [krɔ:l], biochemistry [ˌbaɪəʊ'kemɪstri], scientific [ˌsaɪən'tɪfɪk], conscious ['kɒnʃəs], bandage ['bændɪdʒ], forearm ['fɔ:rɑ:m], amputate ['æmpjuːteɪt], immediately [ɪ'mi:diətli], perspiration [ˌpɜ:spə'reɪʃn], surgeon ['sɜ:dʒ(ə)n], steady ['stedi], guard-rail ['gɑ:d,reɪl], bareheaded [beə'hedɪd].

**3. Choose in the right-hand column the correct definition for each word in the left-hand column.**

Words	Definitions
hurricane	- strip of material for binding round a wound or injury;
weight	- long, narrow space, vertical, eg for descending into a coal mine;
depth	- close vehicle for carrying people who are ill, wounded in war, or hurt in accidents;
torch	- long, continuous, resounding noise (as if hard things falling or knocking together);
perspiration	- strong, sudden rush of wind;
surgeon	- tall, straight, fast-growing tree;
lantern	- doctor who performs operations;
poplar	- case (us. metal or glass) protecting the light from the wind;
bandage	- sweat, sweating;
shaft	- piece of wood, treated with oil for carrying or using as a flaming light. US flashlight;
blast	- being deep;
ambulance	- violent windstorm;
clatter	- how heavy a thing is;
injured	- balanced, constant, unchanging;
conscious	- not bright, not clearly to be see;
steady	- wounded, hurt;
dim	- aware, knowing things because one is using the bodily senses and mental powers;

cavern	- solid stony part of the earth's crust;
previous	- cave;
rock	- coming earlier in time or order.

**4. Choose the word in the set that has the same meaning as the given word.**

exciting	interesting	thrilling	awful
blast	blow	breath	whirl
joy	annoyance	effort	merriment
surprise	delight	happiness	astonishment
rescue	help	chase	save
passage	bottom	tunnel	shaft

**5. Learn the meaning of the new words.**

**Fill in the sentences with the words from the text.**

previous, tore, crawled, surface, shift, deserted, room, clutched, nodded, clung, depth, steadily, fainted, dim, weight, injured, anxious, breathe, wrap, groaning, slipped, conscious, clatter

1. They heard the \_\_\_\_\_ of a horse's hoofs on the road.
2. We \_\_\_\_\_ air.
3. What is the \_\_\_\_\_ of the well?
4. \_\_\_\_\_ a child in a shawl!
5. His health was getting \_\_\_\_\_ worse.
6. He \_\_\_\_\_ from hunger.
7. The wounded man lay there \_\_\_\_\_, with no one to help them.
8. The light from the candle was \_\_\_\_\_.
9. He \_\_\_\_\_ on the icy road and broke his leg.
10. The two boys are of the same \_\_\_\_\_.
11. There were a lot of dead and \_\_\_\_\_ soldiers after the battle.
12. They were \_\_\_\_\_ that they were being watched.
13. Is there \_\_\_\_\_ for me in the car?
14. He \_\_\_\_\_ the rope we threw to him.
15. He \_\_\_\_\_ approvingly.
16. They \_\_\_\_\_ together when the time came to part.
17. The streets \_\_\_\_\_ were no people were to be seen.
18. I am very \_\_\_\_\_ about my son's health.
19. I regret that a \_\_\_\_\_ engagement prevents me from accepting your kind invitation.
20. He \_\_\_\_\_ the parcel open.
21. The wounded soldier \_\_\_\_\_ nto a shell-hole.
22. Glass has a smooth \_\_\_\_\_ the furniture around, please?

**6. Change the adverbs into adjectives.**

anxiously	
joyously	
heavily	
immediately	
quietly	
suddenly	
wildly	
hysterically	
brokenly	

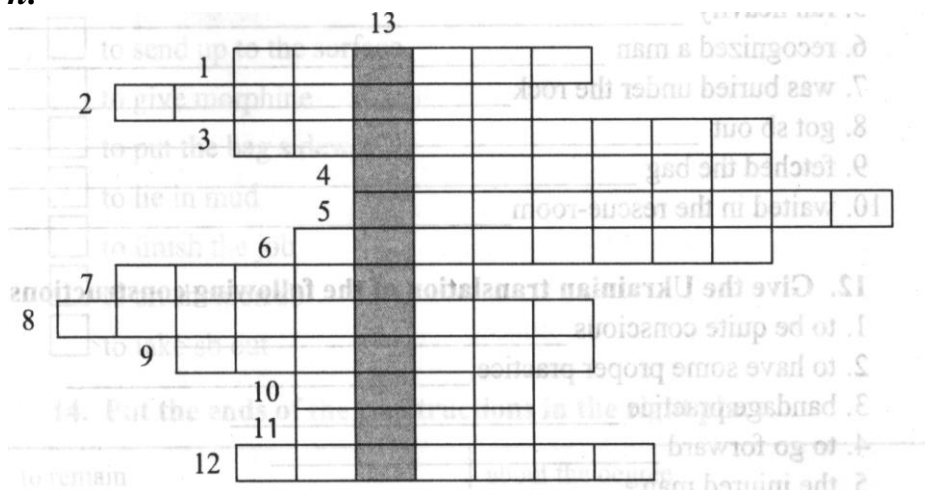
**7. Can you find ten adjectives you came across in the text in this word-search?**

A	S	R	P	W	V	M	M	S	U	E	G	E
T	Y	H	R	Q	C	N	B	A	I	W	C	D
B	A	R	E	H	E	A	D	E	D	Q	O	Y
D	F	G	V	A	X	J	C	A	L	B	N	W
H	X	E	I	N	J	U	R	E	D	D	S	A
J	C	R	O	S	Z	H	X	F	R	F	C	X
K	V	M	H	D	Q	I	R	T	Y	D	I	M
L	D	E	S	E	R	T	E	D	K	L	O	Z
P	B	D	T	F	W	O	W	E	W	M	H	C
O	N	I	G	B	E	Y	Q	N	O	I	S	Y
I	M	C	H	M	R	T	F	E	O	C	H	V
U	L	A	N	K	T	F	M	B	D	Z	K	B
T	T	L	B	L	Y	D	S	T	E	A	D	Y
Z	Y	R	V	P	U	S	C	Z	N	X	L	N

**8. Match the parts of the compound nouns.**

night	rail
rescue	head
mid	hole
fall	chemistry
under	way
under	arm
bio	ground
side	manager
fore	down
rat	night
fore	room
guard	dress

9. Complete the puzzle remembering nouns from the text. Translate the word written down.



- |                  |                    |
|------------------|--------------------|
| 1. тополя        | 8. швидка допомога |
| 2. хірург        | 9. ліхтар          |
| 3. ураган        | 10. шахта          |
| 4. тротуар       | 11. камінь         |
| 5. лікар         | 12. бинт           |
| 6. 12 годин ночі | 13. _____ ?        |
| 7. печера        |                    |

10. Fill in each blank with a word-combination on the left, offering the best link in the sentences.

to blow off the feet to bend like bows to get in to whistle and shiver to be deserted to step out on the platform	When the train _____, it was nearly midnight .... When Andrew _____ the force of the hurricane almost _____ him _____. The station _____ The young poplars planted in line _____, _____ at every blast.
--	---

11. Who did the following? Recall the names of the characters of the story.

- started along the road \_\_\_\_\_
- got a telegram \_\_\_\_\_
- told smth in detail \_\_\_\_\_
- heard the good news \_\_\_\_\_
- ran heavily \_\_\_\_\_
- recognized a man \_\_\_\_\_
- was buried under the rock \_\_\_\_\_
- got sb out \_\_\_\_\_
- fetches the bag \_\_\_\_\_
- waited in the rescue-room \_\_\_\_\_

**12. Give the Ukrainian translation of the following constructions.**

1. to be quite conscious \_\_\_\_\_
2. to have some proper practice \_\_\_\_\_
3. bandage practice \_\_\_\_\_
4. to go forward \_\_\_\_\_
5. the injured man \_\_\_\_\_
6. under the huge weight of rock \_\_\_\_\_
7. to amputate the arm \_\_\_\_\_
8. to get sb out \_\_\_\_\_
9. to send to sleep \_\_\_\_\_

**13. Arrange the phrases in the logical order according to the events in the story.  
Retell the passage using the word-combinations given below.**

- \_\_\_\_\_ to slip off the coat
- \_\_\_\_\_ to ask for the bag
- \_\_\_\_\_ to fold the coat
- \_\_\_\_\_ to smell chloroform
- \_\_\_\_\_ to roll up the sleeves
- \_\_\_\_\_ to groan
- \_\_\_\_\_ to feel the sharp edge of broken glass
- \_\_\_\_\_ to faint
- \_\_\_\_\_ to drop the bag
- \_\_\_\_\_ to fall down on smb
- \_\_\_\_\_ to be seized with horror
- \_\_\_\_\_ to amputate the arm
- \_\_\_\_\_ to bend over sb
- \_\_\_\_\_ to send up to the surface
- \_\_\_\_\_ to give morphine
- \_\_\_\_\_ to put the bag sideways
- \_\_\_\_\_ to lie in mud
- \_\_\_\_\_ to finish the job
- \_\_\_\_\_ to crash upon sb
- \_\_\_\_\_ to take sb out

**14. Put the ends of the constructions in the right place.**

to remain	about the degree
to become	with cold
to wrap	to somebody
to make	hysterically
to take	about an hour
to go up	unconscious
to step out	steady

to draw	the blankets round smb
to hold on	way along the passage
to hang	out of the depth
to see	of the cage
to cry	a long breath
to cling	to the guard-rail
to chatter	a torch
to remember	a crowd

**15. Say the same in Ukrainian.**

1. The young poplars planted in line bent like bows, whistling and shivering at every blast.
2. Andrew had passed a very difficult examination and become a Member of the Royal College of Physician.
3. At the sight of him the under-manager's worried expression lifted a little.
4. Andrew had been underground before; he was used to the high caverns of the Blaenelly mines.
5. Three men were doing their best to save another man who lay under the mass of fallen rock around him in a dead end.
6. As he did so, in one brief moment, he recollected his recent examination, its biochemistry, terminology, scientific phrases.
7. The whole of Bevan's body was free except his left forearm, which lay beneath the fall pressed under the huge weight of rock.
8. The slow procession, bent double, began to make its way along the passage.
9. With a kind of ecstasy Andrew drew a long breath.

**16. Say the same in English.**

1. Коли Ендрю вийшов на платформу, ураган майже збив його з ніг.
2. Вони повзли через вузький прохід на руках та колінах майже півмилі.
3. Ендрю одразу ж зрозумів, що єдиний шлях врятувати Бівена був ампутувати йому руку.
4. Ендрю охопив жах.
5. Він відчував, що не міг дихати там, в щуриній норі, лежачи в багнюці.
6. Ендрю не знав, скільки часу вони були під землею.
7. Раптом Ендрю почув, як хтось вигукнув його ім'я, і одразу ж руки Крістін обійняли його шию.
8. Не скоро вони обидва згадали про його новий диплом.

**READING COMPREHENSION**

**1. Attention check**

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement with following statements. Use: "It's true", "It's false", "I agree", "I disagree".*

1. Andrew's wife met him at the station when he arrived in Blaenelly.
2. Andrew Manson was in a good mood because he had passed a very difficult examination in London successfully.
3. The man told Andrew that the roof had been fallen because of the hurricane.
4. Before going to the mine, Andrew rushed home and fetched the bag.
5. When Andrew came to the rescue room, one of the lads had died and had been already buried underground.
6. The caverns of the Blaenelly mine were strange to Andrew.
7. The situation was rather difficult and Andrew had to amputate the leg.
8. Andrew had all the necessary equipment for the operation.
9. The men could hardly leave the mine as the roof crashed.
10. While Andrew was doing an operation, his wife was waiting for him at home.

**2. Test your understanding of the text.**

1. Andrew Manson went to London \_\_\_\_\_.
  - a) to study at the Medical College
  - b) to take an exam
  - c) to practice medicine
  - d) to look for another job
2. He returned home \_\_\_\_\_.
  - a) in the morning
  - b) at noon
  - c) in the evening
  - d) at midnight
3. Manson's eyes shone and his heart sang madly because \_\_\_\_\_.
  - a) he had found an excellent job
  - b) he was going to meet his wife
  - c) he had entered the University
  - d) he had become a Member of the Royal College of Physicians
4. The man came running heavily behind him because \_\_\_\_\_.
  - a) his wife was in trouble
  - b) there was a new epidemic in the town
  - c) there was a fall down in the mine
  - d) there was an explosion in the street
5. When Frank Davis told Manson about the case, Andrew \_\_\_\_\_.
  - a) refused to go with him
  - b) decided to turn to his house to see his wife and take his case
  - c) sent Davis for the case and himself ran to the mine
  - d) went home with Davis to take his case and fetch it to the place of the accident
6. After the fall-down in the mine \_\_\_\_\_.
  - a) many people were killed
  - b) no man was killed
  - c) only one miner was almost buried there



- d) some of the miners were almost buried there
7. The only way to free Bevan was \_\_\_\_\_.
- a) to take away the mass of fallen rocks
  - b) to cut the rocks into pieces and take them away
  - c) to amputate the arm
  - d) to pull Bevan out of the huge weight of the rocks.

### **Discussion**

1. What is the title of the book from which this selection is taken?
2. Comment on the subject-matter of the novel.
3. What is the extract given above about?
4. What examination had Andrew Manson passed before he arrived in Blaenelly?
5. Why was it the happiest moment in his life?
6. Who was waiting for him at home?
7. Why did Andrew hurry to the mine without seeing his wife?
8. What happened to Sam Bevan?
9. What was the only way out in that situation?
10. Did Andrew have all the necessary equipment for the operation?
11. Why was he seized with horror?
12. Did he hesitate before starting the operation?
13. Did he manage to save the man?
14. When did the roof of the mine crash?
15. Who was waiting for Andrew outside?
16. Was he happy to see his wife?
17. Did he begin to tell her about his success in London at once? Why not?
18. Explain as simply as you can how Andrew did his work in the mine.
19. What evidence is there to show that he was a well-educated doctor?
20. Analyze Andrew Manson's attitude to his work.
21. Find the facts to prove that Andrew was devoted to his profession, had a passionate desire to help people.
22. Does Andrew realize that his work in the low-roofed old mine is very dangerous? Does he agree to help the man at once or does he refuse?
23. Describe the working conditions at the mine where Sam Bevan worked. Does the problem of bad working conditions exist in this country? How do you suggest it can be solved?
24. What is there about this text that makes it exciting for reading? Does the author keep you in suspense?
25. Entirely in your own words give a description of the scene of the meeting Andrew with his wife. Do you think she really loves him?
26. Characterize Andrew Manson.
27. Comment on the author's attention to detail. Show in what way the details are effective.

### **Reorganization**

Divide the story into logical parts and make a plan of it. What titles for each part can you suggest? Retell the story according to your plan.

### **Hold a round-table discussion on the following talking points.**

1. The urgent tasks of improving the health service in Ukraine.
2. Recent breakouts of medical science.
3. Profession of a doctor: for and against.

### **Reproduction and Composition**

1. Write a brief sketch of the main character of the story.
2. Give an account of Andrew's work in the mine.
3. Write about the dangers facing the doctor and the patient.
4. Write a paragraph on one of the following topics:
  - a) What can not be cured must be endured. (F. Rabelais)
  - b) Doctors are men who prescribe medicines of which they know little, to cure diseases of which they know less, in human beings of whom they know nothing. (F. Voltaire)
5. Write a report about people who gave their life to work. Is it a quality to be admired? Say what you appreciate in a person's attitude towards work.

## Unit 7

### THE POISON

(by Roald Dahl)

It was about midnight when I drove home, and as I approached the gates of the bungalow I switched off the headlamps of the car so that the beam wouldn't swing through the window of the side bedroom and wake Harry Pope. But coming up the drive I noticed his light was still on, so he was awake – unless perhaps he'd dropped off while reading.

I parked the car and went up the five steps to the balcony, counting each step carefully in the dark. I crossed the balcony and switched on the light in the hall. I went across to the door of Harry's room, opened it quietly, and looked in.

He was lying on the bed and I could see he was awake. But he didn't move. He didn't even turn his head towards me, but I heard him say, "Timber, Timber, come here."

He spoke slowly, whispering each word carefully, separately, and I pushed the door right open and started to go quickly across the room.

"Stop. Wait a moment, Timber." I could hardly hear what he was saying. He seemed to be straining enormously to get the words out.

"What's the matter, Harry?"

"Sshhh!" he whispered. "Sshhh! For God's sake don't make a noise. Take your shoes off before you come nearer. Please do as I say, Timber."

The way he was speaking reminded me of George Barling after he got shot in the stomach when he stood leaning against a crate containing a spare aeroplane engine, holding both hands on his stomach and saying things about the German pilot in just the same hoarse straining whisper Harry was using now.

"Quickly, Timber, but take your shoes off first."

I couldn't understand about taking off the shoes but I thought that if he was as ill as he seemed I'd better humour him, so I bent down and removed the shoes and left them in the middle of the floor. Then I went over to his bed.

"Don't touch the bed. For God's sake don't touch the bed." He was still speaking like he'd been shot in the stomach and I could see him lying there on his back with a single sheet covering three-quarters of his body. He was wearing a pair of pyjamas with blue, brown, and white stripes, and he was sweating terribly. It was a hot night and I was sweating a little myself, but not like Harry. His whole face was wet and the pillow around his head was sodden with moisture. It looked like a bad go of malaria to me.

"What is it, Harry?"

"A krait," he said.

"A krait! Oh, my God! Where'd it bitten you? How long ago?"

"Shut up," he whispered.

"Listen, Harry," I said, and I leaned forward and touched his shoulder. "We've got to be quick. Come on now, quickly, tell me where it bit you." He was lying there very still and tense as if because of sharp pain.

"I haven't been bitten," he whispered. "Not yet. It's on my stomach. Lying there asleep."

I took a quick pace backwards. I couldn't help it, and I stared at his stomach or rather at the sheet that covered it. The sheet was rumpled in several places and it was impossible to tell if there was anything underneath.

"You don't really mean there is a krait lying on your stomach now?"

"I swear it."

"How did it get there?" I shouldn't have asked the question because it was easy to see he wasn't fooling.

"I was reading," Harry said, and he spoke very slowly, taking each word in turn and speaking it carefully so as not to move the muscles of his stomach. "Lying on my back reading and I felt something on my chest, behind the book. Sort of tickling. Then out of the corner of my eye saw this little krait sliding over my pyjamas. Small, about ten inches. Knew I mustn't move. Lay there watching it. Thought it would go over top of the sheet." Harry paused and was silent for a few moments. His eyes looked down along his body towards the place where the sheet covered his stomach, and I could see he was watching to make sure his whispering wasn't disturbing the thing that lay there.

"There was a fold in the sheet," he said, speaking more slowly than ever now and so softly that I had to lean close to hear him. "See it, it's still there. It went under that. I could feel it through my pyjamas, moving on my stomach. Then it stopped moving and now it's lying there in the warmth. Probably asleep. I've been waiting for you." He raised his eyes and looked at me.

