

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
Донецький національний університет  
економіки і торгівлі  
імені Михайла Туган-Барановського

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

**С. А. Остапенко, Г. М. Удовіченко, Л. А. Дмитрук**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ  
ДИСЦИПЛІНИ**

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

**II рік навчання**

Кривий Ріг  
2020

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Ступінь: бакалавр  
II рік навчання

Затверджено на засіданні  
кафедри іноземної філології,  
українознавства та соціально-  
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**О 76**

**Остапенко С. А., Удовіченко Г. М., Дмитрук Л. А.**

**О 76** Методичні рекомендації з вивчення дисципліни «Практичний курс основної іноземної мови (аналітичне читання та розмовний практикум)», ступінь бакалавр, 2 рік навчання. Кривий Ріг : ДонНУЕТ, 2020. 428 с.

Дисципліна «Практичний курс основної (англійської) іноземної мови» вивчається 8 семестрів. Дані методичні рекомендації охоплюють матеріал другого року навчання: 3 семестр – модуль III, 4 семестр – модуль IV.

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 до викладання іноземних мов з урахуванням розвитку комунікативної компетенції.

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## **ЗМІСТ / CONTENTS**

<b>ВСТУП / INTRODUCTION</b>	<b>5</b>
<b>ЧАСТИНА 1. ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ / GENERAL STUDY GUIDE</b>	<b>7</b>
<b>ЧАСТИНА 2. ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ / PRACTICAL TRAINING SUBJECT MATTER</b>	<b>15</b>
MODULE III	
Unit 1. Careers and Professions	16
Unit 2. Health Care	61
Unit 3. America and Americans	100
MODULE IV	
Unit 4. Britain and the British. London	139
Unit 5. Ukraine and the Ukrainians	170
Unit 6. The Performing Arts	205
<b>ЧАСТИНА 3. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ / STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE</b>	<b>243</b>
Careers and Professions	244
Health Care	265
Ukraine and English-speaking countries	283
The Performing Arts	300
HOME READING	315
<b>СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ / REFERENCES</b>	<b>424</b>
<b>APPENDIX</b>	<b>425</b>

## **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, відповісти 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	5/5
Загальна кількість годин	150/150
Кількість змістових модулів	4
Лекції, годин	-
Практичні / семінарські, годин	70/80
Лабораторні, годин	-
Самостійна робота, годин	80/70
Тижневих годин для денної форми навчання:	
аудиторних	5
самостійної роботи студента	5
Вид контролю	залік, 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, волевих 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:**

Лексичний матеріал:

17. Кар'єри і професії.
18. Піклування про здоров'я.
19. Виконавські види мистецтва.
20. Америка та американці.
21. Британія та Британці. Лондон.
22. Україна та українці.
23. Домашнє читання.

Граматичний матеріал:

15. Наказовий спосіб.
16. Узгодження часів.
17. Пряма і непряма мова.
18. Умовне речення реальної і нереальної умови.
19. Інфінітив.
20. Інфінітивні звороти.
21. Дієприкметник.
22. Дієприкметникові звороти.
22. Герундій та герундіальний зворот.

### 3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
		У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
<b>Модуль 1</b>					
<b>Модуль 3</b>					
<b>Змістовий модуль 5: Людина та її оточення</b>					
Тема 38. Кар'єри і професії	20		10		10
Тема 39. Піклування про здоров'я	20		10		10
Тема 40. Виконавські види мистецтва	20		10		10
Тема 41. Домашнє читання	15		10		5
<b>Разом за змістовим модулем 5</b>	<b>75</b>		<b>40</b>		<b>35</b>

<b>Змістовий модуль 6: Стани дієслова. Пряма і непряма мова</b>					
Тема 42. Наказовий спосіб	10		2		8
Тема 43. Узгодження часів	15		4		11
Тема 44. Пряма і непряма мова	25		12		13
Тема 45. Умовне речення реальної і нереальної умови	25		12		13
<b>Разом за змістовим модулем 6</b>	<b>75</b>		<b>30</b>		<b>45</b>
<b>Усього модуль 3</b>	<b>150</b>		<b>70</b>		<b>80</b>
<b>Модуль 4</b>					
<b>Змістовий модуль 7: Україна та англomовні країни</b>					
Тема 46. Америка та американці	20		10		10
Тема 47. Британія та британці. Лондон	20		10		10
Тема 48. Україна та українці	20		10		10
Тема 49. Домашнє читання	15		10		5
<b>Разом за змістовим модулем 7</b>	<b>75</b>		<b>40</b>		<b>35</b>
<b>Змістовий модуль 8: Неособові форми дієслова</b>					
Тема 50. Інфінітив	15		6		9
Тема 51. Інфінітивні звороти	15		10		5
Тема 52. Дієприкметник	15		6		9
Тема 53. Дієприкметникові звороти	15		8		7
Тема 54. Герундій та герундіальний зворот	15		10		5
<b>Разом за змістовим модулем 8</b>	<b>75</b>		<b>40</b>		<b>35</b>
<b>Усього модуль 4</b>	<b>150</b>		<b>80</b>		<b>70</b>
<b>Усього годин</b>	<b>300</b>		<b>150</b>		<b>150</b>

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

№ з/п	Вид та тема заняття	Кількість годин
Модуль 3		
78	Практичне заняття Вибір та розвиток кар'єри.	4
79	Практичне заняття Наказовий спосіб.	2
80	Практичне заняття Кар'єри 21 століття.	2
81	Практичне заняття Узгодження часів.	2
82	Практичне заняття Працевлаштування та написання резюме.	4
83	Практичне заняття Узгодження часів.	2
84	Практичне заняття Домашнє читання.	2
85	Практичне заняття Пряма та непряма мова. Спонукальні речення.	2
86	Практичне заняття Охорона здоров'я в Британії.	4

87	Практичне заняття Пряма та непряма мова. Розповідні речення.	2
88	Практичне заняття Паління та здоров'я.	2
89	Практичне заняття Пряма та непряма мова. Загальні питання.	2
90	Практичне заняття Лікування та відвідування лікаря.	4
91	Практичне заняття Пряма та непряма мова. Спеціальні питання.	2
92	Практичне заняття Пряма та непряма мова.	4
93	Практичне заняття Домашнє читання.	4
94	Практичне заняття Умовні речення I типу.	2
95	Практичне заняття Виконавські види мистецтва	2
96	Практичне заняття Умовні речення II типу.	2
97	Практичне заняття Виконавські види мистецтва	4
98	Практичне заняття Умовні речення III типу.	2
99	Практичне заняття Тур по Київським театрам	2
100	Практичне заняття Умовне речення мішаного типу.	2
101	Практичне заняття Голлівудські легенди.	2
102	Практичне заняття Конструкція I wish (If only).	4
103	Практичне заняття Домашнє читання.	4
	Разом модуль 3	<b>70</b>
Модуль 4		
104	Практичне заняття Спосіб спілкування американців.	4
105	Практичне заняття Інфінітив.	2
106	Практичне заняття Інфінітив.	4
107	Практичне заняття Визначні місця та культурне життя Америки.	4
108	Практичне заняття Об'єктна інфінітивна конструкція.	2
109	Практичне заняття Американський расизм.	2
110	Практичне заняття Об'єктна інфінітивна конструкція.	2