"How long ago?"

"Hours," he whispered. "Hours and bloody hours and hours. I can't keep still much longer. I've been wanting to cough."

There was not much doubt about the truth of Harry's story. As a matter of fact it wasn't a surprising thing that a krait might do. They hang around people's houses and they go for the warm places. The surprising thing was that Harry hadn't been bitten. The bite is quite deadly except sometimes when you catch it at once, and they kill a great number of people each year in Bengal, mostly in the villages.

"All right, Harry," I said, and now I was whispering too. "Don't move and don't talk any more. You know it won't bite unless it's frightened. We'll fix it in no time."

I went softly out of the room in my stocking feet and fetched a small sharp knife from the kitchen. I put it in my trouser pocket ready to use it instantly in case something went wrong while we were still thinking out a plan. If Harry toughed or moved or did something to frighten the krait and got bitten, I was going to be ready to cut the bitten place and try to suck the poison out. I came back to the bedroom and Harry was still lying there very quiet and sweating all over his face. His eyes followed me as I moved across the room to his bed and I could see he was wondering what I was going to do. I stood beside him, trying to think of the best plan.

"Harry," I said, and now when I spoke I put my mouth almost on his ear so that I shouldn't have to raise my voice above the softest whisper, "I think the best thing to

do is to draw the sheet back very, very gently. Then we could have a look first. I think I could do that without disturbing it.”

“Don’t be a damn fool.” There was no expression in his voice. He spoke each word too slowly, too carefully, and too softly for that. The expression was in the eyes and around the comers of the mouth.

“Why not?”

“The light will frighten him. It’s dark under the sheet.”

“Then how about whipping the sheet back quick and bmshing it off before it has time to strike?”

“Why don’t you get a doctor?” Harry said. The way he looked at me told me I should have thought of it myself in the first place.

“A doctor. Of course. That’s it. I’ll get Ganderbai.”

I tiptoed out to the hall, looked up Ganderbai’s number in the book, lifted the phone and told the operator to hurry.

“Dr Ganderbai,” I said. “This is Timber Woods.”

“Hello, Mr Woods. You not in bed yet?”

“Look, could you come round at once? And bring serum – for a krait bite.” “Who’s been bitten?” The question came so sharply that it was like a small explosion in my ear.

“No one. No one yet. But Harry Pope’s in bed and he’s got a krait lying on his stomach - asleep under the sheet on his stomach.”

For about three seconds there was silence on the line. Then speaking slowly, not like an explosion now but slowly, Ganderbai said, “Tell him to keep quite still. He must not move or talk. Do you understand?”

“Of course.”

“I’ll come at once!” He rang off and I went back to the bedroom. Harry’s eyes watched me as I walked across to his bed.

“Ganderbai’s coming. He said you must lie still.”

“What in God’s name does he think I’m doing!”

“Look, Harry, he said no talking. Absolutely no talking. Either of us.” “Why don’t you shut up then?” When he said this, one side of his mouth began to twitch and continued for a while after he finished speaking. I took out my handkerchief and very gently I wiped the sweat off his face and neck, and I could feel the slight twitching of the muscle-as my fingers passed over it with the handkerchief.

I slipped out to the kitchen, got some ice from the icebox, rolled it up in a napkin, and began to crush it small. That twitching of the mouth, I didn’t like it. Or the way he talked, either. I carried the ice pack back to the bedroom and laid it across Harry’s forehead.

“It’ll keep you cool.”

He screwed up his eyes and drew breath sharply through his teeth. “Take it away,” he whispered. It’ll make me cough.” His muscle began to twitch again. The beam of a headlamp shone through the window as Ganderbai’s car moved around to the front of the bungalow. I went out to meet him, holding the ice pack with both hands.

“How is it?” Ganderbai asked, but he didn’t stop to talk; he walked past me across the balcony and through the door into the hall. “Where is he? Which room?”

He put his bag down on a chair in the hall and followed me into Harry’s room. He was wearing soft-soled bedroom slippers and he walked across

The beam of a headlamp shone through the window as Ganderbai’s car moved around to the front of the bungalow. I went out to meet him, holding the ice pack with both hands.

“How is it?” Ganderbai asked, but he didn’t stop to talk; he walked past me across the balcony and through the door into the hall. “Where is he? Which room?”

He put his bag down on a chair in the hall and followed me into Harry’s room. He was wearing soft-soled bedroom slippers and he walked across the floor noiselessly, delicately, like a careful cat. Harry watched him out of the sides of his eyes. When Ganderbai reached the bed he looked down at Harry and smiled, nodding his head to tell Harry it was a simple matter and he was not to worry but just to leave it to Dr Ganderbai. Then he turned and went back to the hall and I followed him.

“First thing is to try to get some serum into him,” he said, and he opened his bag and began to make preparations. “Intravenously. But I must do it neatly. Don’t want to make him flinch.”

We went into the kitchen and he sterilized a needle. He had a hypodermic syringe in one hand and a small bottle in the other and he struck the needle through the rubber top of the bottle and began drawing a pale yellow liquid up into the syringe by pulling out the plunger. Then he handed the syringe to me.

“Hold that till I ask for it.”

He picked up the bag and together we returned to the room. Harry’s eyes were bright now and wide open. Ganderbai bent over Harry and very carefully he rolled up the pyjamas sleeve to the elbow without moving the arm. I noticed he stood well away from the bed.

He whispered, “I’m going to give you an injection. Serum. Just a prick but try not to move. Don’t tighten your stomach muscles. Let them go limp.”

Harry looked at the syringe.

Ganderbai took a piece of red rubber tubing from his bag and slid one end under and up and around Harry’s biceps; then he tied the tubing tight with a knot. He sponged a small area of the bare forearm with alcohol, handed the swab to me and took the syringe from my hand. He held it up to the light. I stood still beside him, watching. Harry was watching too and sweating all over his face so that it shone like it was smeared thick with face cream melting on his skin and running down on to the pillow.

I could see the blue vein on the inside of Harry’s forearm, and then I saw the needle above the vein. Ganderbai was holding the syringe almost flat against the arm, sliding the needle in sideways through the skin into the blue vein, sliding it slowly but firmly so that it went in smooth as into cheese. Harry looked at the ceiling and closed his eyes and opened them again, but he didn’t move.

When it was finished Ganderbai leaned forward putting his mouth close to Harry's ear. "Now you'll be all right even if you are bitten. But don't move. Please don't move. I'll be back in a moment."

He picked up his bag and went into the hall and I followed.

"Is he safe now?" I asked.

"No."

"How safe is he?"

The little Indian doctor stood there in the hall rubbing his lower lip.

"It must give some protection, mustn't it?" I asked.

He turned away and walked to the doors that led on to the verandah. I thought he was going through them, but he stopped this side of the doors and stood looking out into the night.

"Isn't the serum very good?" I asked.

"Unfortunately not," he answered without turning round. "It might save him. It might not. I am trying to think of something else to do."

"Shall we draw the sheet back quick and brush it off before it has time to strike?"

"Never! We can't take a risk." He spoke sharply and his voice was a little higher than usual.

"We can't leave him lying there," I said. "He's getting nervous."

"Please! Please!" he said turning round, holding both his hands up in the air. "Not so fast, please!" He wiped his forehead with his handkerchief and stood there, frowning, nibbling his lip.

"You see," he said at last. "There is a way to do this. You know what we must do—we must administer an anesthetic to the creature where it lies."

It was a splendid idea.

"It is not safe," he continued, "because a snake is coldblooded and anesthetic does not work so well or so quick with such animals, but it is better than any other thing to do. We could use either ... chloroform..." He was speaking slowly and trying to think the thing out while he talked.

"Which shall we use?"

"Chloroform," he said suddenly. "Ordinary chloroform. That is best. Now quick!" He took my arm and pulled me towards the balcony. "Drive to my house! By the time you get there I will have waked my boy on the telephone and he will show you my poisons cupboard. Here is the key of the cupboard. Take a bottle of chloroform. It has an orange lable and the name printed on it. I stay here in case anything happens. Be quick now, hurry! No, no, you don't need your shoes!"

I drove fast and in about fifteen minutes I was back with the bottle of chloroform. Ganderbai came out of Harry's room and met me in the hall.

"You got it?" he said. "Good, good. I have just been telling him what we are going to do. But now we must hurry. It is not easy for him to lie there like that. I am afraid he might move."

He went back to the bedroom and I followed, carrying the bottle carefully with both hands. Harry was lying on the bed in the same position as before. The sweat was

pouring down his cheeks. His face was white and wet. He turned his eyes towards me and I smiled at him. He continued to look at me. I raised my thumb, giving him the okay signal. He closed his eyes. Ganderbai was squatting down by the bed, and on the floor beside him was the hollow rubber tube and he'd got a small paper funnel fitted into one end of the tube.

He began to pull a little piece of the sheet out from under the mattress. He was working where Harry's stomach was, about eighteen inches from it, and I watched his fingers as they tugged gently at the edge of the sheet. He worked very slowly and I could hardly see the movement either in his fingers or in the sheet.

Finally he made an opening under the sheet and he took the rubber tube and inserted one end of it in the opening so that it would slide under the sheet along the mattress towards Harry's body. I do not know how long it took him to slide that tube in a few inches, I did not notice the tube move. I knew it was going in because the visible part of it grew gradually shorter, but I doubted that the krait could feel even the faintest vibration. Ganderbai himself was sweating now, large pearls of sweat were standing out all over his forehead and along his upper lip. But his hands were steady and I noticed that his eyes were watching, not the tube in his hands, but the sheet above Harry's stomach. Without looking up, he held out a hand to me for the chloroform. I twisted out the ground-glass stopper and put the bottle right into his hand. Then he made me a sign to come closer and he whispered, "Tell him I'm going to soak the mattress and that it will be very cold under his body. He must be ready for that and he must not move. Tell him now."

I bent over Harry and passed on the message.

"Why doesn't he get on with it?" Harry said.

"He's going to now, Harry. But it'll feel very cold, so be ready for it."

"Oh, get on, get on!" For the first time he raised his voice, and Ganderbai glanced up sharply, watched him for a few seconds, then went back to his business. Ganderbai poured a few drops of chloroform into the paper funnel and waited while it ran down the tube. Then he poured some more. Then he waited again, and the heavy sickening smell of chloroform spread out over the room bringing with it unpleasant memories of white-coated nurses and white surgeons standing in a white room around a long white table.

Ganderbai was pouring steadily now and I could see the heavy vapour of chloroform swirling slowly like smoke above the paper funnel. He paused, held the bottle up to the light, poured some more and handed the bottle back to me. Slowly he drew out the rubber tube from under the sheet; then he stood up.

The strain of inserting the tube and pouring the chloroform must have been great, and I remember that when Ganderbai turned and whispered to me, his voice was small and tired, "We'll give it fifteen minutes. Just to be safe."

I leaned over to tell Harry. "We're going to give it fifteen minutes, just to be safe. But it's probably done for already."

"Then why for God's sake don't you look and see!" Again he spoke loudly and Ganderbai sprang round. His small brown face suddenly became very angry. He had almost pure black eyes and he stared at Harry and Harry's muscle began to twitch. I



took my handkerchief and wiped his wet face, trying to stroke his forehead a little for comfort as I did so.

Then we stood and waited beside the bed. Ganderbai was watching Harry's face all the-time in a curious intense manner. The little Indian was concentrating all his will power on keeping Harry quiet. He never once took his eyes from the patient and although he made no sound, it seemed that he was shouting at him all the time, saying: Now listen, you must listen, you must not spoil this now, do you hear me. And Harry lay there twitching his mouth, sweating, closing his eyes, opening them, looking at me, at the sheet, at the ceiling, at me again, but never at Ganderbai. Yet somehow Ganderbai was holding him. The smell of chloroform was oppressive and it made me feel sick, but I couldn't leave the room now.

At length Ganderbai turned and nodded and I knew he was ready to go on. "You go over to the other side of the bed," he said. "We will each take one side of the sheet and draw it back together, but very slowly, please, and very quietly."

"Keep still now, Harry," I said and I went around to the other side of the bed and took hold of the sheet. Ganderbai stood opposite me, and together we began to draw back the sheet, lifting it up, taking it back very slowly. Both of us stood well away but at the same time we were bending forward, trying to look under it. The smell of chloroform was awful. I remember I tried to hold my breath and when I couldn't do that any longer I tried to breathe shallow so that the stuff wouldn't get into my lungs.

The whole of Harry's chest was visible now, or rather the pyjama top which covered it, and then I saw the white cord of his pyjama trousers, neatly tied in a bow. A little farther and I saw a button...

Apart from the button there was nothing on his stomach.

We pulled the sheet back faster then, and when we had uncovered his legs and feet we let the sheet drop over the end of the bed on to the floor.

"Don't move," said Ganderbai, "don't move, Mr Pope;" and he began to look around along the side of Harry's body and under his legs.

"We must be careful," he said. "It may be anywhere. It could be up the leg of his pyjama."

When Ganderbai said this, Harry quickly raised his head from the pillow and looked down at his legs. It was the first time that he had moved. Then suddenly he jumped up, stood on his bed and shook his legs one after the other violently in the air. At that moment we both thought he had been bitten and Ganderbai was already reaching down into his bag for a scalpel and a tourniquet when Harry stopped and stood still and looked at the mattress he was standing on and shouted, "It's not there!"

Ganderbai straightened up and for a moment he too looked at the mattress; then he looked up at Harry. Harry was all right. He hadn't been bitten and now he wasn't going to get bitten and he wasn't going to be killed and everything was fine. But that didn't make anyone feel any better.

"Mr Pope, you are of course *quite* sure you saw it?" There was a note of sarcasm in Ganderbai's voice that he would never have employed in ordinary circumstances. "You don't think you might have been dreaming, do you, Mr Pope?" From the way

Ganderbai was looking at Harry, I understood that the sarcasm was not serious. – He was only easing up a bit after the strain.

Harry stood on his bed in his striped pyjamas, glaring at Ganderbai, and the colour began to spread out over his cheeks.

“Are you telling me I’m a liar?” he shouted.

Ganderbai remained absolutely still, watching Harry. Harry took a pace forward on the bed and there was a shining look in his eyes.

“Why, you dirty little Hindu sewer rat.”

“Shut up, Harry!” I said.

“You dirty black-”

“Harry!” I called. “Shut up, Harry!” It was terrible, the things he was saying.

Ganderbai went out of the room as if neither of us was there and I followed him and put my arm around his shoulder as he walked across the hall and out on to the balcony.

“Don’t you listen to Harry,” I said. “This thing’s made him so he doesn’t know what he’s saying.”

We went down the steps from the balcony to the drive and across the drive in the darkness to where his old car was parked. He opened the door and got in.

“You did a wonderful job,” I said. “Thank you so very much for coming.”

“All he needs is a good holiday,” he said quietly, without looking at me, then he started the engine and drove off.

### ***NOTES ON THE TEXT***

1. bungalow – одноповерхова дача, бунгало
2. dropped off – заснув
3. got shot – отримав пулю
4. crate – ящик
5. It looked like a bad go of malaria to me. – На мій погляд це було схоже на сильний приступ малярії.
6. krait – ядовита змія, укус якої смертельний
7. inch – дюйм (міра довжини, 2,54 см)
8. serum – сиворотка
9. to flinch – здригатися (від болю)
10. syringe – шприц
11. swab – мед. тампон
12. anesthetic – знеболююче
13. Why doesn’t he get on with it? – Чому ж він цього не робить?
14. sewer rat – брудний щур

### ***ACTIVE VOCABULARY***

to sting (stung, stung) – prick or wound with a sting or as with a sting;  
to bite (bit, bitten) – cut into with the teeth;  
to rumple – crease, crumple, make rough;  
to slide (slid, slid) – to move smoothly over;

to tough – make or become rough or violent;  
 to suck out – draw a liquid into the mouth by the use of the lip muscles;  
 to tiptoe – walk quietly on;  
 to twitch – move in a sudden, quick uncontrollable movement of a muscle;  
 to screw up – fasten or tighten with a metal peg;  
 intravenously – within a vein or veins;  
 muscle – elastic substance in a body that can be tightened or loosened to produce movement;  
 liquid – substance like water or oil that flows freely and is neither a solid nor a gas;  
 plunger – part of a mechanism that moves with a plunging motion;  
 injection – driving or forcing a liquid, drug into sth with a syringe;  
 to tighten – make or become fastened, fixed, fitting, held closely;  
 to smear – cover or mark with sth oily or sticky;  
 label – piece of paper, cloth, metal, wood or other material used for describing what sth is;  
 funnel – tube or pipe wide at the top and narrowing at the bottom, for pouring liquids or powders into a small opening;  
 to tug – pull hard or violently;  
 to twist out – wind or turn one around another;  
 to soak – become wet through by being in liquid or by absorbing liquid;  
 vapour – steam, mist; gaseous form to which certain substances may be reduced by heat;  
 to swirl – move or flow at varying speeds; with twists and turns;  
 to insert – put, fit, place sth in, into, between;  
 to stroke – pass the hand along a surface;  
 scalpel – small, light knife used by surgeons;  
 tourniquet – device for stopping a flow of blood through an artery by twisting sth tightly around a limb.

## VOCABULARY WORK

**1. Learn the words given above. Find in the text the sentences with the new words and expressions. Translate them into Ukrainian.**

### Phonetic Drill

**2. Pronounce the words correctly.**

Bungalow ['bʌŋgələʊ], whisper ['wɪspə], enormously [i'nɔ:məsli], stomach ['stʌmək], pyjamas [pə'dʒɑ:məz], moisture ['mɔɪstʃə], malaria [mə'le(ə)riə], muscle ['mʌsl], intravenously [ˌɪntrə'vi:nəsli], sterilize ['sterəlaɪz], hypodermic [ˌhaɪpə'dɜ:mɪk], syringe [sɪ'rɪndʒ], plunger ['plʌndʒə], injection [ɪn'dʒɛkʃn], biceps ['baɪseps], tourniquet ['tɔ:ni,keɪ], chloroform ['klɒrə,fɔ:m], insert [ɪn'sɜ:t], vibration [vaɪ'breɪʃn], straighten ['streɪtn], sarcasm ['sɑ:kæz(ə)m], engine ['endʒɪn].

**3. Translate the sentences paying special attention to the words in italics.**

1. He *sucked* the juice from an orange.

2. The book *slid* off my knee.
3. A hornet *stung* me on the cheek.
4. The dog *bit* the boy in the leg.
5. I've just done my hair, so please, don't *rumple* it.
6. She *tiptoed* to the bedside of the sleeping child.
7. The dog's nose *twitched* as it passed the butcher's shop.
8. He *tightened* his belt and went along the street.
9. The child *was tugging* his toy car round the garden.
10. *Screw up* a door, so that it cannot be opened.
11. The clothes are *soaking* in soapy water.
12. Dust was *swirling* about the streets.
13. The man *stroked* his beard and looked at me.
14. He *inserted* the key in a lock.
15. The clerk put *the labels* on the luggage.