111	Практичне заняття Домашнє читання.	2
112	Практичне заняття Суб'єктна інфінітивна конструкція.	4
113	Практичне заняття Прийменникова інфінітивна конструкція.	2
114	Практичне заняття Домашнє читання.	2
115	Практичне заняття Британський характер.	4
116	Практичне заняття Дієприкметник.	2
117	Практичне заняття Лондон.	2
118	Практичне заняття Дієприкметник.	2
119	Практичне заняття Культурне життя Британії.	4
120	Практичне заняття Дієприкметник.	2
121	Практичне заняття Домашнє читання.	2
122	Практичне заняття Об'єктна дієприкметникова конструкція.	2
123	Практичне заняття Абсолютна дієприкметникова конструкція.	4
124	Практичне заняття Домашнє читання.	2
125	Практичне заняття Дієприкметникові конструкції.	2
126	Практичне заняття Хлібний кошик Європи.	2
127	Практичне заняття Економіка України.	4
128	Практичне заняття Герундій.	2
129	Практичне заняття Культура України.	2
130	Практичне заняття Герундій.	2
131	Практичне заняття Міста України.	2
132	Практичне заняття Герундіальні конструкції.	4
133	Практичне заняття Домашнє читання.	2
134	Практичне заняття Герундій та герундіальна конструкція.	2
	Разом модуль 4	<b>80</b>
	<b>Всього</b>	<b>150</b>

## 5. Розподіл балів, які отримують студенти

Відповідно до системи оцінювання знань студентів ДонНУЕТ, рівень сформованості компетентностей студента оцінюються впродовж семестру (100 балів). У випадку проведення екзамену: на протязі семестру (50 балів) та при проведенні підсумкового контролю – екзамену (50 балів).

### Оцінювання студентів протягом семестру

№ теми практичного заняття	Аудиторна робота					Позааудитор- на робота	Сума балів
	Тестові завдан- ня	Виконання практичних завдань теми	Обговорен- ня теоретичних питань теми	Індиві- дуальне завдання	ПМК	Завдання для самостійного виконання	
Модуль 3							
Змістовий модуль 5							
Тема 38	2	6		2		1	11
Тема 39	2	6		2		1	11
Тема 40	2	5		4		1	12
Тема 41		5				2	7
Разом змістовий модуль 5	6	22		8	10	5	51
Модуль 6							
Тема 42		2				1	3
Тема 43	2	4		2		1	9
Тема 44	2	6		4		2	14
Тема 45	2	6		4		1	13
Разом змістовий модуль 6	6	18		10	10	5	49
Разом модуль 3							100
Модуль 4							
Змістовий модуль 7							
Тема 46	1	2		1		0,5	4,5
Тема 47	1	3		1		0,5	5,5
Тема 48	1	3		1		0,5	5,5
Тема 49		2				0,5	2,5
Разом змістовий модуль 7	3	10		3	4	2	22
Змістовий модуль 8							
Тема 50	1	3				0,5	4,5
Тема 51	1	3				0,5	4,5
Тема 52	1	3				0,5	4,5
Тема 53	1	3,5				0,5	5
Тема 54	1	3				0,5	4,5
Разом змістовий модуль 8	5	15,5			5	2,5	28
Разом модуль 4							50

### **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).

<b>Оцінка</b>		
<b>100-бальна шкала</b>	<b>Шкала ECTS</b>	<b>Національна шкала</b>
90-100	A	5, «відмінно»
80-89	B	
75-79	C	
70-74	D	
60-69	E	
35-59	FX	
0-34	F	

**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

## UNIT 1

**Topic:** Careers and Professions

**Grammar:** Perfect, Continuous and Perfect Continuous tenses

**Functional Expressions:** Expressing hopes, stating preferences, expressing obligation

**Writing:** Cover Letter, Curriculum Vitae (Resume)

### INTRODUCTION

#### ***1. Discuss the following points:***

1. When you have entered a university in Ukraine do you believe you have chosen your career? Compare the situation in this country with the situation in the UK or the USA in terms of when decisions are made as to the choice of career, before higher education or after.

2. When choosing a career, what are our expectations and objectives?

3. What jobs do you believe to be boring and what jobs are interesting?

4. How important is a career for men and women? Do you see any differences? What is the history of the attitudes to women's employment?

5. What are the current trends in the labour market that you are aware of?

#### ***2. Discuss the following quotations giving examples of what is meant and your opinions:***

a) "All paid jobs absorb and degrade the mind" (Aristotle).

b) "I love deadlines. I love the whooshing sound they make as they fly by" (Douglas Adams).

c) "He that would perfect his work must first sharpen his tools" (Confucius).

d) "Work is the curse of the drinking classes" (Oscar Wilde reworking the old saying "Drink is the curse of the working classes").

e) "Everybody wants to save the earth; nobody wants to help Mom do the dishes" (P. J. Rourke).

f) "Vocations which we wanted to pursue, but didn't, bleed, like colours, on the whole of our existence" (Honoré de Balzac).

#### ***3. Without looking in your textbooks, listen to the recorded dialogue "Job Interview", to get its main message. (Appendix 1)***

#### ***4. Listen to the dialogue again and identify the functions used in it. Write them down and compare information with your neighbour. Answer the following questions:***

a) Was the dialogue you heard a beginning or an end to the conversation?

b) Who were the two participants in it?

c) Was there any argument in it? How did it develop?

d) What do you think is the outcome of the conversation?

e) Were there any facts mentioned in the dialogues?

f) Were there any words used that you would classify as business English?



**5. Find among the expressions given below those that were used in the dialogues and other expressions of the same function specifying the speech register for each expression. Try to memorise as many of them as possible.**

Expressing hopes	Stating preferences	Expressing obligation
I hope that...	I would prefer to...	We must...
I would expect to...	I'd rather...	I really need to...
I always wanted to...	I think it would be better if...	You certainly ought to...
I had always expected that...	I'd love to have that one...	I think we'll have to...
After that date, I'd like to...	That's clearly the optimal...	We should...
If this would only happen, then I'd want to...	That suits you, but...	I want to return the favour. ..
I'd like to...	I think the second one's worse...	It's essential that...
It would be wonderful if...	I'd much rather... That's the	It's mandatory that... You'd better...
It'd be brilliant if...	one for me.	You're going to have to...

**6. Fill in the gaps of the dialogue below with statements based upon the functional expressions you have learnt.**

Candidate: ... you have received my letter of application.

Secretary: ... so, but I can't find it anywhere. Wait a second. Here we go. This one must be yours.

C.: ... it was looked through and short-listed.

S.: ... , but I'm afraid the boss didn't have enough time to work with applications. And she's in a meeting at the moment. ... wait, it'll soon be over.

C.: ... wait, as I ... have some sort of an answer today, as I ... go out of the city for a week.

S.: You may look through those brochures about our company there on the table while waiting.

C.: Thank you. ... learn more about your company.

7. Make up your own dialogues of job interviews using functional expressions that you've learnt.

**7. Translate the dialogue into English using functional expressions from above and the following words: стипендія – grant, підробіток – additional income.**

Оксана: Аж не віриться, що ми вже студенти другого курсу. Стипендію затримують і грошей катастрофічно не вистачає.

Катя: Твоя правда. Я завжди хотіла знайти підробіток.

О.: Я теж. Тоді нам треба негайно починати пошуки. Купити газети з оголошеннями прямо зараз.