#### 4. Match the words and their meanings.

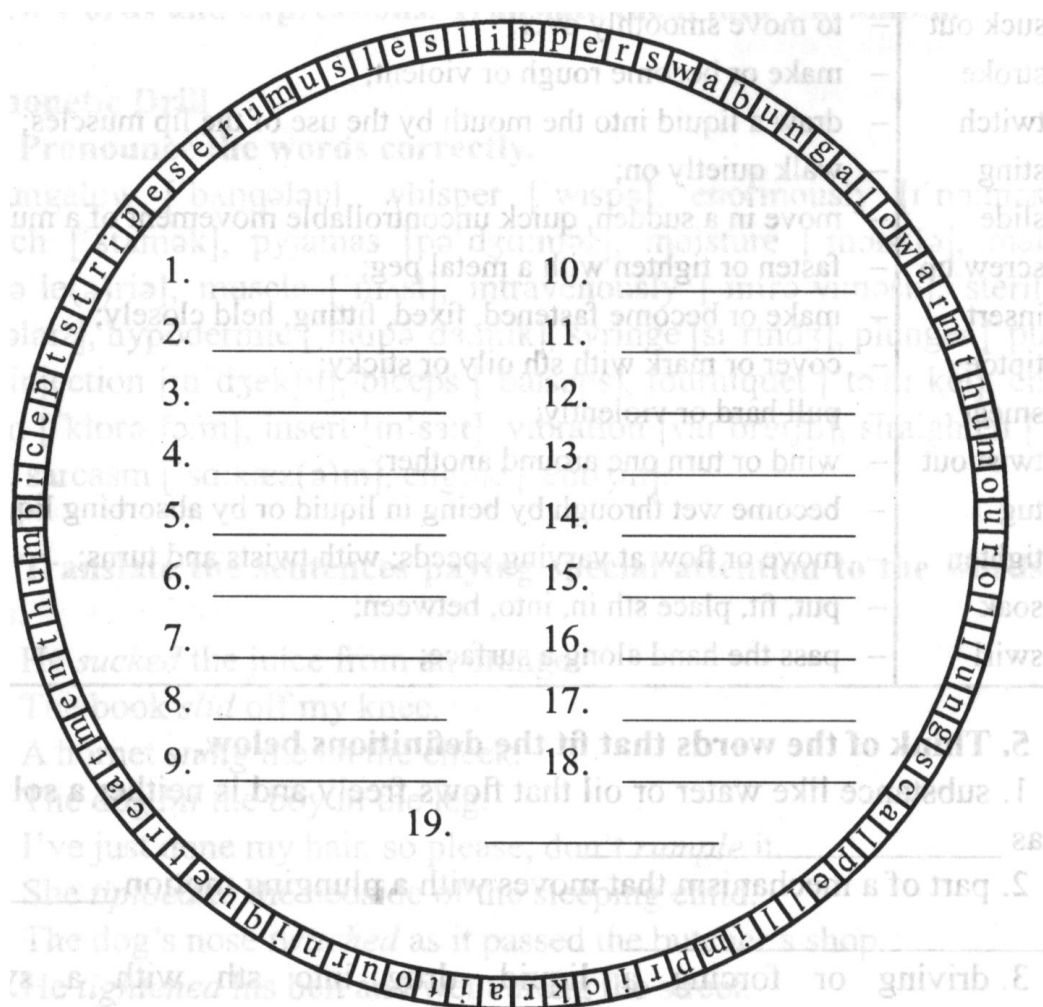
Words	Definitions
to bite	- prick or wound with a sting or as with a sting;
to tough	- cut into with the teeth;
to rumple	- crease, crumple, make rough;
to suck out	- to move smoothly over;
to stroke	- make or become rough or violent;
to twitch	- draw a liquid into the mouth by the use of the lip muscles;
to sting	- walk quietly on;
to slide	- move in a sudden, quick uncontrollable movement of a muscle;
to screw up	- fasten or tighten with a metal peg;
to insert	- make or become fastened, fixed, fitting, held closely;
to tiptoe	- cover or mark with sth oily or sticky;
to smear	- pull hard or violently;
to twist out	- wind or turn one around another;
to tug	- become wet through by being in liquid or by absorbing liquid;
to tighten	- move or flow at varying speeds; with twists and turns;
to soak	- put, fit, place sth in, into, between;
to swirl	- pass the hand along a surface;

#### 5. Think of the words that fit the definitions below.

1. substance like water or oil that flows freely and is neither a solid nor a gas  
\_\_\_\_\_
2. part of a mechanism that moves with a plunging motion \_\_\_\_\_
3. driving or forcing a liquid, drug into sth with a syringe \_\_\_\_\_
4. piece of paper, cloth, metal, wood or other material used for describing what sth is  
\_\_\_\_\_
5. tube or pipe wide at the top and narrowing at the bottom, for pouring liquids or powders into a small opening \_\_\_\_\_

6. steam, mist; gaseous form to which certain substances may be reduced by heat  
\_\_\_\_\_
7. small, light knife used by surgeons
8. device for stopping a flow of blood through an artery by twisting sth tightly around a limb \_\_\_\_\_
9. within a vein or veins \_\_\_\_\_
10. elastic substance in a body that can be tightened or loosened to produce movement \_\_\_\_\_

**6. Find as many words from the text as you can. Write them down.**



**7. Fill in the chart. Write the three forms of the irregular verbs. Give the Ukrainian translation of the verbs.**

Infinitive	Past Tense	Past Participle	Ukrainian translation
to swing			
		bitten	
	hung		
to draw			
		made	

	shone		
to lie			
to spring			
	slid		
to lay			
		felt	
	drove		

**8. Find the word that doesn't belong to the group.**

1. elbow, funnel, forearm, lungs;
2. inch, metre, feet, tooth;
3. cobra, krait, snake, crate;
4. syringe, injection, stomach, tourniquet;
5. engine, headlamp, vapour, parking.

**9. Choose the most general word in each set.**

1. drench          soak          wet
2. surprising    strange    unusual
3. smell          odour    aroma

**10. Fill in with the words from the text.**

sheet, chloroform, funnel, breath, muscle, anaesthetic, vapour, sweat, serum, smell
---

1. "Isn't the \_\_\_\_\_ very good?" I asked.
2. "Shall we draw the \_\_\_\_\_ back quick and brush it off?"
3. "A snake is a cold-blooded creature and \_\_\_\_\_ does not work well."
4. "Drive to my house. Take a bottle of \_\_\_\_\_"
5. Large pearls of \_\_\_\_\_ were standing out all over his forehead.
6. Ganderbai poured a few drops of chloroform into the paper \_\_\_\_\_.
7. I could see the heavy \_\_\_\_\_ of chloroform.
8. He stared at Harry and Harry's \_\_\_\_\_ began to twitch.
9. The \_\_\_\_\_ of chloroform was awful.
10. I tried to hold my \_\_\_\_\_.

**11. Make up a story using the given phrases from the text. Describe the situation Harry was in. How did the narrator try to help him?**

to switch off the headlamps  
to swing through the window  
to park the car  
to be awake in bed  
to drop off while reading  
not to move  
not to turn the head

to speak slowly  
to strain enormously  
to get the words out  
not to make a noise  
to take the shoes off  
to humour  
to bend down  
to remove the shoes  
not to touch the bed  
to be wearing a pair of pyjamas  
to be sweating terribly

***12. Look through the word-combinations from the text.***

***Give a full description of the state in which Timber Woods found his friend.***

to lean forward  
to have a sharp pain  
to lie on the stomach  
not to move the muscles  
to slide over pyjamas  
to lie in the warmth  
to hang around people's houses  
to fetch a knife  
to cut the bitten place  
to suck the poison out  
to raise the voice  
to draw the sheet back  
to get a doctor

***13. Describe the doctor's actions to save the patient. The following constructions will help you.***

to come round at once  
to bring serum  
the slight twitching of the muscle  
to lay ice across the forehead  
to draw breath sharply  
to make sb cough  
to walk noiselessly  
to make preparations  
to get some serum  
not to make sb flinch  
to sterilize a needle  
to strike the needle  
to pull out the plunger  
to bend over the bed

to roll up the pyjama sleeve  
to give an injection  
not to tighten the stomach muscles  
to take a piece of rubber tubing  
to slide it around Harry's biceps  
to tie the tubing with a knot  
to sponge a small area with alcohol  
to hold the syringe  
to slide the needle  
to give protection

**14. Pick out the words that denote the parts of the body.**

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**15. Give the English equivalents of the phrases.**

1. завести мотор \_\_\_\_\_
2. припаркувати автомобіль \_\_\_\_\_
3. від'їхати \_\_\_\_\_
4. приїхати додому \_\_\_\_\_
5. світло фар \_\_\_\_\_
6. ввімкнути фари \_\_\_\_\_
7. вимкнути фари \_\_\_\_\_
8. сісти в машину \_\_\_\_\_
9. вийти з машини \_\_\_\_\_
10. під'їхати до воріт \_\_\_\_\_

**16. Say the same in Ukrainian.**

1. He had a hypodermic syringe in one hand and a small bottle in the other and he struck the needle through the rubber top of the bottle and began drawing a pale yellow liquid up into the syringe by pulling out the plunger.

2. I noticed he stood well away from the bed.

3. He whispered, "Don't tighten your stomach muscles. Let them go limp."

4. Ganderbai took a piece of red rubber tubing from his bag and slid one end under and up and around Harry's biceps; then he tied the tubing tight with a knot.

5. He held it up to the light. I stood still beside him, watching. Harry was watching too and sweating all over his face.

6. Ganderbai was holding the syringe almost flat against the arm, sliding the needle in sideways through the skin into the blue vein, sliding it slowly but firmly so that it went in smooth as into cheese.

7. "You see," he said at last. "There is a way to do this. You know what we must do – we must administer an anesthetic to the creature."



8. Ganderbai was squatting down by the bed, and on the floor beside him was the hollow rubber tube and he'd got a small paper funnel fitted into one end of the tube.

9. Finally he made an opening under the sheet and he took the rubber tube and inserted one end of it in the opening so that it would slide under the sheet along the mattress towards Harry's body.

10. Then he waited again, and the heavy sickening smell of chloroform spread out over the room bringing with it unpleasant memories of white-coated nurses and white surgeons standing in a white room around a long white table.

### ***17. Say the same in English.***

1. Він лежав у ліжку, але я бачив, що він не спав.
2. Він говорив повільно, чітко вимовляючи кожне слово пошепки.
3. Перш за все я спробую ввести йому трохи сиворотки.
4. Лікар нахилився над Гаррі і дуже обережно закотив рукав його піжами до ліктя.
5. Він протер руку спиртом, віддав мені тампон і взяв у мене шприц.
6. Коли усе було зроблено, лікар нахилився вперед прикладаючи свій рот до вуха Гаррі і сказав: "Тепер усе буде гаразд, навіть, якщо вона вас вкусить. Не рухайтесь. Я повернусь за хвилину."
7. Гаррі лежав у ліжку у тому ж положенні, що і раніше, а піт котився з його щік.
8. Лікар налив декілька крапель хлороформу в паперову лійку і спостерігав, як вони стікали в пробірку.
9. Він наливав поступово, тепер і я міг бачити сильне випаровування хлороформу, як дим над паперовою лійкою.
10. Маленький індіанець зібрав всю свою силу волі, щоб заспокоїти Гаррі.
11. Він стояв навпроти мене і ми обидва почали тягнути простирадло, піднімаючи і забираючи його дуже повільно.
12. З того, як лікар дивився на Гаррі я зрозумів, що сарказм не був справжнім.

### ***READING COMPREHENSION***

#### ***1. Attention check***

***Read the text once then state whether the sentences given below are true or false according to the text. Express your agreement or disagreement with the statements. Use the following phrases: "Certainly", "Exactly", "I think so, too", "I can't agree", "Nothing of the kind".***

1. When Timber arrived home he noticed the light in the Harry's room; the door of the room was opened; Harry was awake reading.

2. When Timber Woods came nearer he saw the rumpled sheet on his bed and the krait lying on it.

3. When Harry was reading he felt something on his chest.

4. Timber went out of the room shoeless and brought a small scalpel from the kitchen.
5. Harry didn't agree to draw the sheet back without disturbing the snake.
6. Timber telephoned Doctor Ganderbai and told him that Harry Pope was in bed with the krait lying near him.
7. Timber liked the way Harry talked.
8. The doctor told Harry it was a difficult case.
9. Ganderbai gave the patient some drops of serum and an injection of anesthetic.
10. The serum gave a perfect protection and Harry was safe.
11. The doctor decided to give the patient some chloroform to make him sleep.
12. The strain of inserting the tube and pouring the chloroform must have been great.
13. When the men pulled the sheet back there was nothing on the stomach of Harry Pope.
14. The doctor straightened up and looked at the mattress - the snake was there.
15. Harry Pope was very grateful to the doctor for everything he had done for him.

## ***2. Test your understanding of the text.***

1. It was \_\_\_\_\_ when Timber Woods drove home.
  - a) early morning
  - b) about midnight
  - c) at noon
2. He entered Harry's room and saw him lying \_\_\_\_\_.
  - a) on the floor
  - b) on the steps
  - c) in bed
3. Harry asked Timber Woods \_\_\_\_\_.
  - a) to remove his shoes
  - b) to bring him some water
  - c) to give him a cigar
4. Harry was lying \_\_\_\_\_.
  - a) on his side
  - b) on his stomach
  - c) on his back
5. Earlier that night felt something \_\_\_\_\_ over him.
  - a) creeping
  - b) crawling
  - c) sliding
6. Before Timber came Harry had been lying \_\_\_\_\_.
  - a) for an hour
  - b) for half an hour
  - c) for many hours

7. It was a surprising thing that \_\_\_\_\_.  
a) Harry hadn't been bitten  
b) the krait had appeared in the house  
c) snakes hang around people's houses
8. Harry couldn't frighten the krait if he \_\_\_\_\_.  
a) coughed  
b) moved  
c) didn't raise his voice
9. Timber advised Harry to \_\_\_\_\_.  
a) call a doctor  
b) whip the sheet quick  
c) kill the snake with a knife
10. Timber slipped out to the kitchen and got \_\_\_\_\_.  
a) a glass of whisky  
b) some ice  
c) a cup of hot tea
11. The doctor walked across the floor \_\_\_\_\_.  
a) like a cat  
b) like a snake  
c) like a leopard
12. The doctor was giving Harry an injection \_\_\_\_\_.  
a) nervously  
b) firmly  
c) quickly
13. After the injection of serum the doctor decided to \_\_\_\_\_.  
a) to leave the house  
b) to give Harry chloroform  
c) to give the snake anesthetic
14. When the men uncovered the sheet they saw \_\_\_\_\_.  
a) the snake on Harry's knee  
b) the snake under the bed  
c) no snake in the room
15. When Ganderbai asked Harry if he really had seen the snake, Harry \_\_\_\_\_.  
a) answered politely  
b) answered rudely  
c) said nothing

### Discussion

1. Where do the events described in the story take place?
2. What makes you think so?
3. Who are the characters described?
4. What happened to Harry Pope?
5. What did Timber Woods try to do to save him?
6. Why did Dr Ganderbai give Harry Pope an injection of serum?

7. What did the doctor do to save Harry's life?
8. Was he really in danger?
9. What do you think actually happened to Harry Pope?
10. What is the development of the events in the story?
11. Why is the story called "Poison"?
12. What poison is really meant by it?
13. How do you like the story? Why?
14. How would you like to finish it?

### **Reorganization**

1. Divide the story into logical parts and make a plan of it.
2. Tell the story in your own words according to your plan.
3. Discourse on possible explanations of what happened to Harry Pope.
4. Retell the story as if you were:
  - a) Harry Pope
  - b) Dr Ganderbai
5. Pick out of the text suitable words and expressions and describe the state of a person seriously ill.

### **Reproduction and Composition**

1. State briefly and clearly the contents of the text. Avoid using *say, tell, ask*. Instead, some of the following words might be of use to you:  
*complain, confess, inspire, refuse, swear, assure, offer, bless, submit, urge, entreat, bewilder.*
2. Say everything Timber Woods did from the moment he appeared in the Harry's bungalow.
3. Write a brief sketch of three characters-Timber Woods, Harry Pope and Dr Ganderbai - using the evidence of the story to support each point you make.
4. Prove the following:
  - a) If a doctor can win his patient's confidence, then he's won half the battle.
  - b) It is a pity that a doctor is not always able to say what he really thinks.
5. Discuss the proverbs and sayings given below:
  - a) An ounce of prevention is worth a pound of cure.
  - b) Desperate illnesses must have desperate cures.
  - c) Even if the doctor does not give a year, even if he hesitates about a month, make one brave push and see what can be accomplished. in a week (R. Stevenson)
  - d) Use three physicians' skills: first Dr Quiet, then Dr Merriman, and Dr Diet.
6. Write a paragraph beginning with one of the following sentences:
  - a) Fear sees danger everywhere.
  - b) To make a mountain out of a molehill.
  - c) Seeing is believing.
  - d) Do as you would be done by.

## Unit 8

### A CUP OF TEA

*(by Katherine Mansfield)*

Rosemary Fell was not exactly beautiful. No, you couldn't have called her beautiful. Pretty? Well, if you took her to pieces... But why be so cruel as to take anyone to pieces. She was young, brilliant, extremely modern, well – dressed and amazingly well-read in the newest of the new books. Her parties were the most delicious mixture of the really important people and... artists.

Rosemary had been married two years, and her husband absolutely adored her. They were rich, really rich, not just comfortably well-off, so if Rosemary wanted to shop, she would go to Paris as you and I would go to Bond Street. If she wanted to buy flowers, the car pulled up at the perfect shop in Regent Street, and Rosemary inside the shop just gazed and said: "I want those and those and those. Give me four bunches of those flowers and that jar of roses. Yes, I'll have all the roses in the jar. No, no lilac. I hate lilac. It's got no shape." The attendant bowed and put lilac out of sight, as though this was only too true; lilac was dreadfully shapeless. "Give me those stumpy little tulips. Those red and white ones." And she was followed to the car by a thin shop-girl staggering under an immense white paper armful that looked like a baby in long clothes...

One winter afternoon she went into a small antique shop in Curson Street. It was a shop she liked. For one thing, one usually had it to oneself. And then the man who kept it was very fond of serving her. He beamed whenever she came in. He clasped his hands; he was so gratified he could scarcely speak. Flattery, of course. All the same there was something...

"You see, madam," he would explain in his low respectful tone, "I love my things. I would rather not part with them than sell them to someone who doesn't appreciate them, who has not such feeling that is so rare..." And breathing deeply, he unrolled a tiny square of blue velvet, and pressed it on the glass counter with his pale fingertips.