К: Минулого разу платила ти. Тепер я хочу зробити тобі послугу. Чекай, а ось і кіоск. Ми хотіли б газети з оголошеннями про роботу.

Кіоскерка: Вибирайте, дівчата.

Катя: Думаю, оця товста газета – найкращий вибір.

О.: А оцю тоненьку я візьму для себе.

Кіоскерка: 3 вас три гривні.  
К.: Дякуємо.

## READING 1

*1. Look at the title of the text and say what you think the text is about.*

*2. Think of ten to fifteen thematic words which you are likely to find in following text on 'Choosing and developing a career' and write them down, checking whether the words you predict actually appear.*

*3. Learn the pronunciation of the following words:*

remuneration, convergent, divergent, scheme, mobile, compete, competitiveness, employer, employee, physicist, surgeon, sociologist, anthropologist, inherent, concomitant, hierarchical, consequences, quit, orient, advertise, advertisement, opportunistic, careerist, McLuhan, detailed

*4. Read the text "Choosing and Developing a Career" and underline the sentences that summarize the main idea of each paragraph.*

### Text 1: Choosing and Developing a Career

A job is an essential part of life for all but the lucky few who have an income independent of their daily activity. Although it is possible to say that the better the job, the better the money and the associated **remuneration**, at the same time many people choose jobs that give them satisfaction and a sense of achievement, even though the money's poorer.

Is it better to have a large salary, company car, mobile phone and valuable **pension scheme**? Or is it better to have the comfort of knowing that you are helping your fellow members of society while being relatively worse-off financially?

Another aspect is the difference between a **job** and a **career**. The first implies an **occupation**, while the second implies progress and development. Ambition is usually an essential part of having a career, as the achievement you may desire doesn't just happen – it has to be worked for. Many people in a career, especially in very large organisations, may devote as much or more of their time and energy furthering their career as doing their job. There the inherent competitiveness **comes to the fore**, where **beating your fellow worker to a promotion** can give more pleasure than the successful completion of a project.

Jobs themselves obviously vary tremendously. They may be ability-based, knowledge-based or just something that someone else refuses to do.

An ability-based job requires a certain aptitude or talent, such as a music teacher, who has to have a suitable level of talent in relation to music. They also have to be able to teach, a gift often **lost to** many teachers. A knowledge-based job usually requires long preparatory education in order to be, for example, a radio-physicist or a surgeon. The acceptance of a job can also vary in that many people could not imagine cleaning toilets, while many others not imagine cutting open a human body, as a surgeon has to.

Education during the twentieth century has had to alter to reflect changes in society, especially where jobs are concerned. Most Western economies are becoming more and more reliant on service industries than on manufacturing and agriculture. While the latter require “**specialists**” in terms of knowledge, service industries may need more “generalists” who tackle complex interrelated issues. Here education has to concentrate more on **divergent** thinking than on **convergent** thinking.

For example, the most successful stockbrokers today spend as much time reading the news as calculating **return-on-investment** (mostly done by computers anyway). Moods and trends are the drivers for their work and if they orient their business decisions in the right way they become rich. If not, others beat them and they become out-of-work. Western companies market and sell products probably actually made for them in the East. The processes of selling and **marketing** rely more on creativity and originality than on technical knowledge.

Very few people in a mobile telephone company, for example, can give any sort of detailed explanation of how the thing itself works, since they concentrate on its commercial aspects. As the Canadian philosopher Marshall McLuhan said in the 1960s, “Invention is the mother of necessity” (to contradict the ancient belief that “necessity is the mother of invention”).

Personal abilities such as the ability to communicate successfully, write clearly, analyze often apparently unrelated factors and give a fresh approach to an old problem are often the most highly-prized facet of an employee. The “specialists” who refine the technology for a new or different technical product or those that translate its operating instructions into a different language, for example, will always be needed. But more and more “generalists” will be needed to sell and market such products. The nineteenth-century rules of **demarcation** of labour are fading away as computerization takes over more and more of the mechanical tasks within a job (such as calculating a price, matching an item to a requirement or finding a piece of legislation), leaving tomorrow’s employees needing to be original and creative.

***5. Answer the following questions after the first reading of the text:***

1. What does a job mean for most people in practical terms?
2. What are the ability based and the knowledge-based jobs?
3. What positive and negative meanings may the phrase “to make a career” have?
4. What is the role of education in making your career?
5. What does a divergent thinking mean? Why is it so important in today’s careers?
6. What facets are expected of an employee nowadays? Explain why.
7. What is the meaning behind the McLuhan quote? Give your own examples of inventions that are sold as being the “necessities” of life. (Note that in The Republic Plato wrote that “Necessity is the Mother of Invention”)
8. What is fact and what is the author’s opinion in the text?

***6. Go through the text again and give the Ukrainian equivalents for the highlighted words. Then study the following vocabulary notes:***

### **Vocabulary notes**

1. **Occupation**, *n.* This word has two key meanings: that what a person does as employment for money and secondly, that what they do for relaxation or fulfillment. The first meaning can use “occupation” as a very general word to denote a person’s job, means of earning a living, or profession. The noun “**profession**” is not really a synonym as it implies a way of earning a living after longer and more profound education than may be perhaps needed for just any occupation, e.g. He was an electronic engineer by profession, but his main occupation nowadays was repairing TV sets and other appliances. “**Trade**” is another noun relating to job, employment, occupation and profession, when it means “skilled craft practiced professionally”, e.g. “He was a thatcher by trade”. A “**vocation**” is literally a “calling” – the abstract desire to join a profession for a deep-down need to contribute to some part of society and can be translated as “покликання”.

Thus, the common meanings of the described words are:

#### **Occupation**, *n.*

1) a person’s means of earning a living – рід занять, фах, професія, праця, робота, e.g. Thomas took his occupation and his religion very seriously (SOED – Shorter Oxford English Dictionary);

2) pastime – заняття, захоплення, e.g. I find there is no occupation that stimulates thought more than digging (SOED);

3) taking or holding a country by force – окупація, e.g. occupation army, occupation force, e.g. The occupation army fortified their headquarters in the capital of the country that had just been invaded.

#### **Profession**, *n.*

1) vocation or calling, especially learned or scientific – професія, фах, рід занять, e.g. medical profession;

2) a generic name for people in the same job – особи якоїсь професії, e.g. the legal profession – юристи, the learned professions – богослов’я, право та медицина, the oldest profession – проституція.

#### **Trade**, *n.*

1) A skilled handicraft practiced professionally, especially one requiring an apprenticeship – заняття, ремесло, e.g. The machinist took seven years to learn his trade.

*Phrases:* a shoemaker by trade – професія шевця, a stonemason by trade – каменярь за фахом, to apprentice somebody to a trade – вчити когось ремесла, the Trade – представники певної професії або ремесла.

It is important not to confuse the words *tradesman* (someone who practises a trade – ремісник) with *trader* (someone who deals commercially in products or services – трейдер). e.g. His trade was that of a merchant, specializing in the barter of wool for spices.

2) the buying, selling or exchange of goods and services for profit – торгівля, e.g. home trade – внутрішня торгівля, foreign trade – зовнішня торгівля, fair trade – торгівля на основі взаємної вигоди, retail trade – роздрібна торгівля, trade in arms – торгівля зброєю.

*Phrasal verbs:*

**To trade on.** To take advantage of someone's credulity or reputation – мати вигоду, використовувати в особистих інтересах, e.g. He traded on his family connections to rise to a senior position. *Or* She traded on his ignorance of antiques to buy the painting very cheaply.