Today it was a little box. The shop man had been keeping it for her. He had shown it to nobody as yet so that she might be the first to see it. It was a little box. Rosemary took her hands out of her long gloves. She always took off her gloves to examine such things. Yes, she liked it very much. She loved it. She must have it. And, turning the creamy box, opening and shutting it, she couldn't help noticing how charming her hands were against the blue velvet. The shop man, in some dim cavern of his mind, may have dared to think so too. For he took a pencil, leant over the counter, and his pale bloodless fingers crept timidly towards those rosy, flashing ones, as he murmured gently: "If I may venture to show you those flowers."

"Charming!" Rosemary admired the flowers. But what was the price? For a moment the shop man did not seem to hear. Then he said, "Twenty-eight guineas, madam."

"Twenty-eight guineas." Rosemary gave no sign. Even if one is rich... Her voice was dreamy as she answered: "Well, keep it for me, will you? I'll..." The shop man bowed. He would be willing of course, keep it for her for ever.

The door shut with a click. She was outside on the step, gazing at the winter afternoon. Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad... And people hurried by, hidden under their hateful umbrellas. Rosemary pressed her muff against her breast. Of course, the car was there. She'd only to cross the pavement. But still she waited.

At that very moment a young girl, thin, dark, shadowy appeared at Rosemary's elbow and a voice, like a sigh, breathed: "Madam, may I speak to you a moment?"

"Speak to me?" Rosemary turned. She saw a little creature with enormous eyes, someone quite young, no older than herself, who clutched in her coat-collar with reddened hands, and shivered as though she had just come out of the water.

"Madam," came the voice, "would you let me have the price of a cup of tea?"

"A cup of tea?" There was something simple, sincere in that voice; it couldn't be the voice of a beggar. "Then have you no money at all?" asked Rosemary.

"None, madam", came the answer. "How unusual!" Rosemary looked at the girl closer. And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me." And she stepped forward and said to the girl beside her: "Come home to tea with me."

The girl drew back startled. She even stopped shivering for a moment. Rosemary put out a hand and touched her arm. "I mean it," she said smiling. And she felt how simple and kind her smile was. "Why won't you? Do. Come home with me now in my car and have tea".

"You're – you're not taking me to the police station?" There was pain in her voice.

"The police station!" Rosemary laughed out. "Why should I be so cruel? No, I only want to make you warm and to hear – anything you can tell me. Come along."

Hungry people are easily led. The footman held the door of the car open, and a moment later they were riding through the dusk.

"There!" cried Rosemary. She had a feeling of triumph as she slipped her hand through the velvet strap. She gazed at the girl. But of course, she meant it kindly. Oh, more than kindly. She was going to prove to this girl – that wonderful things did happen in life, that – fairy godmothers were real, that rich people had hearts, and that women were sisters. She turned impulsively saying: "Don't be frightened. After all, why shouldn't you come back with me? We're both women..."

But happily at that moment, for didn't know how the sentence was going to end, the car stopped. The bell was rung, the door opened, and with a charming and protecting movement, Rosemary drew the other into the hall. Warmth, softness, light, a sweet scent, all those things so familiar to her she never even thought about them. It was fascinating. She was like the rich little girl in her nursery with all the cupboards to open, all the boxes to unpack.

"Come, come upstairs," said Rosemary. "Come to my room." And besides, she didn't want the servants to watch the girl; she decided she would not even ring to Leanne, but take her things by herself. The great thing was to be natural.

And “There!” cried Rosemary again, as they reached her beautiful big bedroom with the curtains drawn, the fire leaping on her wonderful lacquer furniture. “Come and sit down”, she said, pulling her big chair up to the fire. “Come and get warm. You look so terribly cold.”

“I daren’t, madam,” hesitated the girl. “Oh, please,” – Rosemary ran forward – “you mustn’t be frightened, you mustn’t, really.” And gently she half pushed the thin figure into the chair.

But there was no answer. The girl stayed just as she had been put, with her hands by her sides and her mouth slightly open. To be quite sincere, she looked rather stupid. But Rosemary leaned over her saying: “Won’t you take off your hat? Your pretty hair is all wet.”

There was a whisper that sounded like “Very good, madam,” and the worn hat was taken off.

“And let me help you off with your coat, too,” said Rosemary.

The girl stood up. But she held on to the chair with one hand and let Rosemary pull. It was quite an effort. The other scarcely helped her at all. She seemed to stagger like a child, and the thought came and went through Rosemary’s mind, that if people wanted helping they must respond a little, just a little, otherwise it became very difficult indeed. And what was she to do with her coat now? She left it on the floor and the hat too. She was just going to take a cigarette when the girl quickly said:

“I’m very sorry, madam, but I’m going to faint. I shall fall, madam, if I don’t have something.”

“Good heavens, how thoughtless I am!” Rosemary rushed to the bell.

“Tea! Tea at once! And some brandy immediately.”

The maid was gone and the girl almost burst into tears: “No, I don’t want brandy. I never drink brandy. It’s a cup of tea I want, madam.”

It was a terrible and fascinating moment. Rosemary knelt beside her chair.

“Don’t cry, poor little thing,” said she, “Don’t cry.” And she gave the other her lace handkerchief. She really was touched beyond words. She put her arm round those thin, birdlike shoulders.

Now at last the other forgot to be shy, forgot everything except that they were both women, and cried out: “I can’t go on any longer like this. I can’t stand it. I wish I were dead. I really can’t stand it!”

“You won’t have to. I’ll look after you. I’ll arrange something. Do stop crying. Please.”

The other did stop just in time for Rosemary to get up before the tea came. She had the table placed between them. She plied the poor little creature with everything, all the sandwiches, all the bread and butter, and every time her cup was empty, she filled it with tea, cream, sugar. People always said sugar was so nourishing. As for herself she didn’t eat: she smoked and looked away tactfully so that the other should not be shy.

And really the effect of that slight meal was amazing. When the tea-table was carried away, a new girl, a light creature with dark lips and deep eyes lay back in the big chair. Rosemary lit a fresh cigarette; it was time to begin.

“And when did you have the last meal?” she asked softly.

At that moment the door-handle turned.

“Rosemary, can I come in?” It was Philip, her husband.

“Of course.”

He came in. “Oh, I’m so sorry,” he said, as if apologizing, and stopped and stared.

“It’s quite all right,” said Rosemary, smiling. “This is my friend, Miss “

“Smith, madam,” said the figure in the chair.

“Smith,” said Rosemary. “We are going to have a little talk.”

“Oh, yes,” said Philip. “Quite,” and he saw the coat and hat on the floor. He came over to the fire and turned his back to it. “It’s a beastly afternoon,” he said curiously still looking at that lifeless figure, looking at its hands and boots, and then at Rosemary again.

Philip smiled his charming smile. “As a matter of fact,” he said, “I wanted you to come into the library for a moment. Will Miss Smith excuse us?”

The big eyes were raised to him, but Rosemary answered for her: “Of course she will,” and they went out of the room together.

“I say,” said Philip, when they were alone. “Explain, who is she? What does it all mean?”

Rosemary, laughing, leaned against the door and said: “I picked her up in the street. Really. She asked me for the price of a cup of tea and I brought her home with me.”

“Congratulations!” Philip sounded as though he were joking. “But what on earth are you going to do with her?”

“Be nice to her”, said Rosemary quickly, “look after her. I don’t know how. We haven’t talked yet. Just show her – treat her – make her feel”

“My darling girl,” said Philip, “You’re quite mad, you know. It simply can’t be done.”

“I knew you would say that,” replied Rosemary. “Why not? I want to. Isn’t that a reason?”

“But,” said Philip slowly, and he cut the end of a cigar, “she’s so extremely pretty. She can’t be more than twenty.”

“Pretty?” Rosemary was so surprised that she blushed. “Do you think so? I-I hadn’t thought about it.”

“Good Lord!” Philip took a match. “She’s absolutely lovely. Look again, my child. I was bowled over when I came into your room just now.

However... I think you’re making a mistake. Sorry, darling, if I’m crude and all that. But let me know if Miss Smith is going to dine with us!”

“You absurd creature!” said Rosemary, and she went out of the library, but not back to her bedroom. She went to her writing-room and sat down at her desk. Pretty! Absolutely lovely! Her heart beat like a heavy bell. She opened a drawer, took out five pound notes, looked at them, put two back, and holding the three in her hand, went back to her bedroom.

Half an hour later Philip was still in the library, when Rosemary came in.



"I only wanted to tell you," said she, and she leaned against the door again, "Miss Smith won't dine with us tonight."

Philip put down the paper. "Oh, what's happened? Previous engagement?"

Rosemary came over and sat down on his knee. "She insisted on going," she said, "so I gave the poor little thing a present of money. I couldn't keep her against her will, could I?" she added softly.

Rosemary had just done her hair, darkened her eyes a little and put on her pearls. She put up her hands and touched Philip's cheeks.

"Do you like me?" said she, and her tone, sweet, husky, troubled him.

"I like you awfully," he said, and he held her tighter. "Kiss me."

There was a pause.

Then Rosemary said dreamily: "I saw a wonderful little box today. It cost twenty-eight guineas. Can I have it?"

Philip jumped her on his knee.

"You can, little wasteful one," said he. "You know I can't deny you anything."

But that was not really what Rosemary wanted to say.

"Philip," she whispered, and she pressed his head against her bosom, "am I pretty?"

### **NOTES ON THE TEXT**

1. to take to pieces – розбирати на частини
2. if you took her to pieces – якщо розглядати кожну її рису окремо
3. Bond Street – Бонд-Стріт, одна з головних торговельних вулиць в центральній частині Лондона, відома своїми фешенебельними магазинами
4. Regent Street – Ріджент-Стріт, одна з головних торговельних вулиць в центральній частині Лондона.
5. Curson Street – Керзон-Стріт – вулиця в Уест-Енді, західній фешенебельній частині Лондона
6. a tiny square of blue velvet – клаптик синього оксамиту, на якому ювелір демонструє свої коштовності
7. in some dim cavern of his mind – десть у глибині душі
8. if I may venture – дозвольте
9. Rosemary gave no sign. – Розмарі не заперечувала.
10. at that very moment – в той самий момент, як раз в той момент
11. Would you let me have the price of a cup of tea? – Ви не дали б мені на чашку чаю.
12. in the least – ані трохи
13. Why won't you? – А чому б ні?
14. She meant it kindly. – Вона мала добрі наміри.
15. It was quite an effort. – Це вимагало великих зусиль.
16. She burst into tears. – Вона розридалася.
17. beyond words – невимовно
18. His eye caught sight of the coat and hat. – Йому на очі потрапили пальто і капелюшок.

19. But what on earth are you going to do with her? – Що ж ти збираєшся з нею робити?

20. I was bowled over. – Я був приголомшений.

21. Previous engagement? – Вже запрошена?

### **ACTIVE VOCABULARY**

to adore – love deeply and respect highly;

well-read – having read much; having a mind well-stored with information as the result of wide reading;

well-off – wealthy;

to gaze – look long and steadily;

lilac – shrub with sweet-smelling pale purple or white, mass of flowers blossom on a bush or a tree;

dreadful – causing great fear and anxiety;

stumpy – short and thick;

to stagger – walk or move unsteadily;

immense – very large;

to beam – send out light and warmth; smile happily and cheerful – bringing or suggesting happiness;

gratify – give pleasure or satisfaction to;

flattery – insincere praise;

to appreciate – judge rightly the value of;

to lean (leant, leant) – be or put in a sloping position;

timid – easily frightened; shy;

to creep (crept, crept) – move along with the body close to the ground or floor;

click – a short, sharp sound (like that of a key turning in a lock);

breast – either of the milk-producing parts of a woman; chest;

pavement – paved way at the side of a street for people on foot; us sidewalk;

creature – living person;

a poor creature – a person who is to be pitied;

enormous – very great; immense;

to shiver – tremble, esp from cold or fear;

sincere – straightforward; not in the habit of expressing feelings that are pretended;

to startle – give a shock of surprise; cause to move or jump;

to respond – act in answer to, or because of the action of another;

fascinating – having strong charm or attraction;

to kneel (knelt, knelt) – go down on the knees; rest on the knees;

to ply – keep sb constantly supplied with (food and drink);

to nourish – keep alive and well with food; make well and strong;

slight – slim, slender; frail-looking;

beastly – nasty; very, unpleasant;

to blush – become red (in the face) from shame or confusion;

crude – not having grace, taste or refinement;

previous – coming earlier in time or order;

engagement – arrangement to go somewhere, meet someone or do sth, at a fixed time;

husky – with a dry and almost whispering voice; big and strong;

tight – fastened, fixed, fitting, held closely;

to deny – say that sth is not true;

bosom – (old use) person's chest; woman's breasts.

## **VOCABULARY WORK**

**1. Learn the new words and word combinations. Recall the situations from the text in which they are used.**

### **Phonetic Drill**

**2. Practice reading the words.**

Extremely [ik'stri:mli], delicious [di'liʃəs], mixture ['mɪkstʃə], lilac ['laɪlək], antique [æn'ti:k], gratify ['græti,fai], appreciate [ə'pri:ʃi,eɪt], bloodless ['blʌdlɪs], timidly ['tɪmɪdli], guinea ['ɡɪni], pavement ['peɪvmənt], creature ['kri:tʃə], enormous [ɪ'nɔ:məs], impulsively [ɪm'pʌlsɪvli], fascinating ['fæsɪneɪtɪʃ], lacquer ['lækə], heavens ['hevns], previous ['pri:vɪəs], awfully ['ɔ:f(ə)li], tight [taɪt], deny [di'nai].

**3. Choose the most general word in each set and underline it.**

1.	wedlock	matrimony	marriage
2.	ashy	pale	pallid
3.	tiny	small	little
4.	agreeable	pleasant	grateful
5.	delight	joy	pleasure
6.	ease	comfort	rest
7.	apartment	room	chamber
8.	sadness	depression	gloom
9.	modest	shy	bashful
10.	odd	quaint	strange

**4. Choose in the right-hand column the correct definition for each word in the left-hand column.**

<b>Words</b>	<b>Definitions</b>
adore	to love deeply and respect highly;
to stagger	walk or move unsteadily;
to respond	send out light and warmth;
to deny	give pleasure or satisfaction to;
to lean (leant, leant)	go down on the knees; rest on the knees;
to beam	move along with the body close to the ground or floor;
to startle	judge rightly the value of;
to appreciate	give a shock of surprise; cause to move or jump;
to kneel (knelt, knelt)	be or put in a sloping position;
to blush	act in answer to, or because of, the action of another;

to creep (crept, crept)	keep sb constantly supplied with (food and drink);
to ply	become red (in the face) from shame or confusion;
to gratify	say that sth is not true;

**5. Fill in each blank with the words from the text.**

fascinating, shivering, startled, blushed, appreciate, responded, crept, timid, flattery, gratified, gazing, immensely, blossom, staggered, beastly, knelt, engagements, tight, deny, thief

1. He was \_\_\_\_\_ drunk.
2. He \_\_\_\_\_ down to look for a coin he had dropped.
3. She had a \_\_\_\_\_ voice.
4. Jack insulted Jill, she \_\_\_\_\_ with a kick.
5. She \_\_\_\_\_ with shame.
6. She was \_\_\_\_\_ to see him looking so ill.
7. They were \_\_\_\_\_ all over with cold.
8. I have numerous \_\_\_\_\_ for the next week.
9. The cat \_\_\_\_\_ silently towards the bird.
10. The drawer is so \_\_\_\_\_ that I can't open it.
11. I \_\_\_\_\_ that the statement is true.
12. That fellow is as \_\_\_\_\_ as a rabbit.
13. You can't \_\_\_\_\_ English poetry unless you understand its rhythm.
14. Don't be deceived by her \_\_\_\_\_.
15. We were all \_\_\_\_\_ with the result.
16. What are you \_\_\_\_\_ at?
17. The apple trees are in \_\_\_\_\_.
18. The man \_\_\_\_\_ from side to side of the road.
19. They enjoyed themselves \_\_\_\_\_.
20. The \_\_\_\_\_ crept along the corridor.

**6. Think of the words that fit the definitions below.**

1. having read much \_\_\_\_\_
2. information as the result of wide reading \_\_\_\_\_
3. shrub with sweet-smelling pale purple or white \_\_\_\_\_
4. open into flowers \_\_\_\_\_
5. causing great fear and anxiety \_\_\_\_\_
6. short and thick \_\_\_\_\_
7. very large \_\_\_\_\_
8. bringing or suggesting happiness \_\_\_\_\_
9. give pleasure or satisfaction \_\_\_\_\_
10. insincere praise \_\_\_\_\_
11. easily frightened; shy \_\_\_\_\_
12. a short, sharp sound (like that of a key turning in a lock) \_\_\_\_\_

**7. Match the parts of the compound nouns.**

coat	tips
foot	girl
god	room
hand	handle
door	kerchief
writing	mother
bed	man
shop	collar
finger	room

**8. Find the words similar in meaning to the ones in the list. Add some examples of the synonyms you know.**

immense, gaze, tiny, tremble, arrangement, stare, enormous, fascinating, fashionable, delicious, pretty, bosom, timid, sidewalk, admire, well-off, mount, slight

see \_\_\_\_\_  
 big \_\_\_\_\_  
 little \_\_\_\_\_  
 wealthy \_\_\_\_\_  
 tasty \_\_\_\_\_  
 beautiful shy \_\_\_\_\_  
 well-dressed \_\_\_\_\_  
 enjoy \_\_\_\_\_  
 climb up \_\_\_\_\_  
 pavement \_\_\_\_\_  
 delightful \_\_\_\_\_  
 shiver \_\_\_\_\_  
 chest \_\_\_\_\_  
 frail-looking \_\_\_\_\_  
 engagement \_\_\_\_\_

**9. The author uses a lot of adverbs of manner in the story. Write the adjectives from which the given words were formed. Remember that the most important suffix by means of which adverbs are formed from other parts of speech is the suffix -ly. Final -y is changed into -i before the suffix -ly.**

Adjective	Adverb	Ukrainian equivalent
	exactly	
	extremely	
	amazingly	
	absolutely	
	dreadfully	

	scarcely	
	deeply	
	timidly	
	gently	
	newly	
	easily	
	kindly	

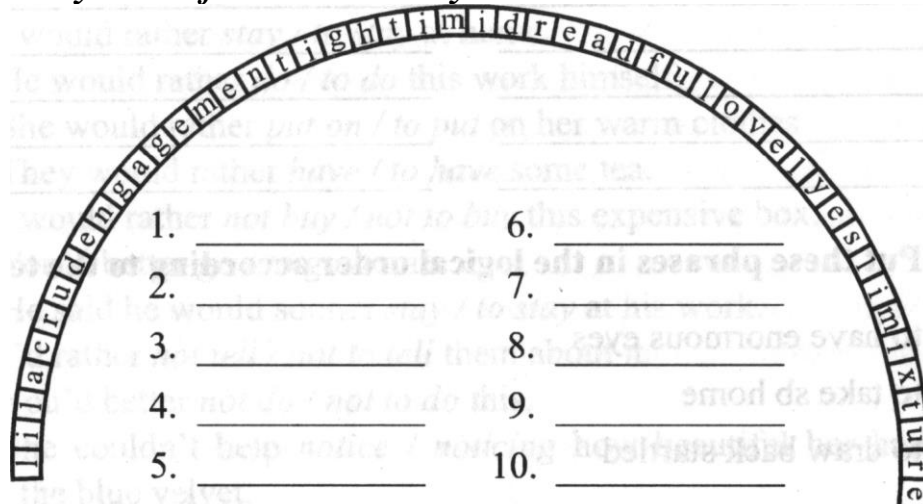
**10. Study the meaning of the adjectives with suffixes -less, and -ful. Write the nouns the given words were formed from. In the text find the sentences and word-combinations with the following adjectives. Give your own examples.**

thoughtless \_\_\_\_\_  
 lifeless \_\_\_\_\_  
 shapeless \_\_\_\_\_  
 armful \_\_\_\_\_  
 hateful \_\_\_\_\_  
 respectful \_\_\_\_\_