**To trade in.** To part-exchange a used item for a new or better replacement, paying only the difference in price between the two items – віддавати стару річ в рахунок придбання нової або обміняти з доплатою, e.g. 85 % of new cars bought in the UK have a trade-in.

**To trade off.** To exchange something as the result of bartering, a negotiation or a course of action – поступатися чимось в обмін на щось, розплачуватись чимось за щось, збувати, обмінювати, e.g. The Ministry of Finance of any modern State often has to trade-off reduced inflation against higher unemployment. *Or* They got a good discount on their holiday booking, but for that, they had to trade-off paying for their meals in advance at the hotel.

2. **Job**, *n.* “Job” is different to “profession” or “occupation” in that it means a position in, or piece of, paid employment, which has specific descriptions of functions and responsibilities, e.g. The band, all classical musicians by profession got themselves a good job for the summer season playing Rock music on Sunday lunchtimes in the pub.

Other common meanings of “job” as a noun include:

1) piece of work to be done, task, especially a difficult one – праця, робота, e.g. They ran the long job on the computer overnight. A hell of a job – ще та справа!

2) state of affairs – стан речей, e.g. bad job – безнадійна справа.

*Phrases:* just the job – те, що треба, make a job of something – добре впоратися з чимось, to make a bad job – погано впоратися з ділом, on the job – при справі, або займатися сексом, out of a job – безробітний.

*Comb.:* job opening – вакансія, job description – функціональні обов'язки, odd jobs – випадкова робота.

3. **Employment**, *n.* In addition to the meaning of “person's trade or profession” also means:

1) the process of employing or the status of being employed – наймання, приймання на роботу, зайнятість, e.g. full employment – повна зайнятість, part-time employment – часткова зайнятість;

2) occupation, business, paid work – праця, робота за наймом, e.g. The market for his profession was so narrow that getting employment was a nightmare.

4. **Career**, *n.* The principal meaning of the “career” is “professional progress through life” – кар'єра, успіх, e.g. He retired after an outstanding career that had taken him to the very top of his profession.

*Phrase:* to make a career for yourself, to carve out a career for yourself – зробити кар'єру.

*Comb.:* career politician – професія політика, career woman – жінка, яка робить кар'єру, ділова жінка; careers advisor – консультант з професійної орієнтації, career structure – структура організації, яка надає можливість кар'єрного зростання.

5. **Remuneration**, *n, formal*. A word normally only used in highly formal contexts, meaning “reward, pay for services rendered” and can be translated as “винагорода, оплата, компенсація”. Remuneration is different to “wages” and “salary” in that it is the “package” paid to a more senior employee that may include commission or special bonuses, e.g. The remuneration will be concomitant with the level of experience.

**Wages** traditionally refer to the weekly pay given for a job. It is likely to vary as to the number of hours worked, with bonuses for any overtime.

A **salary** is generally paid monthly to a more senior employee, and is a fixed amount. Most usually, the overtime is not paid – the employee is expected to work as much as necessary to get the job done.

6. **Pension scheme**. Пенсійна програма. Although employers are mandated to pay into a State pension scheme, the ultimate pension from the State is not great. Consequently, many companies have private pension schemes which they pay into, as a benefit for the employee and as an encouragement to loyalty.

7. **Come to the fore**. Виходити на передній план. A common phrase meaning “to come to prominence, to become highly visible, usually as a result of success.”

8. **Beat somebody to a promotion**. Отримати підвищення на службі в обхід комусь.

A common phrase used to mean that someone wins the race to a promotion, most important in hierarchical or “pyramid” organisations.

9. **Lost**, *participle*. Втрачений, загублений, пропалий. “A gift lost to teachers” may be translated as “дар, якого вчителі не мають”.

*Comb.:* lost happiness – втрачене щастя, lost effort – марне зусилля, to make up for lost time – надолужити змарнований час.

Other meanings of the participle include:

1) dead – загиблий, e.g. to give somebody up for lost – вважати когось загиблим;

2) failing to find a destination – заблудлий, e.g. the lost sheep – заблукана вівця;

3) missed – невикористаний, пропущений, e.g. lost opportunity – упущена можливість.

10. **Specialist**, *n*. Спеціаліст, фахівець в певній галузі. Note that the Ukrainian word “спеціаліст” has a much wider meaning and is used for a considerably extended range of professions than the English word “specialist”. The best translation for the Ukrainian word “спеціаліст” is the English noun “professional”.

Thus, the main meanings of the noun “specialist” include:

1) an expert in a particular narrow area, studying or working with a defined branch of a subject – спеціаліст в певній (вузькій) галузі, e.g. The owner of the art gallery was a specialist in the work of Renoir.

2) a medical practitioner having advanced training in and dealing exclusively with a narrowly defined field – вузький фахівець (медик), e.g. The General Practitioner referred his patient to the Eye Specialist at the nearby hospital.

11. **Divergent**, *adj*. **Convergent**, *adj*. Конвергентний. Дивергентний. These are adjectives with opposite meanings, i.e. antonyms.

**Convergent** thought is the use of deductive reasoning to narrow down issues to solve a problem and produces a logical result by logical means. **Divergent** thinking is when unusual answers or responses to a problem are reached by widening the issues involved. The latter is sometimes called “lateral thinking”. In recent years, in business especially, divergent thought has become highly prized as it allows for innovation, creativity and originality. This gives commercial companies a “competitive edge”.

12. **Return on investment (ROI).** Повернення капіталу на інвестицію. This is the hard statistic that measures the value of a business and the money it generates in a given period, usually a year, as a percentage of the capital invested in that company prior to that period. Therefore if an investor puts 100,000 into a company and receives 8,000 pure profit then the ROI is 8%. It ignores many other measures of profitability and value normally used in business.

13. **Marketing, n.** Маркетинг, продаж, збут. This is a generic name for the wide range of activities that take place to ultimately sell a product and to differentiate it from its competitors. These include design, branding, advertising, merchandising and pricing.

14. **Demarcation, n. Lit.** Marking of a boundary or limits – демаркація, розмежування. In the text it is used in the figurative meaning as in classical Marxism and can be translated as “розподіл праці”.

**7. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

**8. Say whether each statement is true or false:**

1. To all people remuneration is the most important component of their jobs. 2. All jobs are knowledge-based. 3. In modern large organisations people in a career often devote as much or more of their time and energy furthering their career as doing their job. 4. The acceptance of a job doesn't mean anything when choosing a profession. 5. Service industries require “specialists” more than “generalists”. 6. Divergent thinking is getting more and more praised nowadays. 7. Marketing relies more on technical knowledge than on creativity. 8. The Marxist rules of demarcation of labour are fading away in the 21st century as computerization takes over more and more of the mechanical tasks within a job.

## VOCABULARY PRACTICE 1

**9. Read the following eight statements and say which of them are telling us about the speaker's job, which are about their favourite occupation and which are about an occupation. Which of them are job descriptions and which are occupation descriptions?**

A. “When I get home there's nothing better than changing into my old clothes, going outside and weeding the flowerbeds.”

B. “I liaise with the marketing department to ensure that the design characteristics we're working on for next year's models are the most likely to give us a competitive edge in the market.”

C. "Whenever possible, I close the General Ledger and spent time with my watercolours, preferably in the Old Town, recreating street scenes from the 19th Century".

D. "I usually perform after the trapeze artists with my three lions, as the audience is usually in bit of a nervous mood, and my act extends and heightens the thrills from the danger involved".

E. "I admire surgeons because they're so important to our society and its Health Service, but cutting people open is something I just couldn't do".

F. "I suppose we have to have vicars and priests, because a lot of people believe in the faiths they represent, but I personally don't support any organised religion and I suppose to be blunt, I don't really care what they do."

G. "To relax at weekends I always try to go sailing whenever I can, even when it's raining."

H. "After I graduated, I joined the company as a management trainee but liked working in the Production unit so much I've been here ever since, in charge of scheduling".

**10. Translate the following sentences into Ukrainian paying especial attention to the meaning and translation of the italicised words.**

1. By *profession* he was a shearer of sheep, a seasonal *occupation*. 2. What's your *profession*? 3. What's your *occupation*? 4. They made a *trade* by which he would mow the lawns in exchange for Sunday dinner. 5. The American company didn't want any *trade* with the Japanese supplier, even though it was now the only manufacturer. 6. The *Trade* Gap worsened as the yen increased in value. 7. The Asian countries concluded a series of International *Trade* Agreements. 8. The Christmas *trade* is an especially busy time of year for many businesses. 9. The tourist *trade* provided the lion's share of the island's income. 10. The *trade* will never agree. 11. She took a part-time *job* as a waitress while finishing her degree. 12. He finally landed the *job* he had hoped for all his life. 13. At the *job* interview, the company was keen to stress its highly developed *career* structure philosophy. 14. The *remuneration* is based on the amount of experience of the person applying. 15. Any scientist, such as a biochemist, only becomes a *specialist* after completing research in a very narrow field. 16. The Senior Consultant at the hospital had become a *specialist* in tropical diseases after working in Malaya for many years. 17. He became a *tradesman*, specialising in the laying of parquet floors, as had five generations of his family before him. 18. After obtaining his degree in International Relations, he decided to become a *trader* in Eurobonds for the Swiss Bank. 19. *Marketing* was just one of the career options she was considering after graduation. 20. The Company *Pension Scheme* was an important inducement in persuading her to join the French multinational company. 21. There were many *odd jobs* around the house that he had been promising to do for weeks. 22. *On-the-job* training is essential for many skilled *professions*, such as nursing. 23. The youngster *became apprenticed* to the machine tools trade. 24. Joining the *medical profession* as a surgeon had been her ambition since childhood. 25. The *learned professions* are those where you



continue to study after graduation for many years. 26. Representatives of the *oldest profession* stood by the Ring Road, wearing impossibly short skirts.

**11. Translate the following text in writing paying especial attention to the way divergent and convergent are translated. Summarise what you have read by giving your own definitions of the two antonyms:**

“Rational thought, logic and the narrowing down of information to an apparently obvious conclusion are some of the ways that have been used by sociologists and anthropologists to describe the way most of us think in our society and to contrast us with ancient societies and cultures. This use of convergent thought is believed to be “scientific” and ancient divergent thought is sometimes described as “mystical” or “metaphysical”.

The ancient Greeks valued logic and much of our society since the Industrial Revolution has valued convergent thought as a way of measuring, counting and quantifying everything we manufacture and indeed, everything around us. But now we have more and more commercial organisations competing harder and harder for customers. Suddenly we need to look at new ways of developing a competitive edge, of ways to innovate and profit from new ideas and ways of making people want your product and not your competitor’s.

Divergent thinking has become a valuable asset in many professions, especially in the commercial world, so that new ideas, creativity and business advantage may be realised. No longer is divergent thinking the exclusive property of artists, writers and philosophers”.

**12. Study the meaning and find the best equivalents in translation for lost in the following sentences.**

1. The message of the fable was lost on the youngster. 2. When he failed to get a seat on the train, he felt that it was a lost opportunity for an adventure. 3. When we came back to the same clearing for the third time, we realised that we were lost. 4. When the helicopter failed to find any trace of the mountaineer, he was given up for lost. 5. “Tis better to have loved and lost than never to have loved at all”. 6. They began to run in order to make up for lost time. 7. “Why don’t you just go and get lost!” 8. She was lost without her mobile phone. 9. The vicar thought of his congregation as lost sheep. 10. “Oh well, maybe it’ll turn up at the lost property office”. 11. There was no love lost between the two footballers. 12. They lost the battle but won the war. 13. After the second bottle he began a lost weekend that ended in an extremely painful hangover. 14. One of the tragedies of war is the lost generation of husbands and fathers.

**13. Give either a synonym or an explanation in English for each of the following. In case a word has several meanings give several synonyms and explanations to each of them.**

A career woman, a career politician, a tradesman, a trader, a professional, a specialist, apprenticeship, to train, return on investment, a trade, to trade on, to trade in,

to trade off, demarcation, marketing, occupation, pension scheme, remuneration, promotion, career soldier.

**14. Give phrases with antonymic meaning to the following word combination:**

Low pay, adequate remuneration, boring job, full-time employment, odd job, favourite pastime, divergent thinking, temporary job, lost luggage, employment

**15. Match the following English phrases in the first column to their meanings in the second column.**

- |                           |  |
|---------------------------|--|
| a) Wage packet            | 1) Particularly high pay for a job                                       |
| b) Salaried job           | 2) The least amount that can be paid an employee by law                  |
| c) The wages of sin       | 3) A job that makes someone work to the limit                            |
| d) Handsome remuneration  | 4) Especially visible, well-paid but risky job                           |
| e) Career woman           | 5) The money refunded an employee for that spent on business             |
| f) Minimum wage           | 6) A builder doing occasional or 'odd' jobs                              |
| g) Demanding job          | 7) The extra inducements given an employee over and above their salary   |
| h) High-flying position   | 8) Regular, usually weekly, pay for a job                                |
| i) Expense account        | 9) The consequences of immoral action                                    |
| j) The perks of the job   | 10) Monthly remuneration for a job that does not pay extra for overtime  |
| k) Company Benefit Scheme | 11) Ambitious, capable female worker                                     |
| l) Jobbing builder        | 12) The bureaucratic level of an employee in a hierarchical organisation |
| m) Job grade              | 13) The formal description of the 'job package' in addition to a salary  |

**16. Complete the sentences using the following words and expressions: ROI, to pay, demarcation, job, employment, occupation, wage, pension scheme, careers advisor, salary, to beat to a promotion, position, to delegate, to promote**

1. The venture capitalists were looking for a high ... 2. Until the 1960s there was a maximum ... for footballers in Europe. 3. She quit as the job didn't ... very well. 4. Her ... rose by 24% during the course of the year. 5. There was a ... dispute between the warehousemen and the forklift truck drivers. 6. The tilers did a bad ... and the roof began to leak again the first time it rained. 7. He wrote "observer of life" in the space marked "..." on the form. 8. He hadn't been able to find regular ... for several years. 9. The company offered a ... as one of the more important perks to employees. 10. The school had a ... who met with pupils on two afternoons per week. 11. He focused most of his efforts on ... his rivals to ... 12. The manager decided ... his junior employee to a higher job grade. 13. The ... was advertised widely, but still failed to attract any candidates. 14. She decided ... all responsibility for advertising to her assistant.