**11. Complete the table to make word families. Use the dictionary to help you.**

Noun	Verb	Adjective	Adverb
warmth			
		natural	
	darken		
beggar			
			comfortably
engagement			
		amazing	
softness			
	generous		

**12. Find as many words from the text as you can. Write them down.**



**13. Choose in the left-hand column a suitable adverb for an adjective in the right-hand column.**

extremely	modem
well	dressed
dreadfully	well-off
comfortably	shapeless
amazingly	well-read

**14. Choose in the left-hand column a suitable adjective for a noun in the right-hand column.**

a delicious	afternoon
an immense	flower
an antique	shop
a lovely	paper
a beastly	mixture

**15. Whom do these words relate to? Divide them into two groups. Describe the two women.**

brilliant, extremely modem, birdlike shoulders, well-dressed, amazingly well-read, very rich, very poor, thin and weak, a shadowy figure, enormous eyes, extremely pretty, absolutely lovely, not exactly beautiful, to show good taste, old-fashioned

**Rosemary Fell**

**Miss Smiss**

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**16. Put these phrases in the logical order according to the text.**

- \_\_\_\_\_ to have enormous eyes
- \_\_\_\_\_ to take sb home
- \_\_\_\_\_ to draw back startled
- \_\_\_\_\_ to stop shivering
- \_\_\_\_\_ to ride through the dusk
- \_\_\_\_\_ to prove sth to sb
- \_\_\_\_\_ to run forward
- \_\_\_\_\_ to stagger like a child
- \_\_\_\_\_ to kneel beside the chair
- \_\_\_\_\_ to ply sb with everything

**17. Describe the episode when Rosemary took the poor girl home. Use the phrases given above.**

a beastly afternoon  
to lean against the door  
to pick sb up  
extremely pretty  
absolutely lovely  
to be bowled over  
to dine with sb  
to have a previous engagement  
to give a present of money

**18. Translate the sentences into English.**

1. Я краще проконсультуюсь у лікаря.
2. Ви би краще прочитали завдання знову.
3. Він би краще пообідав.
4. Вона сказала, що вона краще зробить усе сама.
5. Я не можу не сміятися, коли чую цей жарт.
6. Він не терпить мити посуд.
7. Я ненавиджу подорожувати потягом.
8. Вони не могли не помітити, який там був чудовий краєвид.

**19. Say the same in Ukrainian.**

1. But why be so cruel as to take anyone to pieces.
2. She was young, brilliant, extremely modern, well-dressed and amazingly well-read in the newest of the new books.
3. Her parties were the most delicious mixture of the really important people and artists.
4. They were rich, really rich, not just comfortably well-off.
5. "I would rather not part with them than sell them to someone who doesn't appreciate them, who has not such feeling that is so rare..."
6. Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad.
7. He was so gratified that he could scarcely speak.
8. She saw the girl clutched in her coat-collar with reddened hands, and shivered as though she had just come out of the water.
9. Warmth, softness, light, a sweet scent, all those things so familiar to her she never even thought about them. It was fascinating.
10. And gently she half pushed the thin figure into the chair.
11. She put her arm round those thin, birdlike shoulders.
12. "Sorry, darling, if I'm crude and all that. But let me know if Miss Smith is going to dine with us!"

**20. Say the same in English.**

1. Якщо Розмарі хотіла щось купити, вона могла поїхати в Париж, так само, як ми з вами би пішли на Бонд Стріт.



2. Продавець антикварного магазину завжди саяв, коли б вона не зайшла.
3. Перевертаючи кремову коробочку, відкриваючи та закриваючи її, вона не могла не помітити, які у неї були чарівні руки.
4. Вона побачила маленьке створіння з величезними очима, молоду дівчину, не старшу за саму Розмарі.
5. Розмарі вже чула, як вона в майбутньому скаже своїм здивованим друзям: “Я просто взяла її з собою додому”.
6. Я вже не можу цього винести. Як жаль, що я не померла. Я насправді не можу це витерпіти.
7. Вона наполягала на тому, щоб піти. Я не могла тримати її проти волі.

## **READING COMPREHENSION**

### **1. Attention check**

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement with the statements, using the following phrases: “I can’t agree”, “Nothing of the kind”, “That just what I think”, “It’s quite right”.*

1. Rosemary Fell was a young woman, dark-haired, with a straight nose and dark eyes.
2. When Rosemary wanted to buy a box, the price frightened her and she realised that she couldn’t afford it.
3. A slim, pretty, blue-eyed creature came to Rosemary and asked for some money.
4. When two women entered the bedroom, the poor girl was still shivering with cold and couldn’t speak.
5. Philip was rude that day.
6. It was to Rosemary such an adventure to take the girl home.
7. After the conversation with her husband Rosemary realized that she was really sorry for the girl.
8. Philip asked Rosemary to let him know whether the girl was going to dine with them.
9. The girl insisted on going but Rosemary didn’t want to let her go.
10. When Philip was told about the lovely box Rosemary wanted to buy, he didn’t allow her to do the shopping.

### **2. Test your understanding of the text.**

1. You could have called Rosemary Fell a \_\_\_\_\_ woman.
  - a) very beautiful
  - b) pretty
  - c) plain in appearance
2. Rosemary could go shopping to Paris because her husband was \_\_\_\_\_.
  - a) a millionaire
  - b) a very rich man

- c) comfortably well-off
3. One day Rosemary was buying \_\_\_\_\_ in Curson Street.
- a) flowers
  - b) clothes
  - c) antique things
4. A nice little box cost \_\_\_\_\_.
- a) twenty-seven guineas
  - b) twenty-eight guineas
  - c) twenty-nine guineas
5. When Rosemary went outside the people hurried under their umbrellas because it was \_\_\_\_\_.
- a) an autumn afternoon
  - b) a winter day
  - c) a spring morning
6. As a rule, Rosemary travelled round the city \_\_\_\_\_.
- a) by bus
  - b) by taxi
  - c) by car
7. The poor girl asked Rosemary \_\_\_\_\_.
- a) to take her home and give her something to eat
  - b) to give her some money
  - c) to buy a lunch for her
8. When Rosemary decided to take the girl home, the poor creature \_\_\_\_\_.
- a) agreed at once
  - b) thought that Rosemary wanted to take her to the police station
  - c) stopped shivering and was ready to go
9. When the maid brought some brandy, the girl said that she \_\_\_\_\_.
- a) got used to drinking brandy
  - b) never drank brandy in her life
  - c) was eager to drink a glass of brandy or whisky because she was very cold
10. When Rosemary's husband Philip saw the poor girl, he was \_\_\_\_\_.
- a) disappointed because the girl was not exactly beautiful
  - b) astonished to see such a pretty girl in his house
  - c) shocked because he never let the beggars enter his house.

### Discussion

1. What was Rosemary Fell's position in society?
2. Was she exactly beautiful?
3. How does the author prove that Rosemary Fell came from a very rich family? What words did he use describing her?
4. Why does the author mention fashionable London streets when he describes Rosemary's day?
5. Could Rosemary afford the price of a box in an antique shop? Did she show any emotion on hearing the price?

6. Did Rosemary have wish to help a poor girl when she saw her in the street?
7. Why did the poor girl approach Rosemary and ask her for a price of a cup of tea?
8. Was the poor girl a beggar? Would Rosemary have taken the girl home if the girl had been a beggar?
9. How did the girl feel in Rosemary's house?
10. Did Philip find the girl very attractive? Did he ask Rosemary to send her away?
11. Why didn't Rosemary give her husband the true reason for sending the girl home?
12. Did Philip love his wife? Did he consider her really pretty?

**Explain in your own words the meaning of the following from the story.**

1. They were rich, really rich, not just comfortably well-off.
2. He clasped his hands; he was so gratified he could scarcely speak. Flattery, of course.
3. "A cup of tea?" There was something simple, sincere in that voice; it couldn't be the voice of a beggar.
4. And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling.
5. She was going to prove to this girl - that wonderful things did happen in life, that - fairy godmothers were real, that rich people had hearts, and that women were sisters.
6. She was like the rich little girl in her nursery with all the cupboards to open, all the boxes to unpack.
7. ...they reached her beautiful big bedroom with the curtains drawn, the fire leaping on her wonderful lacquer furniture.
8. ...and the thought came and went through Rosemary's mind, that if people wanted helping they must respond a little, just a little, otherwise it became very difficult indeed.
9. "Don't cry, poor little thing," said she. "Don't cry." And she gave the other her lace handkerchief. She really was touched beyond words.
10. She plied the poor little creature with everything ...As for herself she didn't eat: she smoked and looked away tactfully so that the other should not be shy.
11. "I was bowled over when I came into your room just now. However... I think you're making a mistake."

**Reorganization**

1. Divide the story into logical parts and make a plan of it. What titles for each part can you suggest?
2. Tell the story in your own words according to your plan.
3. Retell the story as if you were
  - Rosemary Wing
  - Miss Smith.

**Reproduction and Composition**

1. State briefly and clearly the contents of the story. Avoid using *say, tell, or ask*. Instead, some of the following verbs might be of use to you: *complain, confess, inspire, beg, appeal, swear, amaze, offer, congratulate, deny*.
2. Say everything that Rosemary did from the moment he met the poor girl.
3. Write a brief sketch of two characters – Rosemary Fell and Miss Smith – using the evidence of the story to support each point you make.
4. Write a paragraph beginning with the following words: ‘The great thing is to be natural.’
5. Write a short composition on one of the topics:
  - a) Charity begins at home.
  - b) How to help others.
  - c) Beauty is a harmonious combination of outward appearance and high moral qualities.

## Unit 9

### THE TELL-TALE HEART

(by Edgar Allan Poe)

True! – nervous – very, very dreadfully nervous I had been and I am; but why *will* you say that I am mad? The disease had sharpened my senses – not destroyed – not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Listen and observe how healthily – how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain: but it haunted me day and night. There was no an object. There was no passion. I loved the old man. He had never done anything wrong for me. He had never hurt me. I didn't want his gold. I think it was his eye! Yes, it was this! One of his eyes resembled that of a vulture – a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen *me*. You should have seen how wisely I did it – with what caution – with what foresight – I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night at midnight, I turned the latch of his door and opened it – oh, so gently! And then, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly – very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! – would a madman have been so wise as this? And then, when my head was well in the room, I undid the lantern cautiously – oh, so cautiously-cautiously – I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights – every night just at midnight – but I found the eye always closed; and so it was impossible to do the work: for it was not the old man who vexed me, but his evil eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him calling him by name in a hearty tone, and asking how he had passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve,

I looked in upon him while he slept.

Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves quickly than did mine. Never, before that night, had I *felt* the extent of my own powers – of my wit. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. Perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back – but no. His room was as black as pitch with the thick darkness (for the shutters were close fastened, through fear of robbers), and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out – “Who’s there?” I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening: – just as I have done, night after night.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief- oh, no! – it was the low stifled sound that arises from the bottom of the soul when overcharged with fear. I knew the sound well. Many a night, just at midnight, when all the world slept, it came up from my own bosom, deepening, with its dreadful echo. I say I knew it well. I knew what the old man felt, and pitied him. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been saying to himself – “It is nothing but the wind in the chimney – it is only a mouse crossing the floor,” or “it is merely a cricket.” Yes, he has been trying to calm down himself: but he had found all in vain. *All in vain* because Death, is approaching him, stalked with his black shadow before him, and enveloped the victim. And it was mournful influence of the shadow that caused him to feel – although he neither saw nor heard – *nor feel* the presence of my head within the room.

When I had waited a long time, very patiently, without hearing him lie down, I decided to open a little – a very, very little crevice in the lantern. So I opened it – you cannot imagine how stealthily, stealthily – until, at length, a single dim ray, like the thread of the spider, shot from out the crevice – and fell upon the vulture eye.

It was open – wide, wide open – and I grew furious as I gazed upon it. I saw it – all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man’s face or person for I had directed the ray as if by instinct.

And now – have I not told you that you are mistaken about my madness – now. I say, I heard a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew *that* sound well, too. It was beating of the old man’s heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I kept still. I scarcely breathed. I held the lantern steadily so that I could maintain the ray upon the eye. Meantime the tattoo of the heart increased. It grew quicker and quicker, and louder and louder every minute. The old man’s terror *must* have been extreme! It grew louder, I say, louder every moment! – do you understand me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I stood still. But the beating grew louder, louder! I thought the heart must burst? And now a new anxiety seized me – the sound would be heard by a neighbor! The old man’s hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once – once only. Very quickly I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed *so far* done. But, for many minutes, the heart beat on. This, however, did not trouble me; it would not be heard

through the wall. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe how wisely I hid the body. The night passed, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber and placed all the parts all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye – not even *his* – could have detected anything wrong. There was nothing to wash out – no stain of any kind – no blood-spot whatever. I had been too careful for that. A tub had caught all – ha! ha!

When I had done my job, it was four o'clock – still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart – for what had I *now* to fear? There entered three men, who introduced themselves as officers of the police. A shriek had been heard by a neighbor during the night; suspicion of foul play had been aroused: information had been sent to the police office, and they (the officers) had been sent to search the premises.

I smiled – for *what* had I to fear? I invited the gentlemen to come in. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I allowed them to search – search *well* I led them to his chamber. I showed them his treasures, secure, untouched. I was confident of myself. I brought chairs into the room, and wanted them *here* to rest, while I myself, triumphantly, placed my own seat upon the very spot beneath the corpse of the victim.

The officers were satisfied. My *manner* had convinced them. They sat, and while I answered cheerily, they chatted of familiar things. But, then, I felt myself getting pale and wished them gone. My head ached, and I had a ringing in my ears: but still they sat and still chattered. The ringing became more distinct – it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued - until I found that the noise was *not* within my ears.

No doubt I now grew *veiy* pale – but I talked more fluently, and with a heightened voice. Yet the sound increased - and what could I do? It was *a low, dull, quick* sound – *much such a sound as a watch makes when enveloped in cotton*. It was difficult for me to breathe – and yet the officers heard it not. They talked more quickly; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why *would* they not be gone? I walked in the room to and fro, as if excited to fury by the observations of the men - but the noise steadily increased! Oh! what *could* I do? I swung the chair upon which I had been sitting, and threw it upon the boards, but the noise arose over all and continually increased. It grew louder – louder – *louder!* And still the men chatted pleasantly, and smiled. Was it possible they heard not? – no, no! They heard! – they suspected! – they *knew!* - they were making a mockery of my horror! – this I

thought, and this I think. But anything was better than this agony!! I could bear those hypocritical smiles no longer! I felt that I must scream or die! – and now again! hark! louder! louder! louder! *louder!*

“Villains!” I cried, “dissemble no more! I admit the deed! – tear up the planks! – here, here! – it is the beating of his hideous heart.”

### **NOTES ON THE TEXT**

1. a vulture eye – око яструба (пер. значення - око хижака)
2. You fancy me mad. – Ви вважаєте мене божевільним.
3. It was the groan of mortal terror. – Це був стогін смертельного жаху.
4. all in vain – все марно
5. violent gesticulations – шалена жестикуляція
6. They were making a mockery of my horror. – Вони насміхалися з мого страху.
7. I could bear those hypocritical smiles no longer. – Я вже не міг терпіти ті лицемірні посмішки.
8. “Villains!” I cried, “dissemble no more! I admit the deed!” – “Негідники!” я вигукнув, “більше не можу мовчати. Я зізнаюсь у скоєному!”

### **ACTIVE VOCABULARY**

disease – illness;  
acute – keen, sharp, quick;  
to haunt – appear repeatedly in;  
to resemble – be similar to;  
to rid of – make free;  
caution – paying attention (to avoid danger or making mistakes);  
foresight – ability to see future needs;  
latch – simple fastening for a door or gate;  
to thrust in – push suddenly or violently;  
to disturb – break the quiet, calm, peace or order of;  
to vex – annoy, distress, trouble;  
chamber – (old use) room, bedroom;  
profound – deep; needing much thought or study to understand;  
wit – quickness of mind, intelligence;  
pitch – black substance made from coal-tar;  
to groan – make a deep sound forced out by pain;  
crevice – narrow opening or crack in a rock, wall;  
stealthy – doing sth quietly and secretly;  
fury – violent excitement, anger;  
hideous – very ugly; filling the mind with horror; frightful;  
corpse – dead body, carcass;  
scantling – board not more than 5 inches high;  
stain – make coloured patches or dirty marks;  
to shriek – scream shrilly;  
premises – house or building with its outbuildings, land;



confident – certain, feeling or showing confidence;  
 victim – living creature killed; person, animal suffering injury, pain, loss because of circumstances, an event, the ill-will of sb;  
 to suspect – feel doubt about;  
 to convince – make feel certain;  
 to dissemble – speak, behave, so as to hide one's real feelings, thoughts, plans or give a wrong idea of them (to deceive).

## VOCABULARY WORK

**1. Learn the new words and word combinations. Recall the situations from the text in which they are used.**

### Phonetic Drill

**2. Learn to pronounce the words correctly.**

Calm [kɑ:m], nervous ['nɜ:vəs], dreadful [dredfl], corpse [kɔ:ps], haunt [ha:nt], vulture ['vʌltʃə], caution ['kɔ:ʃ(ə)n], thrust [θrʌst], grief [gri:f], mournful ['mɔ:nfl], stealthy [stelθi], shriek [ʃri:k], treasure [treʒə], secure [si'kjʊə], ache [eik], heighten [haitn], trifle [traɪfl], argue ['ɑ:gju:].

**3. Read the sentences aloud and translate them into Ukrainian.**

*The italicized words given in the sentences appeared in the text. Make sure you use the proper variant of their translation.*

1. *I am convinced* of his honesty.
2. I *suspect* that he is a liar.
3. He is the *victim* of his brother's anger.
4. He feels *confidence* that he will pass the examination.
5. His fingers were *stained* with nicotine.
6. He flew into a *fury* when I refused to lend him the money.
7. The teacher *groaned* with dismay.
8. He hadn't *wit* enough to realize what to do in the emergency.
9. His silly chatter would *vex* a saint.
10. He opened the door quietly so as not *to disturb* the sleeping child.
11. He *thrusts* his hands into his pockets.
12. If you had had more *foresight*, you would have saved yourself a lot of trouble.

**4. Choose in the right-hand column the perfect definition for each word in the left-hand column.**

Words	Definitions
acute	- illness;
caution	- keen, sharp, quick;
foresight	- paying attention (to avoid danger or making mistakes);
profound	- ability to see future needs;
latch	- simple fastening for a door or gate;
chamber	- (old use) room, bedroom;

disease	- deep; needing much thought or study to understand;
pitch	- quickness of mind, intelligence;
wit	- narrow opening or crack in a rock, wall;
crevice	- doing sth quietly and secretly;
hideous	- violent excitement, anger;
fury	- filling the mind with horror; frightful;
stealthy	- dead body, carcass;
stain	- black substance made from coal-tar;
premises	- board not more than 5 inches high;
corpse	- make coloured patches or dirty marks;
confident	- house or building with its outbuildings;
victim	- certain, feeling or showing confidence;
scantling	- living creature killed;

**5. Think of the words that fit the definitions below.**

1. to appear repeatedly in \_\_\_\_\_
2. to be similar to \_\_\_\_\_
3. to make free \_\_\_\_\_
4. to push suddenly or violently \_\_\_\_\_
5. to break the quiet, calm, peace or order of \_\_\_\_\_
6. to annoy, distress, trouble \_\_\_\_\_
7. to scream shrilly \_\_\_\_\_
8. to feel doubt about \_\_\_\_\_
9. to make feel certain \_\_\_\_\_
10. to speak, behave, so as to hide one's real feelings, thoughts, plans \_\_\_\_\_
11. to make a deep sound forced out by pain \_\_\_\_\_

**6. Complete this table to make word families. Use a dictionary to help you.**

Noun	Verb	Adjective	Adverb
caution			
	suspect		
			continually
		distinct	
courage			
		furious	
		hideous	
	control		

**7. Fill in each blank with a suitable word from the text.**

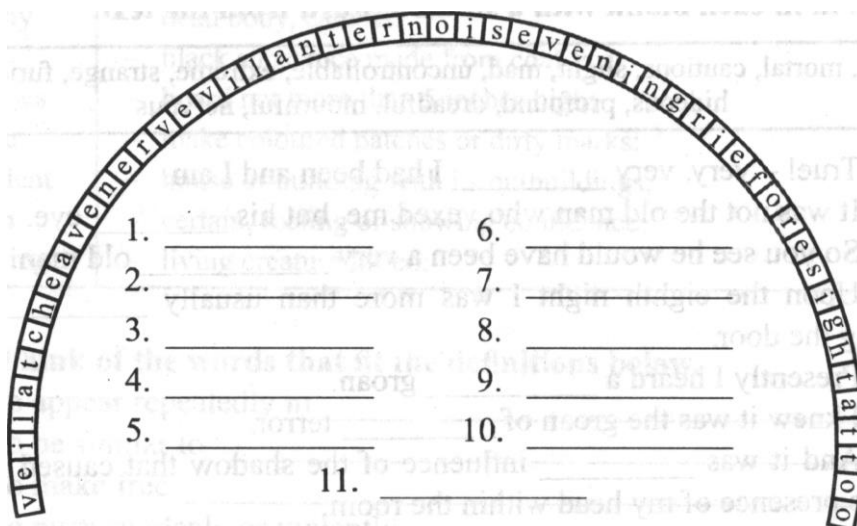
evil, mortal, cautious, slight, mad, uncontrollable, extreme, strange, furious, hideous, profound, dreadful, mournful, nervous

1. True! – very, very \_\_\_\_\_ I had been and I am.
2. It was not the old man who vexed me, but his \_\_\_\_\_ eye.
3. So you see he would have been a very \_\_\_\_\_ old man.
4. Upon the eighth night I was more than usually \_\_\_\_\_ in opening the door.
5. Presently I heard a \_\_\_\_\_ groan.
6. I knew it was the groan of \_\_\_\_\_ terror.
7. And it was \_\_\_\_\_ influence of the shadow that caused him to feel the presence of my head within the room.
8. I grew \_\_\_\_\_ when I gazed upon it.
9. I saw it with a \_\_\_\_\_ veil over it.
10. The old man's terror must have been \_\_\_\_\_.
11. And now amid the \_\_\_\_\_ silence of that old house, so \_\_\_\_\_ a noise as this excited me to \_\_\_\_\_ terror.
12. I tell you that I am not \_\_\_\_\_.

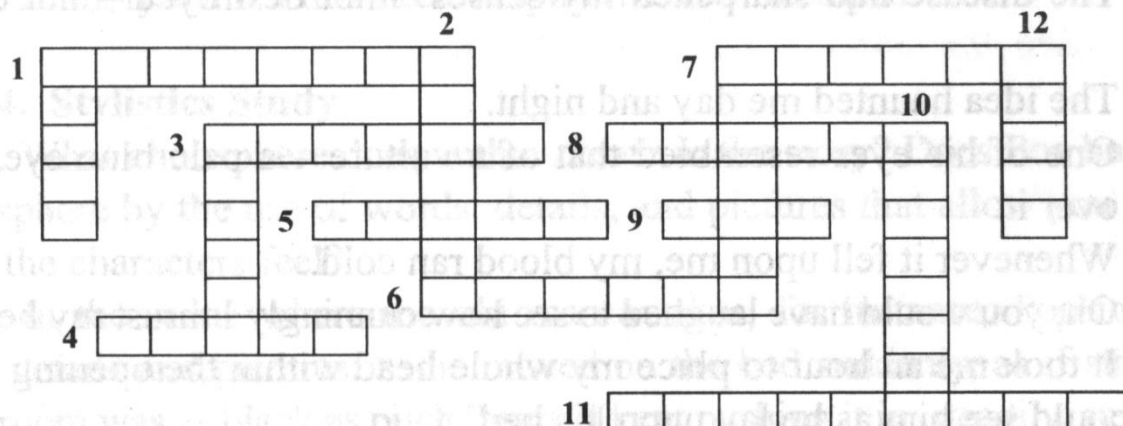
**8. Fill in the blanks with adverbs derived from the adjectives given in the margin. (Consult a text)**

You should have seen how _____ I did it.	wise
I turned the latch of the door and opened it _____	
Oh, so _____!	gentle
Oh, you would have laughed to see how _____ I thrust it in!	cunning
I undid the lantern _____.	cautious
I could _____ contain my feelings of triumph.	scarce
I kept pushing the door on _____.	steady
I'll describe how _____ I hid the body.	wise
The night passed and I worked _____.	hasty
I then replaced the boards so _____, so _____	clever
that no man eye could have detected anything wrong.	cunning

**9. How many words from the text can you find in this puzzle?**



**10. Do the crossword using the clues.**



**Across:**

1. deep
3. push suddenly or violently
4. make a deep sound forced out by pain
5. keen, sharp, quick
6. courageously
7. which cannot live forever
8. living creature killed
9. annoy, distress, trouble
11. heartbeat

**Down:**

1. black substance made from coal-tar
2. break the quiet, calm, peace or order
3. picture or pattern on the skin
7. ridicule
10. 12 o'clock at night
12. simple fastening for a door or gate

**11. Say the same in Ukrainian.**

1. The disease had sharpened my senses – not destroyed – not dulled them.
2. The idea haunted me day and night.
3. One of his eyes resembled that of a vulture – a pale blue eye, with a film over it.
4. Whenever it fell upon me, my blood ran cold.
5. Oh, you would have laughed to see how cunningly I thrust my head in!
6. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed.
7. Never, before that night, had I *felt* the extent of my own powers – of my wit.
8. I could scarcely contain my feelings of triumph.
9. It was not a groan of pain or of grief – oh, no! – it was the low stifled sound that arises from the bottom of the soul when overcharged with fear.
10. Many a night, just at midnight, when all the world slept, it came up from my own bosom, deepening, with its dreadful echo.
11. *All in vain*, because Death is approaching him, stalked with his black shadow before him, and enveloped the victim.
12. The ringing became more distinct – it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued – until I found that the noise was *not* within my ears.

**12. Say the same in English.**

1. Я вирішив забрати життя у старого чоловіка і таким чином позбавитися того ока назавжди.
2. Я повторював це кожної ночі – опівночі – але око було завжди закрите, тому я не міг виконати свою роботу.
3. Одразу ж я почув легкий стогін, і я знав, що це був стогін смертельного жаху.
4. Я знав, що старий чоловік відчував і жалів його.
5. А зараз нова тривога охопила мене – шум міг почути сусід.
6. Я був впевнений у собі.
7. Офіцери були задоволені.
8. Моя поведінка переконує їх.
9. Мені було важко дихати.
10. Шум постійно зростає.
11. Вони все ще приємно посміхалися і розмовляли.
12. Я відчув, що я повинен закричати, або померти.

### 13. Stylistics Study

1. What atmosphere does author create in the story? Does Poe build the atmosphere by the use of words, details, and pictures that allow you to feel what the characters feel?
2. In the scene where the old man awakes, for instance, Poe includes these details and pictures: "...he moved on the bed suddenly, as if startled," "His room was as black as pitch," and "I kept pushing it in, steadily, steadily." How do these details help you to feel the atmosphere created by the author?
3. Look at the paragraph that begins "Presently I heard a slight groan." List three details that help you to feel what the old man feels at this time.  
Look at the paragraph that begins "I then took up three planks from the flooring." List three details that create the mood of the narrator at this time.  
Look at the paragraph that begins "No doubt I now grew pale." List three details that create the narrator's mood at this point.
4. What words does the author use carefully to create a particular atmosphere? For example, notice the word *vulture* in the following sentence by Poe: "One of his eyes resembled that of a *vulture*. To create a different atmosphere an author might say: "His eyes resembled those of a puppy." Analyze what other words the author uses to create the atmosphere of horror in the story.

### READING COMPREHENSION

#### 1. Attention check

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement with the statements, using the following phrases: "I'm afraid it's a mistake", "I wouldn't say that", "Exactly", "That may be true, but on the other hand", "Quite so."*

1. The main character of the story was deaf.

2. He wanted to kill the old man for money.
3. The old man's eye was in blood.
4. The narrator entered the old man's bedroom every night and the old man didn't suspect anything.
5. He never disturbed the old man's sleep.
6. The old man's room was always locked at night.
7. When the narrator came into the old man's room, he was lying awake.
8. Every night the narrator friendly spoke to the old man.
9. On the seventh night the old man caught sight of the lantern in his bedroom.
10. A neighbour heard a shriek at night and informed the police.
11. The police didn't find any evidence of the murder in the house.
12. The police didn't suspect the narrator of killing the old man.

**2. Test your understanding of the text.**

1. The narrator wanted to kill an old man because \_\_\_\_\_.
  - a) the old man had done wrong for him
  - b) the old man's eye vexed him day and night
  - c) he wanted to take his gold
2. The vulture eye was of \_\_\_\_\_ colour.
  - a) grey
  - b) brown
  - c) blue
3. Before the killing the narrator was \_\_\_\_\_.
  - a) kind to the old man
  - b) angry with him
  - c) furious about him
4. The old man's bedroom had been visited for \_\_\_\_\_.
  - a) a month
  - b) a week
  - c) eight days
5. In order to see the old man in the dark the narrator used \_\_\_\_\_.
  - a) a latch
  - b) electricity
  - c) a lantern
6. When the old man awoke at night he \_\_\_\_\_.
  - a) saw the beam of the light
  - b) heard some noise
  - c) noticed the man
7. The narrator killed the old man \_\_\_\_\_.
  - a) with a gun
  - b) with a stick
  - c) with his own hands
8. He hid the body \_\_\_\_\_.
  - a) under the bed

- b) under the floor
- c) in the yard
- 9. He had made an end of the labors \_\_\_\_\_.
  - a) by midnight
  - b) by 4 o'clock in the morning
  - c) by the following evening
- 10. When the policemen knocked at the street door, the narrator \_\_\_\_\_.
  - a) was frightened
  - b) opened the door with a light heart
  - c) didn't let the officers in
- 11. The policemen \_\_\_\_\_.
  - a) searched the house carefully
  - b) left the house without search
  - c) asked the man some questions and went away
- 12. At the end of the story \_\_\_\_\_ was arrested
  - a) the man
  - b) nobody
  - c) the neighbour was arrested.

### **Discussion**

1. Why does the narrator decide to kill the old man?
2. How long does it take him to accomplish his plan?
3. Why do the police arrive, even though the narrator planned the murder so carefully?
4. When the police arrive, why does the narrator place his chair over the spot where the old man lies buried?
5. How does the narrator reveal his cunning throughout the course of the crime?
6. How does he reveal the powers of concentration?
7. Do you think anyone but the narrator hears the beating of the old man's heart? Explain your answer. Why does he hear it so loudly?
8. Do you think the police suspect the truth from the beginning? Explain your answer.
9. What finally drives the narrator to confess?
10. At the beginning of the story, the narrator says that he is not mad. Explain why you agree or disagree with him.
11. To whom may he be recounting his tale?
12. In what way must (mustn't) the narrator be punished. Express your opinion?
13. What is your point of view on the death penalty?
14. Do you think that capital punishment discourages criminals?
15. Do you think that mass murderers and serial killers deserve to die? Why? / Why not?
16. Do you think that the families of victims killed by criminals would be satisfied with a life sentence rather than a death sentence?

### **Reorganization**

1. Divide the story into logical parts and make a plan of it. What titles for each part can you suggest?
2. Tell the story in your own words.
3. Retell the story as if you were
  - a) the old man
  - b) the narrator.

### **Reproduction and Composition**

1. Speak about mystery and ghost stories. Are they exciting for reading? Give reasons for your answer.
2. Give your opinion on the following:  
Children under the age of 10 should /should not be allowed to read horror stories. Give three reasons.
3. Write your own horror story in the style of Edgar Poe.
4. Write a paragraph beginning with one of the following sentences:
  - a) The human mind is a dark, bottomless pit, and sometimes it works in a strange and frightening way.
  - b) Human life is of outstanding value and no man has the right to deprive another man of this value.
  - c) Crime must be punished.



## Unit 10

### THE CREATIVE IMPULSE

*by William Somerset Maugham)*

I suppose very few people know how Mrs Albert Forrester came to write “The Achilles Statue”. It has become one of the greatest novels of our time. It must be of interest to all serious students of literature.

Everyone of course remembers the success of the publication of “The Achilles Statue.” Month after month printers were kept busy printing, edition after edition; and the publishers, both in England and America were working hard to fulfill the pressing orders of the book-sellers. The book was translated into several European languages. It appeared serially in magazines on both sides of the Atlantic. A dramatization of the book was made, which ran for a season in New York. The film rights have been sold at a great price. There can be no doubt that Mrs Albert Forrester will have earned enough money from this one book to save her for the rest of her life from any financial anxiety.

Mrs Albert Forrester began to write early. Her first work appeared when she was a girl of eighteen; and from then on she published, every two or three years, a volume either of verse or prose. When “The Achilles Statue” was written she had reached the age of fifty-seven, so by that time the number of her works was considerable. She had given the world half a dozen volumes of verse, but the most distinguished Mrs Forrester’s work was in prose. Her great talent however, remained undiscovered by ordinary readers and this was the reason her books did not sell, though they were highly praised by the critics.

Mrs Albert Forrester lived in a flat not far from the Marble Arch. It had a handsome drawing-room and a large bedroom for Mrs Albert Forrester, a darkish dining-room and a small bedroom next door to the kitchen, for Mr Albert Forrester, who paid the rent. It was in the handsome drawing-room that Mrs Albert Forrester every Tuesday afternoon received her friends. On the walls of the room was a paper designed by William Morris himself; the furniture was of the Chippendale period, the desk was in the style of Louis XVI at which Mrs Albert Forrester wrote her works. This was pointed out to visitors the first time they came to see her, and there were few who looked at it without emotion. The carpet was thick and the lights discreet. Mrs Albert Forrester sat in a straight-backed grandfather’s chair. Since it was the only comfortable chair in the room it set her apart and above her guests. Tea was served by a woman of uncertain age, silent and colourless. She was never introduced to anyone. Thus Mrs Albert Forrester was able to devote herself entirely to conversation and her conversation was excellent.

Mrs Albert Forrester was well acquainted with different sciences. She had read much and she had a very good memory. She could quote many famous people, she had a great many interesting anecdotes to tell. Mrs Albert Forrester had the gift of attracting the most varied people and you could at one and the same time meet in her drawing-room an ex-Prime Minister, a newspaper editor, and the ambassador of a First Class Power. Mrs Albert Forrester was deeply interested in politics and even

thought of going into Parliament. Her only difficulty was that she did not know which party to choose.

"After all," she said, with a playful shrug of her somewhat massive shoulders, "I cannot form a party of one."

Her drawing-room was always open to foreigners, to Czechoslovaks, Italians, and Frenchmen, if they were distinguished, and to Americans even if they were obscure. But she was not a snob and you seldom met there a duke. She did not much care for painters, who were shy and silent; and musicians did not interest her: if people wanted music they could go to a concert. But her hospitality to writers, especially if they were promising and little known, was warm and constant.

The American Ambassador once said to Mrs Albert Forrester:

"A cup of tea with you, Mrs Forrester, is one of the richest intellectual treats which I enjoy best of all."

But Mrs Albert Forrester did not only give her weekly tea-parties: every Saturday she gave a luncheon of eight persons; this was according to her opinion of the perfect number for general conversation and besides her dining-room held no more. She chose her guests with care, and an invitation to one of them was more than a compliment. Over the luncheon-table it was possible to keep the conversation on a higher level than in the mixed company of a tea-party and the guests left her dining-room with belief in Mrs Albert Forrester's ability and a brighter faith in human nature. She only asked men for her luncheons, as she was glad to see women on other occasions.

It must be said that Mrs Albert Forrester gave you uncommonly good food, excellent wine, and a first-rate cigar. Mrs Albert Forrester was pleased to receive compliments.

"If people do me the honour to break bread with me," she said, "It is only fair that I should give them as good food as they can get at home." Most of the compliments was flattery. Mrs Albert Forrester often said, "You really embarrass me. It is not my due. You must praise Mrs Bulfinch."

"Who is Mrs Bulfinch?"

"My cook."

"She's a treasure then, but you are not going to ask me to believe that she is responsible for the wine."

"Is it good? I put myself entirely in the hands of my merchant."

But if the guests mentioned the cigars, Mrs Albert Forrester beamed. "Ah, for them you must compliment Albert. It is Albert who chooses the cigars. No one knows more about a cigar than Albert."

She looked at her husband who sat at the end of the table, with the proud bright eyes of a pedigree hen looking at her only chick.

"You're very kind," he said. "I'm glad you like them." Mrs Albert Forrester listened to him with a smile. Of course you cannot go on talking of cigars long and as soon as she realized that the guests were bored she tried to change the topic of the conversation. Albert was silent. But he had had his moment.

It was Albert who made Mrs Albert Forrester's luncheons to some less attractive than her tea-parties, for Albert was a bore. Mrs Albert Forrester felt that her husband's presence on these festive occasions was a debt that she paid for her own self-respect. All her friends often asked one another how she had ever married him.