**17. Find the Ukrainian equivalents for the following professions and trades:**

*Professions:* teacher, university lecturer, doctor, general practitioner (GP), town planner, land surveyor, architect, solicitor, detective inspector, police constable, dentist, financial controller, journalist, management consultant, tax inspector, member of Parliament, judge, newspaper editor.

*Trades:* plumber, carpenter, plasterer, bricklayer, tiler, baker, hairdresser, hotel porter, car park attendant, receptionist, farm worker, gardener, lorry driver, prison officer, fire fighter, electrician.

**18. Make up short dialogues discussing:** 1) the pros and cons of highly specialised professions; 2) the pros and cons of a knowledge-based profession versus an ability-based profession; 3) employment opportunities and wages of tradesmen in Ukraine and in the UK; 4) your first job interview; 5) how important a career is to you.

**19. Find Ukrainian proverbs used to the same effect wherever possible and discuss the meaning of the following English proverbs relating to work. Make up short dialogues. Work in pairs.**

- 1) A Jack of all trades is good at none.
- 2) Many hands make light work.
- 3) Business before pleasure.
- 4) A bad workman always blames his tools.
- 5) Practice makes perfect.
- 6) Better reap two days too soon than one day too late.
- 7) Don't keep a dog and bark yourself.
- 8) Never put off till tomorrow what can be done today.
- 9) There is nothing that we receive with so much reluctance as advice.
- 10) Scratch an Englishman, find a seaman.

**20. Translate the following sentences into English using the vocabulary of the lesson.**

1. Ваша заробітна плата відповідатиме досвіду роботи. 2. За кордоном офіціанти мають досить низьку зарплату, адже їх роботодавці очікують, що вони отримають додатковий дохід у вигляді чайових. 3. "Юристи ніколи на це не підуть," – сказав голова профспілки. 4. Він торгує цінними паперами на біржі. 5. Він слюсар-сантехнік за професією. 6. Каменярі як робоча професія дуже цінуються в Англії, і вони отримують досить високу заробітну плату. 7. У Британії завжди можна обміняти старий автомобіль на новий з доплатою. 8. Хімік за професією, він тепер займається продажем фарб та лаків на ринку. 9. Моє найулюбленіше заняття – садівництво. 10. Університет готує фахівців для різних галузей народного господарства. 11. Я записалася на завтра до спеціаліста з хвороб вуха, горла та носа. 12. Цей хірург спеціалізується на пластичних операціях живота і стегон. 13. Маркетинг – це просування товару на ринок – від вивчення можливого попиту до його реалізації. 14. В наш час жінок, налаштованих зробити кар'єру, набагато більше, ніж в минулому столітті. 15. Під час другої світової війни вся Україна була окупована німецькими військами. 16.

Він скористався своїми зв'язками для отримання персональної фінансової вигоди. 17. Ми завжди обстоювали принцип торгівлі на взаємовигідній основі. 18. Обсяги зовнішньої торгівлі постійно зростають. 19. Нам довелося поступитися деякими зручностями в обмін на зниження вартості путівки. 20. Торгівля зброєю та наркотиками – це незаконний бізнес. 21. Це ще та була робота! 22. Ви добре впоралися з перекладом. 23. Не заважай їм – вони зайняті інтимними справами. 24. Після закриття виробництва багато людей залишилося без роботи. 25. Повні виплати за пенсійною програмою можливі тільки після досягнення пенсійного віку. 26. Під час роботи над проектом на передній план вийшли абсолютно несподівані аспекти. 27. Показник повернення капіталу на інвестицію вимірюється у відсотках. 28. Демаркація кордонів між Україною та Росією все ще триває.

### ***Test your knowledge of English!***

When working hard, you should **keep your nose to** ... what?

- a. the grindstone; b. the millstone; c. the kidney stone; d. the stone statue

Someone who is **right-minded** is ...

- a. a fascist b. of sound principles c. deaf in one ear d. right-handed

What does **nil desperandum** mean?

- a. no score; b. never despair; c. no parking; d. no cake left

A **big cheese** is ...

- a. lunch; b. a smelly person; c. an important person; d. an expensive car

You put your **shoulder to the wheel** to ...

- a. slow something down; b. speed something up; c. to increase effort; d. to stop moving

## **READING 2**

***1. a) Look at the title of the text. Have you ever read any books on the topic? By what authors? What sort of books were they? Fiction? Advice? b) Read the abstract about the author. Have you ever heard about the Dilbert comic strip or read anything by this author?***

***2. Transcribe and practice pronunciation of the following words from the text consulting the dictionary if necessary.***

Recruitment, prophesy, satire, in lieu, resume, resume, obscene, applicant, employee, employer, model, athlete, perspiration, alternative, relocation, executive, abundance, corporate, acerbic, embarass.

***3. Before reading the text look through the following comments:***

*Comments*

1. **Comic strip.** A regular publication, often daily but sometimes weekly, of a number of comic drawings. They are drawn as a sequence, a “strip”, to tell a story or joke, sometimes a strip may continue a story day-by-day.

2. **Business commentaries.** A “commentary” is a new term that describes documentary non-fiction, but that which includes many personal observations and subjective comments. Scott Adams focuses on business commentaries, while, for example, Michael Moore has published several political and social commentaries.

**4. Read the following abstract from the book “Careers in the 21st century” by Scott Adams and answer the following questions checking your general understanding of the abstract:**

1. What prevails in this abstract – author’s opinion or fact? 2. What is the main claim (speculation) of the author in this abstract? What does he prove it with? 3. Are there any indicators of the author’s emotions and attitude in the text? 4. Find the indicator in the text with which the author concludes his idea of what happens in the future. 5. Are there any instances of humor in the text? Would you describe it as acerbic? Give relevant quotation. 6. Not that many years after the text was written, did his prophesy come true? Prove it with facts from your personal experience.

### **Text 2: Careers in the 21st century**

**Scott Adams** (born June 8, 1957) is the American creator of the Dilbert **comic strip** and the author of several **business commentaries**, social satires, and experimental philosophy books. His 1997 book, *The Dilbert Future*, forecasts the extensive use of the internet for job search and **recruitment**, among many other similar topics, and in the short time since then, this prophesy is now fact.

Most people won’t admit how they got their current jobs because they are embarrassed to admit luck was involved, although there are some exceptions to the career luck rule. For example, lawyers and doctors study for years to prepare for their professions, diligently acquiring valuable information that they can use later in lieu of personalities, but the rest of us don’t have a clear career path unless we’re lucky.

It’s a good thing that career luck happens so often. It’s more effective than the **alternative** – lying on your **resume** and hoping you get an interview with someone who has poor perception.

The **current-filling process** has been a wonderful thing for unqualified people. I was a major **beneficiary** of the system in my **corporate** past. I could always count on moving to a new job within the company, assisted by the fact that the hiring manager didn’t have a good system for finding a better candidate. My employer’s lack of alternatives was my gain.

But what happens when every job opening and every resume is on the internet? Surely that will happen. You’ll suddenly find yourself competing against *thousands* of candidates for every low- and medium-skill job. You won’t be able to rely on the inefficiency of the job search process anymore.

Companies will be able to find a candidate who not only fits a job perfectly without **training**, but might be willing to do it for *less* than the normal salary for that position. For example, someone living in a godforsaken hellhole like North Dakota might want to move to California and be willing to accept a low salary to do it. In fact,

they might be willing to do it without demanding that their relocation costs be paid. In fact, they might be willing to strap their livestock to their backs and walk to California.

For the first time in history, companies will have an abundance of good **applicants** for every job opening in the “medium-skill” level. That means salaries for medium-skilled jobs will go down, unless the government gets involved. If the government notices what’s happening to salaries, they will step in and do what governments always do for the powerless – they’ll raise their taxes. So it’s bad news all round.

It’s happy days ahead for the highly skilled laborer. The job market will start to look like the National Basketball Association, NBA, where the top stars earn more than anyone else on the planet. Top **technical** people will command amazingly obscene salaries. The employee who is 1 percent better in a high-skill area is worth a hundred times as much as someone who is just “pretty good”. That 1 percent might be the difference between winning and losing in the marketplace – just as it is in sports.

Professional sports is a good model for how the rest of the economy will look in the future. Pro sports is an industry where there is almost complete information about who has what skills and who has what openings. It’s a fairly efficient job market.

In the NBA you end up with amazingly rich athletes on one end of the scale and everyone else who works for the club has job descriptions like, “Guy who wipes perspiration off the court during time-outs.” There are a few **executives** in the middle to hold it all together, but they aren’t terribly important.

That’s what the job market will look like in the future – rich superstar professionals on one end of the spectrum, perspiration wipers on the other, and a few **managers** in the middle. Everything else will be done by consultants or **outsourcing firms**.

## 5. Learn the following vocabulary notes:

### Vocabulary notes

1. **Recruitment**, *n.* The action or process of hiring people. Вербування, комплектування особовим складом, e.g. The corporation seemed to change its recruitment policy frequently. The other meaning of the word is “reinforcement”, which can be translated as “поповнення, підкріплення”, e.g. The Army Recruitment Office was located in the shopping centre. Note that ‘recruitment office’ as a phrase is only normally used by the Armed Forces or military. For non-military occupations the most common term is ‘Job Centre’. The phrase “head-hunting” is now commonly used to describe recruitment of selected candidates who are already employed but desired by another employer.

*Syn.*: hiring, **current-filling process** (*AmE only*), employment, headhunting.

*Comb.*: recruitment policy, recruitment company.

2. **Alternative**, *n.* Альтернатива, вибір. The main meanings include:

1) Any of two or more possibilities, e.g. The alternative seemed to be either death or glory. Or They had to choose between several alternatives, none of which were attractive.

2) Choice, e.g. He had no alternative but to go (POD).

**Alternative, adj.**

1) Available as another choice, e.g. alternative route. Другий (з двох можливих);

2) Unconventional, e.g. alternative medicine, alternative society, alternative birthing, alternative technology. Альтернативний, взаємовиключний.

The adjective “**alternative**” should not be confused with “**alternate**”, which has the meaning of “every other of a sequence” and can be translated “кожний другий”, e.g. There will be a dance on alternate Saturdays.

3. **Resume, n** /'rezjumei/ The American term for “a curriculum vitae”, or CV, which means “the details of the life and relevant occupation of a person”. The other meaning of “resume” is “a summary”, which can be translated as “підсумок, висновок”, e.g. Ben gave a resume of Gordon’s story. This word is of French origin and usually bears diacritics on the first and last vowels. Without them it turns into a verb with different pronunciation /ri'zju:m/, which means “to begin again, esp. after interruption”, e.g. He decided to resume watching the television.

4. **Beneficiary, n.** A person who receives or is entitled to a favour or benefit, esp. under a trust, or will, or life insurance policy. Бенефіціарій, особа, що одержує прибутки від довірчої власності та т.і., e.g. His son was the main beneficiary of his last will and testament.

5. **Corporate, adj.** Корпоративний, спільний. The main meaning is that of or belonging to a corporation, or a group of people, collective, joint, e.g. corporate image – репутація корпорації, corporate name – офіційна назва корпорації, corporate property – корпоративне майно, corporate view – точка зору корпорації.

**Corporation, n.** A body of people that has been given a legal existence distinct from the individuals who compose it or found it. Об’єднання, товариство, корпорація, юридична особа. Public corporation – акціонерна компанія, e.g. The company was liquidated and replaced by a public corporation, the British Broadcasting Corporation (Encyclopaedia Britannica).

Municipal corporation – міська влада, муніципалітет, e.g. The mayor looked blue, so did the Corporation too (Browning).

*Comb.:* multinational corporation.

6. **Training, n.** The main meanings of the noun include:

1) the act or process of providing or receiving instruction in or for a particular skill, profession, occupation - навчання, підготовка, e.g. Her medical training was five years as an undergraduate and seven years postgraduate. *Or* They received training in how to use the new computer system. *Or* The plumber’s training was a formal apprenticeship;

2) the process of developing physical fitness and efficiency by diet and exercise – тренування, заняття (з фізичної підготовки), e.g. SAS training is exceptionally long and difficult. The boxer started training for his next fight six months before the event;

3) military drill – військова підготовка, муштра, e.g. The new recruits started their parade-ground training the first day they arrived.

*Phrases:* to go into training – почати тренуватися, in training – проходити фізичну підготовку, бути в формі, out of training – бути фізично не в формі.

*Comb.:* training-college – педагогічний інститут, спеціальне училище, технікум, training-school – спеціальне училище або виправно-трудова колонія, training ship – навчальне судно, training shoes or trainers – кросівки.

7. **Applicant**, *n.* A person who applies or makes a formal request to get a job. Кандидат, претендент.

*Phrase:* an applicant for the position – кандидат на посаду.

*Syn.:* Contender, candidate, aspirant, suitor, petitioner, claimant, contestant, competitor, entrant.

8. **Technical**, *adj.* This is a difficult word for both linguists and translators in Ukraine, as its meanings in English are wider and usually different to that of the Ukrainian word “технічний”, which is better translated as “technological”. The meaning of the adjective “technical” include:

1) of a person: having knowledge of or expertise in a particular art, science, or other subject - технічний, майстерний, e.g. The technical director of the Opera company was in charge of the scenery design. *Or* The footballer showed great technical skill to pass three defenders and score.

2) pertaining to, characteristic of a particular art, science, profession or occupation - спеціальний, професійний, що стосується певної галузі, науки, e.g. A problem of purely technical nature: the structure of benzene (SOED). *Or* The ballet dancer had trouble with some of the technical details necessary to perform a pas de deux correctly.

*Comb.:* technical term – спеціальний термін, technical college – середній спеціальний навчальний заклад, technical drawing – технічний малюнок.

3) Of a writer, textbook, etc.: using or dealing with terms that belong to a particular subject or field; requiring specialist knowledge to be understood; treating a subject in a specialist way – той, що використовує технічні терміни, вузькоспеціальний, e.g. A technical writer who can keep ... readers up-to-date... in a fast moving industry (Guardian);

4) Officially or properly so called or regarded; that is such according to the particular terminology or from the particular viewpoint of an art, science, etc. – об’єктивно-науковий, формальний, e.g. In technical terms the body was dead or The need to have the official form rubber-stamped was only a technical difficulty and did not stop them.

*Comb.:* in technical terms, in a technical sense – за об’єктивними ознаками, з точки зору певної науки.

5) legally such, so regarded according to a strict legal interpretation – формально-юридичний, формальний, e.g. The shopper was arrested, even though it was only a technical assault. She didn’t actually hit anyone. *Or* There is a technical difference between culpability and blame in legal circles.