Albert was of average height. You never thought of him in connection with his wife, so you only thought of him as a little man. He was frail and looked older than his age. His hair, which he kept very short, was white, and he wore a stubby white moustache; his face was thin and lined, without a noticeable feature; and his blue eyes were now pale and tired. He was always very neatly dressed in pepper-and-salt trousers, a black coat, and a grey tie with a small pearl pin in it. When he stood in Mrs Albert Forrester's drawing-room to receive the guests you almost didn't notice him. He was well-mannered and it was with a pleasant, courteous smile that he shook hands with them.

"How do you do? I'm very glad to see you," he said. "Keeping well, I hope?"

But if they were strangers coming for the first time to the house, he went to the door as they entered the drawing-room, and said:

"I am Mrs Albert Forrester's husband. I will introduce you to my wife."

Then he led the visitor to where Mrs Albert Forrester stood and she with a glad and eager gesture welcomed the stranger.

He was always there when he was wanted and never when he wasn't. His tact was instinctive. Mrs Albert Forrester was the first to notice his merits.

"I really don't know what I should do without him," she said. "He's invaluable to me. I read him everything I write and his criticisms are often very useful."

"Moliere and his cook," said Miss Waterford.

"Is that funny, dear Rose?" asked Mrs Forrester somewhat acidly.

But it was impossible to embarrass Miss Waterford.

"Come, come, my dear," she replied, "you know very well that he wouldn't exist without you."

"I shall always be grateful to Albert, because he keeps me in contact with the man in the street," said Mrs Albert Forrester. It was on account of this remark that for some time Albert was known in her circle as *The Man in the Street*. But this was only for a while, and it was forgotten.

He then became known as *The Philatelist* because a young writer had once said that he was collecting stamps.

Once he asked Albert,

"Do you collect stamps?"

"No," answered Albert mildly. "I'm afraid, I don't."

He paid no attention to Albert's words but at first opportunity informed Mrs Albert Forrester's friends that he had at last discovered Albert's secret. He collected stamps. He never met him afterwards without asking him:

"Well, Mr Forrester, how is the stamp collection?"

Even Mrs Albert Forrester, when she was in a good mood, would sometimes speak of her husband as *The Philatelist*. The name really did seem to fit Albert like a glove.

Mostly the guests simply ignored him. He sat quiet and silent, and if he opened his mouth, it was only to give a direction to one of the maids. Clifford Boyleston said that all the wit and wisdom he heard passed over his head like water over a duck's back.

Albert was a businessman. He was not even rich. He was only a currant merchant and could only enable Mrs Albert Forrester to live a decent life, though not very rich. He was always busy in his office until six o'clock, he never managed to get to Mrs Albert Forrester's Tuesdays in time.

"Come in, Albert, come in. I think you know everybody here."

Albert entered and shook hands with his wife's friends.

"Have you just come from the City?" she asked eagerly, though she knew there was nowhere else he could have come from. "Would you like a cup of tea?"

"No, thank you, my dear. I had tea in my office."

Mrs Albert Forrester smiled still more brightly and the rest of the company thought she was perfectly wonderful with him.

"Ah, but I know you like a second cup. I will pour it out for you myself."

She went to the tea-table and, forgetting that the tea had been stewing for an hour and a half and was stone cold, poured him out a cup and added milk and sugar. Albert took it with a word of thanks but when Mrs Forrester resumed the conversation, put it quietly down. His arrival was the signal for the party finally to break up, and one by one the guests left the room.

Mrs Albert Forrester was a woman of authoritative presence. She was large-boned and her bones were well-covered; she was tall and strong. Her skin was dark and you might have thought that she had in her veins some trace of Levantine blood: she said there was in her something from a gypsy. Her eyes were large and black and bright, her nose was like the great Duke of Wellington but more fleshy, and her chin square and determined. She had a big mouth, with full red lips; and her hair, thick, solid and grey, was piled on the top of her head in such a manner as to increase her already commanding height. She was in appearance an imposing, not to say an alarming, woman.

She was always very suitably dressed in rich materials and she looked a woman of letters. She followed the fashions. For some time she wanted to cut her hair but Clifford Boyleston thought it a dangerous experiment.

He said, "I think when one has made a type one should stick to it."

"I'm hesitating," said Mrs Albert Forrester. "After all, we must move with the times. I am of my day and I do not wish to lag behind." She turned brightly to Albert. "What does my lord and master say about it? What is your opinion, Albert? To cut or not to cut, that is the question."

"I'm afraid my opinion is not of great importance, my dear," he answered mildly.

"To me it is of the great importance," answered Mrs Albert Forrester, flatteringly.

She could not but see how beautifully her friends thought she treated  
*The Philatelist.*

"I insist," she continued, "I insist. No one knows me as you do, Albert. Will it suit me?"

"It might," he answered. "My only fear is that with your appearance short hair would be as the Isle of Greece where burning Sappho loved and sung."

There was a minute of silence. Mrs Forrester's smile froze on her lips. Albert had dropped a brick.

"I never thought Byron was a great poet," said Mrs Albert Forrester at last.

The event, that had such a great influence on Mrs Forrester's literary activities happened towards the end of one of her most successful parties. The guests sat in a circle of which Mrs Forrester was the centre. She was talking and the rest of the company were listening with great attention, only interrupting her from time to time to ask a question. Suddenly there came a noise as if something heavy had fallen, and then came the sound of voices.

"Well, Carter, what is it?" Mrs Forrester asked the maid. "Is the house falling down?"

"It's the new cook's box, ma'am," answered the maid. "The porter dropped it as he was bringing it in and the cook got all upset about it."

"What do you mean by 'the new cook'?"

"Mrs Bulfinch went away this afternoon, ma'am," said the maid.

"This is the first I've heard of it. Does Mr Forrester know about it?" Mrs Forrester asked, for matters like that were his responsibility. "The moment Mr Forrester comes in, tell him that I want to speak to him."

"Very good, ma'am".

The maid went out. Miss Warren poured out several cups of tea.

"What a catastrophe!" cried Miss Waterford.

"You must get her back," said Clifford Boyleston. "She's a treasure, that woman, a remarkable cook, and she gets better and better every day."

But at that moment the maid came in again with a letter and handed it to her mistress.

"What is this?" said Mrs Albert Forrester.

"Mr Forrester said I was to give you this letter when you asked for him, ma'am", answered the maid.

"Where is Mr Forrester then?"

"Mr Forrester's gone, ma'am," answered the maid. "He said I was to give you this letter when you asked for him."

The maid left the room, and Mrs Forrester opened the letter. One of her lady friends told me that at the sight of Mrs Forrester reading the letter she thought that Albert, feeling responsible for the cook's departure, and being afraid he would be punished, had thrown himself in the Thames.

Mrs Forrester read the letter and cried out: "Oh, how unfair! How terrible!"

"What is it, Mrs Forrester?" asked Mr Simmons, her agent. "Read it", she said. "Just read it."

Mr Simmons put on his glasses, and holding the letter very close to his eyes read this:

‘My Dear,

Mrs Bulfinch needs a change and has decided to leave, and as I do not wish to stay on without her I’m going, too. I have had all the literature I can stand and I am sick and tired of art. Mrs Bulfinch does not care about marriage but if you wish to divorce me, she’s willing to marry me.

I’ve hired a new cook instead of Mrs Bulfinch and I hope you will be pleased with her. Mrs Bulfinch and I are living at 411, Kennington Road, S. E.

Albert.’

No one spoke. At last Rose Waterford said,

“What does Mrs Bulfinch look like?”

“How should I know?” answered Mrs Albert Forrester. “I never looked at her. Albert always engaged the servants.”

“But you must have seen her every morning when you did the housekeeping.”

“Albert did the housekeeping.”

“Did Albert order your luncheons?” asked Clifford Boyleston.

“Naturally,” answered Mrs Albert Forrester.

Clifford Boyleston slightly raised his eyebrows.

“He certainly knew good food and good wine.”

“I always told you that he had his points,” answered Mrs Albert Forrester. “You all laughed at him. You didn’t believe me when I told you that I owed a great deal to him”.

There was no answer to this and once more silence fell on the party.

It was broken by Mr Simmons, “You must get him back.”

“What on earth you mean?” Mrs Albert Forrester cried out.

“I will never see him again as long as I live! Take him back? Never. Not even if he came and begged me on his bended knees.”

But Mr Simmons continued calmly: “I’ve been your agent for twenty years, and you can consider me one of your best friends. But if you think you can make your living by writing the sort of books you do, I must tell you that you haven’t a chance.”

“But I can’t fight with my cook for him!” Mrs Forrester cried out.

“I was just coming to that,” said Mr Simmons coldly. “A dancer or a lady of title wouldn’t do you any harm, but a cook would finish you.”

“He’s quite right”, said one of her guests. “The Philatelist must come back”.

“I know nothing about Mrs Bulfinch and for all I know she is a respectful woman, but the fact remains that a man doesn’t run away with his cook without making his wife ridiculous. In a week all London would laugh at you, and the thing that kills an author or a politician is ridicule. You must get your husband back and you must get him back pretty quick.”

“You will go and see him tomorrow, won’t you?” asked Mr Simmons. Mrs Forrester didn’t answer for some time and finally said:

“For my art’s sake, not for mine!”

It was rather late in the afternoon of the next day when Mrs Forrester set out on her journey to Kennington Road. Mr Simmons had explained to her by telephone

how to get there, and it did not take her long to find the house she wanted. She rang the bell, and when the door opened, she recognized her cook.

"Good afternoon, Bulfinch," said Mrs Forrester. "I wish to see your master."

Mrs Bulfinch hesitated for a second, then held the door wide open. "Come in, ma'am." She turned her head, "Albert, here's Mrs Forrester to see you."

Mrs Forrester went in quickly and there was Albert sitting by the fire, leaning back in an old armchair and reading the evening paper. He rose to his feet as Mrs Forrester came in. Mrs Bulfinch followed her visitor into the room and closed the door.

"How are you, my dear?" said Albert cheerfully, putting aside the paper. "Keeping well, I hope?"

"You'd better put on your coat, Albert," said Mrs Bulfinch. "What will Mrs Forrester think of you, finding you like that?"

"I received your letter, Albert," said Mrs Forrester.

"I supposed you had known my address?"

"Won't you sit down, ma'am?" said Mrs Bulfinch, pushing a chair forward. "Could I see you alone, Albert?" Mrs Forrester asked, sitting down.

"I'm afraid not," Albert answered, "because of Mrs Bulfinch. I think she should be present."

"As you wish."

Mrs Bulfinch drew up a chair and sat down. Mr Forrester, had never seen her but with a large apron over a dress. She was wearing now an openwork blouse of white silk, a black skirt, and high-heeled patent-leather shoes. She was a woman of about forty-five, with reddish hair and a reddish face, not pretty, but with a good-natured look.

"Well, my dear, what have you to say to me?" Albert asked.

Mrs Forrester gave him her best smile. "I don't blame you for anything, Albert, I know it isn't your fault and I'm not angry with you, but a joke's a joke and should not be carried too far. I've come to take you home." "Then I think you're wasting your time, my dear," said Albert. "Nothing will ever make me live with you again."

"You're not serious?"

"Quite."

"Do you love this woman?"

Albert looked at Mrs Bulfinch with a smile.

"We get on well together, don't we, old girl?"

"Not so bad," said Mrs Bulfinch.

Mrs Forrester raised her eyebrows; her husband had never in all their married life called her "old girl."

"If Bulfinch respect you she must know that this is impossible. After the life you've led and the society you've moved in you wouldn't be happy in poorly furnished lodgings."

"They are not furnished lodgings, ma'am," said Mrs Bulfinch. "it's my own furniture. You see, I'm very independent-like and I've always liked to have a home

of my own. So I keep these rooms whether I have work or not, and so I always have some place to go back to.”

“And a very nice cozy little place it is,” said Albert.

Mrs Forrester looked about her. There was a fireplace, a black marble clock above it, a large table, covered with a red cloth, a dresser and a sewing machine. On the walls were photographs and framed pictures. A door at the back led to the only bedroom.

“Have you not been happy with me, Albert?” asked Mrs Forrester in a deeper tone, trying not to show that her feelings were hurt.

“We have been married for thirty-five years, my dear. It’s a very long time, isn’t it? You’re a good woman in your own way, but not suitable for me. You’re literary and I’m not. You’re artistic and I’m not.”

“But all this time I’ve been doing everything in my power to interest you in art and literature,” said Mrs Forrester.

“That’s true, and I can only blame myself if I didn’t react properly. But I don’t like the books you write. And I don’t like the people who surround you. Let me tell you a secret, my dear. At your parties I often very much wanted to take off my clothes just to see what would happen.”

“Aren’t you ashamed of yourself, Albert?” asked Mrs Bulfinch. “You haven’t got the right figure for that at all!”

“Corinne wants me to retire,” Albert continued.

“Who is Corinne?” asked Mrs Forrester with surprise.

“It’s my name,” said Mrs Bulfinch. “My mother was half French”.

“That explains a great deal”, replies Mrs Forrester, for though she admired the literature of our neighbours she knew that their morals left much to be desired.

“What I say is, Albert’s worked long enough, and it’s about time he started enjoying himself. I’ve got some property in a very healthy neighbourhood and the air is wonderful.”

“I discussed the matter with my partners today, and they agree to settle everything nicely. They will buy me out,” and I shall have an income of just under nine hundred pounds. There are three of us, so it gives us nearly three hundred a year each.”

“How am I to live on that?” cried Mrs Forrester, using the last argument she could think of.

“You have a wonderful pen, my dear.”

“You know very well that my books don’t bring me any money. The publishers always say that they lose by them.”

And just then Mrs Bulfinch suddenly asked:

“Why don’t you write a good thrilling detective story?”

Mrs Forrester burst out laughing. “Me?” she exclaimed. “What a wild idea! I could never hope to please the masses and I have never read a detective story in my life.”

“It’s not a bad idea at all,” said Albert.



"I love a detective story," said Mrs Bulfinch, "Give me a lady in evening dress lying dead on the library floor and I know I'm going to enjoy it." "Personally, I prefer a respectable gentleman with a gold watch chain, lying dead in Hyde Park," said Albert. "There's something particularly interesting to the reader in the murder of a respectable gentleman!"

"I see exactly what you mean," said Mrs Bulfinch. "He knew an important secret, and his murderers had said they would kill him unless he kept his mouth shut. He just didn't manage to run away from them."

"We can give you all the advice you need, my dear," said Albert, smiling kindly at Mrs Forrester. "I've read hundreds of detective stories." "You!"

"That's what first brought Corinne and me together. I gave them to her when I'd finished them. And I must say you can't find two stories that are alike. There's always a difference when you compare them."

Mrs Forrester rose to her feet. "Now I see what a gulf separates us," she said and her voice shook a little. "You've been surrounded for thirty years with all that was best in English literature and all this time you've been reading detective novels! I came here willing to come to a reasonable agreement and take you back home. Now I wish it no longer."

"Very well, my dear," said Albert. "But you think over the detective story."

Mrs Forrester walked downstairs, and when Mrs Bulfinch opened the door and asked if she would like to hire a taxi, she shook her head. "I shall take the tram."

"You needn't be afraid that I won't look after Mr Forrester properly, ma'am," said Mrs Bulfinch, seeing Mrs Forrester to the tram stop. "I know how to run a house and I'm not a bad cook, as you know. And of course, he'll have a hobby. He's going to collect postage stamps." Mrs Forrester was about to say something, but just then a tram pulled up at the stop and she got in.

Wondering what time it was, she looked up at the man sitting opposite her to see whether he was the kind of person she could ask and suddenly started; as sitting there was a respectable-looking gentleman wearing a gold watch chain. It was the very man Albert had described lying dead in Hyde Park. He asked the conductor to stop and she saw him go down a small, dark street. Why? Ah, why? At Hyde Park Comer she suddenly made up her mind to get out. She could not sit still any longer. She felt she must walk. As she passed the Achilles Statue she stopped for a minute and looked at it. Her heart was beating fast. After all Edgar Allan Poe had written detective stories...

When she reached her flat at last and opened the door, she saw several hats in the hall. They were all there. She went into the drawing-room.

"Oh, you poor things, I've kept you waiting so long!" she cried out. "Have you had no tea?"

"Well," they said. "Well? Did you manage to get hold of him?"

"My dears, I've got something quite wonderful to tell you, I'm going to write a detective story."

“I’m going to raise the detective story to the level of art. It came to me suddenly in Hyde Park. It’s a murder story and I shall give the solution on the very last page. I shall call it *The Achilles Statue*!”

“But what about Albert?” the young writer asked.

“Albert?” repeated Mrs Forrester. “I knew I went out to do something about Albert, but I’ve quite forgotten what it was.”

“Then you haven’t seen Albert?”

“My dear, I say I forgot all about him.”

She gave a laugh. “Let Albert keep his cook. I can’t bother about Albert now. I’m going to write a detective story.”

“My dear, you’re too, too wonderful!” the guests cried out.

### **NOTES ON THE TEXT**

1. Achilles (Achill) – Ахіллес (Ахілл), в “Іліаді” Гомера найхоробріший з грецьких вояків
2. the Marble Arch – Триумфальна арка, споруджена біля входу у Гайд Парк в Лондоні на честь перемоги над Наполеоном у битві при Ватерлоо (1815)
3. Chippendale – Чіппендейл Томас (1718-1779), англійський меблевий майстер. Стилізував меблі під “готичні”, “китайські” і т. п.
4. Louis XVI – французький король, який правив у Франції з 1774 по 1792 рік.
5. Divine Service - богослужіння
6. the only thing was to seize my trowel and the butter – лестити комусь явно, очевидно, вульгарно
7. Moliere and his cook – існує легенда про те, що Мольєр мав звичку читати щойно написані ним комедії своєму повару, щоб визначити, чи будуть вони мати успіх у простих людей
8. her nose was like the great Duke of Wellington’s – великий орлиний ніс, як у герцога Велінгтона
9. a woman of letters – письменниця
10. the Isle of Greece where burning Sappho loved and sung – Містер Форестер перефразує відомі рядки з “Дон-Жуана” Байрона:  
The Isles of Greece, the Isles of Greece!  
Where burning Sappho loved and sung,  
Where grew the arts of war and piece,  
Where Dolos rose, and Phoebus sprung!
11. Sappho – Сафо (Сапфо) (7-6 вв до н.е.), грецька поетеса, автор любовної лірики
12. to drop a brick – допустити безтактність
13. the literature of the neighbours – французька література
14. Edgar Allan Poe – По Едгар Аллан (1809-1849), американський письменник – романтик, поет та критик, класик, детективної новели та оповідання жахів
15. the Achilles Statue – статуя споруджена в Гайд-Парку в Лондоні на пам’ять про Артура Уелсі, герцога Веллінгтона (1769-1852), англійського

фельдмаршала та державного діяча, який командував союзними військами у битві при Ватерлоо (1815), яка закінчилася поразкою Наполеона.

### **ACTIVE VOCABULARY**

edition – form in which a book is published;  
distinguished – famous, well-known, remarkable;  
remarkable – out of the ordinary; deserving or attracting attention;  
obscure – not well-known; dark, hidden;  
Discreet – careful, tactful, prudent;  
shrug – lift the shoulders slightly, to show difference, doubt;  
faith – trust, strong belief;  
flattery – insincere praise;  
to embarrass – make to feel awkward or ashamed;  
entirely – completely;  
merchant – trader, esp one doing business with foreign countries;  
to beam – smile happily and cheerfully;  
frail – weak, fragile;  
merit – quality or fact that deserving well;  
to pour – cause a liquid to flow into a stream;  
to stew – cook, in water or juice, slowly in a closed dish, pan;  
to resume – go on after stopping for a time;  
gypsy – attractive or mischievous person; member of a wandering people, who move about in caravans and make camps from time to time, and earn a living by collecting scrap material, horse-dealing, fortune-telling, basket-making etc;  
to determine – decide; fix precisely;  
to increase – make or become greater in size, number, degree;  
imposing – making a strong impression because of size, character, appearance;  
to divorce – put an end to a marriage by law;  
to owe – to be in debt to sb;  
ridiculous – deserving to be laughed at, absurd;  
to blame – fix on sb the responsibility for sth done badly or wrongly or not done;  
fault – defect, blemish, flaw;  
property – possessions, things owned;  
income – money received during a given period (as salary, interests from investments);  
respectable – a person of good character and good social position.

### **VOCABULARY WORK**

**1. Learn the words given above. Find in the text the sentences with the new words and expressions. Translate them into Ukrainian.**

### **Phonetic Drill ]**

**2. Practice reading the words.**

European [ˌjuərəˈpiːən], doubt [daʊt], financial [faɪˈnænʃl], anxiety [æŋˈzaɪəti], ambassador [æmˈbæsədə], foreigner [ˈfɒrɪnə], obscure [əbˈskjuə], luncheon [ˈlʌntʃən], embarrass [ɪmˈbærəs], merchant [ˈmɜːtʃ(ə)nt], debt [det], average [ˈæv(ə)rɪdʒ], height [ˈhaɪt], courteous [kɜːtiəs], invaluable [ɪnˈvæljuəbl], authoritative [ɔːθɒrɪtətɪv], gypsy [ˈdʒɪpsi], alarming [əˈlɑːmɪŋ], catastrophe [kəˈtæstrəfi], marriage [ˈmæɪrɪdʒ], retire [rɪˈtaɪə], desire [dɪˈzaɪə], neighbourhood [ˈneɪbəˌhʊd], particularly [pəˈtɪkjʊləli], murder [mɜːdə], detective [dɪˈtektɪv].

### 3. Translate the sentences. Pay special attention to the words in italics.

1. *Gypsies* move about in caravans and make camps from time to time, and earn a living by collecting scrap material, horse-dealing, fortune-telling, basket-making, etc.

2. It is not considered *respectable* in this country to spit in public.

3. You look *ridiculous* in those tight jeans.

4. *Pour* yourself another cup of tea.

5. The writer *resumed* his story.

6. She was awarded a certificate of for her piano playing.

7. He is *distinguished* for his knowledge of economics.

8. Is the meaning still *obscure* to you?

9. Have you any *trust* in what he says?

10. Her *flattery* deceived everyone.

11. He *owes* \$50 to his father.

### 4. Fill in the blanks with the words from the text.

embarrassed, faults, determined, stewed, imposing, increased, entirely, property, divorce, blame, income

1. He was \_\_\_\_\_ by the lack of money.

2. My life is \_\_\_\_\_ given up to work.

3. She saw a \_\_\_\_\_ chicken in a pan.

4. Don't interfere with these tools. They are not your \_\_\_\_\_.

5. He lives within his \_\_\_\_\_. He spends less than he receives.

6. She loves me in spite of all my \_\_\_\_\_.

7. Bad workmen often \_\_\_\_\_ their tools.

8. He \_\_\_\_\_ to learn Greek.

9. Did Mr Hill \_\_\_\_\_ his wife?

10. She was an \_\_\_\_\_ old lady.

11. The driver \_\_\_\_\_ speed.

### 5. Think of the words that fit the definitions below.

1. form in which a book is published \_\_\_\_\_

2. famous, well-known, remarkable \_\_\_\_\_

3. out of the ordinary; deserving or attracting attention \_\_\_\_\_

4. not well-known; dark, hidden \_\_\_\_\_
5. careful, tactful, prudent \_\_\_\_\_
6. lift the shoulders slightly, to show difference, doubt \_\_\_\_\_
7. trust, strong belief \_\_\_\_\_
8. insincere praise \_\_\_\_\_
9. make to feel awkward or ashamed \_\_\_\_\_
10. completely \_\_\_\_\_
11. trader, esp one doing business with foreign countries \_\_\_\_\_
12. smile happily and cheerfully \_\_\_\_\_

**6. Match the words with their explanations.**

Words	Definitions
gypsy	- go on after stopping for a time;
to determine	- attractive or mischievous person; member of a wandering people;
to increase	- decide; fix precisely;
to owe	- make or become greater in size, number, degree;
imposing	- making a strong impression because of size, character, appearance;
ridiculous	- put an end to a marriage by law;
to blame	- deserving to be laughed at, absurd;
fault	- fix on sb the responsibility for sth done badly or wrongly or not done;
respectable	- defect, blemish, flaw;
property	- possessions, things owned;
income	- money received during a given period (as salary, interests from investments);
to resume	- a person of good character and good social position;
to divorce	- to be in debt to sb.

**7. Match the parts of the nouns.**

book	room
luncheon	place
tea	chair
dining	table
drawing	room
tea	seller
arm	party
fire	brow
business	table
eye	man

**8. Choose the most general word in each set.**

1. tough, strong, stout;

2. fit, suitable, proper;
3. astonish, amaze, surprise;
4. voluble, talkative, garrulous;
5. breakfast, lunch, meal;
6. cheerful, glad, light-hearted;
7. assembly, collection, gathering;
8. look, semblance, appearance;
9. furious, angry, indignant;
10. book, story, literature.

**9. In the story the author uses a lot of compound adjectives. Remember that in English they are spelt with a hyphen. As a rule, compound adjectives have two stresses. Translate the following compound adjectives into Ukrainian.**

Compound Adjectives	Ukrainian Translation
straight-backed	
first-rate	
well-mannered	
large-boned	
well-covered	
open-work	
high-heeled	
good-natured	
independent-like	
respectable-looking	

**10. Fill in the blanks with the compound adjectives from the text.**

She was \_\_\_\_\_ and her bones were \_\_\_\_\_. Mrs Bulfinch was a woman with a \_\_\_\_\_ look. Mrs Albert Forrester gave her guests a \_\_\_\_\_ cigar. Mrs Albert Forrester sat in a \_\_\_\_\_ grandfather's chair. She was wearing now an \_\_\_\_\_ blouse and \_\_\_\_\_ shoes. The woman said, "You see, I'm very \_\_\_\_\_ and I've always liked to have a house of my own." In the tram there was sitting a \_\_\_\_\_ gentleman wearing a gold watch chain.

**11. Fill in the blanks with the nouns derived from the verbs given.**

publish, print, edit, dramatize, invite, connect, direct, appear, depart, agree

Everyone, of course, remembers the success of the \_\_\_\_\_ of "The Achilles Statue." Month after month \_\_\_\_\_ were kept busy printing, \_\_\_\_\_ after \_\_\_\_\_. A \_\_\_\_\_ of the book was made, which ran for a season in New York.

She chose her guests with care, and an \_\_\_\_\_ to one of them was more than a compliment. You never thought of him in \_\_\_\_\_ with his wife. He sat quiet and silent, and if he opened \_\_\_\_\_ his mouth, it was only to give a

\_\_\_\_\_ to one of the maids. She \_\_\_\_\_ was in \_\_\_\_\_ an imposing woman. She thought that Albert felt responsible for the cook's \_\_\_\_\_. I came here willing to come to a reasonable \_\_\_\_\_ and take you back home.

**12. Can you find ten adjectives from the text in this word search?**

F	I	N	A	N	C	I	A	L	O	F	W	S	D	F	G	H
A	M	E	L	Q	O	B	S	C	U	R	E	N	B	V	C	X
D	P	R	A	W	H	Z	X	C	V	A	V	E	R	A	G	E
G	O	T	R	E	R	V	M	N	B	I	H	Y	T	R	M	N
H	S	Y	M	X	T	B	K	L	T	L	B	N	M	L	T	Y
J	I	U	I	R	E	S	P	E	C	T	A	B	L	E	A	A
K	N	I	N	Z	O	M	H	I	O	R	Q	W	E	D	F	G
L	G	B	G	A	H	T	H	O	R	I	T	A	T	I	V	E
V	E	N	D	I	S	C	R	E	E	T	V	F	E	W	D	S

**13. Match the parts of the phrases.**

a distinguished	experiment
an undiscovered	talent
a handsome	the guests
a darkish	compliments
intellectual	of uncertain age
to be deeply interested	wine
a woman	treats
uncommonly	good food
excellent	in politics
to receive	dining-room
courteous	smile
to welcome	drawing-room
a woman	merchant
a currant	of authoritative presence
a dangerous	experiment

**14. Find in the text the sentences with the given word-combinations. Discuss the situations in which they were used.**

to earn money  
financial anxiety  
a distinguished figure  
average height  
to fit sb like a glove  
to stick to the type  
to lag behind  
to burst out laughing  
to be desired

to hire a taxi  
to be sick-and-tired of art  
to run the house  
to see sb to

**15. Say the same in Ukrainian.**

1. The name really did seem to fit Albert like a glove.
2. Clifford Boyleston said that all the wit and wisdom he heard passed over his head like water over a duck's back.
3. "My only fear is that with your appearance short hair would be as the Isles of Greece where burning Sappho loved and sang."
4. "I have had all the literature I can stand and I am sick and tired of art."
5. "But if you think you can make your living by writing the sort of books you do, I must tell you that you haven't a chance."
6. "In a week all London would laugh at you, and the thing that kills an author or a politician, is ridicule".
7. She was a woman of about forty-five, with reddish hair and a reddish face, not pretty, but with a good-natured look.
8. "After the life you've led and the society you've moved in you wouldn't be happy in poorly furnished lodgings."
9. At your parties I often very much wanted to take off my clothes just to see what would happen."
10. "You haven't got the right figure for that at all!"
11. "I discussed the matter with my partners today, and they agree to settle everything nicely. They will buy me out, and I shall have an income of just under nine hundred pounds."
12. "That's what first brought Corinne and me together".

**16. Say the same in English.**

1. Коли Місіс Альберт Форестер написала свій перший детектив, їй вже було 57 років і вона мала значну кількість написаних творів.
2. Її великий талант, однак, залишався не розкритим.
3. Місіс Форестер мала талант приваблювати самих різних людей і ви могли зустріти їх всіх одночасно в її вітальні.
4. Вона старанно обирала своїх гостей і запрошення на її вечори було більш ніж комплімент.
5. "Весь цей час я робила все, що було в моїх силах, щоб зацікавити тебе мистецтвом та літературою," - сказала Місіс Форестер.
6. "А чому би тобі не написати захоплююче детективне оповідання?" - сказав Альберт.
7. Місіс Форестер розсміялася.
8. "Ми можемо дати тобі всі потрібні поради, люба. Я прочитав сотні детективних оповідань".



9. “Впродовж 30 років ти був оточений всім тим, що було найкращого в англійській літературі і весь цей час ти читав детективні романи!”
10. Місіс Форрестер збиралася щось сказати, але саме в той час трамвай підійшов на зупинку.
11. Це був такий самий чоловік, який лежав мертвим у Гайд Парку згідно опису Альберта.
12. Я збираюсь написати детективне оповідання і маю намір підняти жанр детективу до рівня мистецтва.

## **READING COMPREHENSION**

### **1. Attention check**

*Read the text once then state whether the sentences given below are true or false according to the text.*

*Express your agreement or disagreement with the statements, using the following phrases: “I’m afraid it’s a mistake”, “That’s what I think”, “I’m inclined to think”, “The facts don’t support”, “Rubbish”, “Nothing of the kind”, “How can it be?”*

1. All people know how Mrs Albert Forrester came to write ‘The Achilles Statue’.
2. The publication of ‘The Achilles Statue’ was not successful.
3. ‘The Achilles Statue’ is the only book by Mrs Albert Forrester.
4. Mrs Albert Forrester’s books didn’t sell because they were not highly praised by the critics.
5. Mrs Albert Forrester’s tea parties were on Saturdays.
6. During the parties tea was served by Mrs Albert Forrester herself.
7. Mrs Albert Forrester was a well-educated woman.
8. She was a brilliant speaker.
9. Mrs Albert Forrester was a member of one of the political parties and she thought of going into Parliament.
10. Mrs Albert Forrester’s drawing-room was always full of people of different nationalities.
11. The invitation to the party was highly valued by everyone.
12. The guests were sincere in all their compliments than Mrs Albert Forrester received.
13. Mrs Albert Forrester was responsible for the housekeeping.
14. Mr Albert Forrester made the luncheons more attractive than the tea parties.
15. Albert had a noticeable figure.
16. Mr Albert Forrester couldn’t exist without his wife.
17. Albert collected postage stamps that’s why people spoke of him as *The Philatelist*.
18. Mr Albert Forrester was not a very rich businessman.
19. Mrs Albert Forrester loved her husband and took good care of him.
20. Albert was greatly interested in literature.
21. Mrs Bulfinch was a rich respectable woman.

22. Mr Forrester and Mrs Bulfinch had common hobbies, interests and views.  
23. Mr Forrester was fond of the books of his wife and highly valued them.  
24. Mrs Albert Forrester didn't appreciate the morals of the French.  
25. Mr Forrester and Mrs Bulfinch advised Mrs Forrester to write a series of detective stories.

**2. Test your understanding of the text.**

1. Mrs Albert Forrester lived in \_\_\_\_\_.
  - a) a flat
  - b) a boarding-house
  - c) a cottage
2. Mrs Albert Forrester received her guests every \_\_\_\_\_.
  - a) Sunday
  - b) Tuesday
  - c) Thursday
3. To her parties Mrs Albert Forrester invited only \_\_\_\_\_.
  - a) well-known people
  - b) common people
  - c) foreigners
4. Mrs Albert Forrester gave her luncheons of \_\_\_\_\_.
  - a) six people
  - b) eight people
  - c) as many people as could come
5. Mrs Albert Forrester's husband was \_\_\_\_\_.
  - a) a good-mannered man
  - b) an ill-mannered man
  - c) a bad-tempered man
6. Miss Waterford said about Mrs Albert Forrester and her husband as "Moliere and his cook" because \_\_\_\_\_.
  - a) Mr Forrester cooked all food for the parties
  - b) Mrs Forrester told all her stories to her cook
  - c) Mr Forrester fell in love with the cook
7. In appearance Mrs Albert Forrester was \_\_\_\_\_.
  - a) a delicate figure
  - b) a large-boned woman
  - c) a slim woman
8. When Mrs Bulfinch went away, all Mrs Albert Forrester's friends \_\_\_\_\_.
  - a) were glad because she was a bad cook
  - b) thought it a catastrophe because it was impossible to find a new cook very quickly
  - c) considered her to be a remarkable cook
9. Mr Forrester decided to leave with the cook because he was fed up with his wife's \_\_\_\_\_.
  - a) diets

- b) literature and art
  - c) books
10. The thing that kills an author or a politician is \_\_\_\_\_.
- a) fame
  - b) ridicule
  - c) ignorance.

### Discussion

1. Which words in the first paragraph suggest that Mrs Albert Forrester's novel 'The Achilles Statue' was popular.
  2. What details show us that the publication of the novel was a success?
  3. What was Mrs Forrester's position as a writer when her first detective story was published?
  4. Were all of her works successful, widely-read and well-sold?
  5. What was Mrs Forrester's position in society?
  6. Describe Mrs Forrester's drawing-room.
  7. What shows that Mrs Forrester was interested in politics. Was she, in your opinion, deeply interested in politics?
  8. What kind of people were invited to Mrs Forrester's parties?
  9. Why did she invite mostly men to her luncheons?
  10. Why Mrs Forrester's husband make her parties less attractive?
  11. How did Mrs Forrester behave when her guests tried to make fun of her husband?
  12. Who was the main speaker at the parties?
  13. What were Mr Forrester's responsibilities in the house?
  14. Was Albert Forrester a rich man?
  15. Did Mrs Forrester take good care of her husband?
  16. What information did Mrs Forrester discover in the Albert's letter?
  17. What impression did Mr Forrester's letter make on his wife?
  18. State clearly, in one sentence, what was the reason of Mr Forrester's leaving home.
  19. What was the unanimous decision of Mrs Forrester's friends concerning her husband's departure?
  20. Did Mrs Forrester really want her husband to come back?
  21. Explain the words: "A dancer or a lady of title wouldn't do you any harm, but a cook will finish you."
- Explain the paragraph:
- "You will go and see him tomorrow, won't you?" asked Mr Simmons. Mrs Forrester didn't answer for some time and finally said:
- "For my art's sake, not for mine!"
22. Do you think Mr Forrester was happier with Mrs Bulfinch than with Mrs Forrester?
  23. What property did Mrs Bulfinch earn? What were her plans for the future?
  24. How did Albert greet Mrs Forrester?
  25. What was his attitude to the people who surrounded his wife?

26. What common interests and hobbies did Mr Forrester and Corinne have?
27. Explain the following paragraph:  
“Now I see what a gulf separates us,” she said and her voice shook a little. “You’ve been surrounded for thirty years with all that was best in English literature and all this time you’ve been reading detective novels! I came here willing to come to a reasonable agreement and take you back home. Now I wish it no longer.”
28. Why did Mrs Forrester change her mind?
29. What did Mr Forrester and Mrs Bulfinch advise Mrs Forrester to write. How did she like the idea?
30. Describe the effect that Mrs Forrester’s words had on her guests when she returned home.

### **Reorganization**

1. Divide the story into logical parts and make a plan of it. What titles for each part can you suggest?
2. Tell the story in your own words according to your plan.
3. Act out a conversation between:
  - a) Mrs Forrester and her husband
  - b) Mrs Forrester and Mrs Bulfinch.
4. Describe the appearance of Mrs Albert Forrester. What shows that she was the woman of authoritative presence?
5. Describe Mr Forrester. Why do all the friends of Mrs Forrester always thought of him in the connection with his wife?
6. Find in the text passages where Mrs Bulfinch is described. What could attract Mr Forrester in her?

### **Reproduction and Composition**

1. Relate an incident from ‘The Creative Impulse’ that you think most impressive.
2. Give a clear account of what happened to Mrs Albert Forrester.
3. Write a simplified version of the passage in words and constructions with which you are familiar.
4. Hold a round-table discussion on the following topics:
  - a) Literature seldom consoles the reader: it confronts the reader with disagreeable questions to which it fails to supply the final answer.
  - b) Art speaks a universal language.
  - c) Literature mirrors the search for truth.
  - d) Art has a great educational and formative influence on the minds of the people.

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Навчальне видання

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