9. **Executive**, *n.* There are three common uses of this noun in business English.

1) a senior manager, usually at Director-level – керівник, адміністратор, e.g. When she was appointed Human Resources Director, she was given keys to the Executive Toilet and the Executive Lift;



2) the most senior employee who actually runs a company as opposed to somebody who is more of a figurehead – головний виконавчий директор, e.g. The Chief Executive Officer had a long meeting with the Chairman of the Board yesterday;

3) a title given to junior employees to make their jobs sound more important than they are – службовець, співробітник, або за контекстом, e.g. Instead of a pay rise, the Salesman was given the title of Sales Executive.

10. **Manager**, *n.* A person who manages either a sub-set of a business or employees or both. The exception is the title of General Manager, which is often given to the Managing Director in an organization where there is a CEO (Chief Executive Officer), or to denote that they are responsible for all aspects of a separate business unit. e.g. The Sales Manager had three Territory Managers reporting to him. In business environment the noun may be translated by a whole number of words depending on the context: менеджер, завідувач, директор, керуючий, адміністратор, керівник та ін.

11. **Outsourcing firm**, *n.* A specialist company that deals in one or more very specific areas and sells its services to other companies, claiming efficiency and cost-reduction – спеціалізована компанія на стороні, e.g. The factory decided to close down its canteen and use the services of an outsourcing specialist to provide food for its workers.

**To outsource**, *v.* To choose a specialist firm to provide services and close down its own (in-house) department – передати певні свої функції спеціалізованій компанії, e.g. The local government authority decided to outsource its rubbish collection services to an outside contractor.

**6. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

**7. Answer the following questions to the text:**

1. Do you agree with the author about the luck rule in our lives? 2. Comment of the author's words about "diligently acquiring valuable information" to be later used "in lieu of personalities"? What was actually meant? 3. What was the main obstacle for many employers in hiring people according to Scott Adams before the wide use of the internet? 4. Did the author of the text use this obstacle to his own advantage? Prove your viewpoint with a quote. 5. What new opportunities does the internet open in job-finding and job-hiring processes? 6. What consequences did Scott Adams predict in this respect? 7. What was the author's predicted picture of the job market based on internet opportunities in 1997? 8. To what extent did this prediction come true? 9. In terms of style what did you appreciate in this writing most of all? Support your answer with quotes and examples.

**8. Comment on these famous quotes. Give your views on three of them in English using not more than three sentences for each.**

• **Bill Gates** – Success is a lousy teacher. It seduces smart people into thinking they can't lose.

- **Donald Trump** – Deals are my art form. Other people paint beautifully on canvas or write wonderful poetry. I like making deals, preferably big deals.
- **Anonymous** – When you own your own business, you only have to work half a day. You can do anything you want with the other twelve hours.
- **Estee Lauder** – If you don't sell, it's not the product that's wrong, it's you.
- **Confucious** – The superior man understands what is right; the inferior man understands what will sell.

## VOCABULARY PRACTICE 2

**9. Read the following job announcements from the “Kyiv Post” with a deleted name of a job position and guess what jobs these announcements are for. Find the meaning of all key words that you didn't know and which were instrumental in understanding the main requirements and job functions. Learn them.**

(Ukrainian Practice) & Partners offers a challenging and professionally enriching experience, a hefty compensation package, lucrative fringe benefits and a friendly atmosphere. Due to increasing demand for our services and rapid development of the firm, (Ukrainian Practice) & Partners announces immediate openings for the following positions:

- 2+ years of relevant legal experience
- Superior analytical abilities
- Excellent command of English
- Strong academic background (LLM is an advantage)
- Superb legal writing and research skills
- Fluency in English, Ukrainian and Russian
- Higher education
- 2+ years of secretarial/administrative experience
- Good manners and communication skills
- Strong organization & time-management skills are a must

World Leader in the provision of financial data and trading solutions systems for financial markets professionals world-wide is looking for a: ?

### **Requirements:**

- Bachelor's degree in Computer Science or related discipline.
  - 3+ years of C++/C# Object-oriented development in an MS Windows environment.
  - Demonstrable record of delivering high quality software products.
  - Extensive knowledge of Windows platform technologies including Win32 API, COM, threading and sockets.
  - Strong problem-solving skills and the ability to be a successful member of a team.
  - Basic English skills and ability to improve those skills.
  - Desirable - experience in distributed application architectures.
  - Desirable - knowledge and application of formal software development processes
- Compensation will be commensurate with experience.

**Summary:**

The primary objective of the ? position is to produce required product following processes in conjunction with team members that is of high quality and is timely.

**Multinational FMCG company**

**Job title: ?**                      **Location: Kyiv**

**Job description:**

- Putting all necessary processes into place to make the Company operational from a financial/accounting point of view
- Developing one standard chart of accounts for the Company, allowing transparency of expenses, correct allocations according to Ukrainian and International Accounting standards, and improving the closing process
- Preparation and control of all tax reports (profit tax, VAT, etc.) for Company
- Keeping the contact to tax administration and replying to their requests in coordination with Corporate Controller/ CFO
- Control of payroll and business trip reports (twice a month)
- Arranging reports according to National Statistics requirements and National Accounting standards (quarterly).

**Candidate Requirements:**

- Male/female aged under 45
- University degree / MBA
- Experience as ? in another multinational company
- Experience with Information Systems
- In depth knowledge on International accounting rules & standards
- Basic knowledge of English
- 3+ years of relevant work experience

***10. Study the meanings of the word “manager”, “executive” and “director” and their associated verbs in the following text and find Ukrainian equivalents for them. When reading the text, pay careful attention to the context to understand what is meant by each term and how senior the job actually is, irrespective of the title.***

“When I graduated in 1976 with a Social Sciences degree, I got a job as a Sales Executive which meant that I was trained to sell, given a range of products and told to manage a small geographical territory. I reported to a Sales Manager who managed six salesmen such as myself, as well as two Territory Managers who were simply more senior Sales Executives. All the activity in all the various occupational sectors was directed by a Branch Manager who reported to the Executive Board. After several successful years, I was promoted to Product Manager to direct the sales and marketing from Head Office of one specific range of products, reporting to the Marketing Director. After a couple of years I was promoted to Marketing Manager. Some years later I was promoted to General Manager and sent overseas to direct all the company’s activities in an Eastern European country. I employed a local Sales Director, an Production Director and a Technical Director, who together with the Chief Accountant and myself, formed the Executive Board of the local company. I was now reporting to the Chief Executive

Officer at Head Office and after some years of success returned to Head Office as an Executive.”

***Note:** Although some of the above has such oddjob titles that it almost sounds like a joke, it is actually a real brief career autobiography. Why do you think it is common in many multinational enterprises to have complex management structures with job titles that are not always obvious?*

**11. Match words in the first column to their meanings in the second column:**

- |                        |  |
|------------------------|--|
| a) Comic strip         | 1) Any of two or more possibilities, choice                    |
| b) To outsource        | 2) A person who receives or is entitled to a favor or Benefit  |
| c) Head                | 3) A body of people that has been given a legal existence      |
| d) Corporation-hunting | distinct from the individuals who compose it or found it       |
| e) Applicant           | 4) To choose a specialist firm to provide services and close   |
| f) Commentary          | down its own (in-house) department                             |
| g) Alternative         | 5) A series of comic drawings                                  |
| h) Resume              | 6) A person who applies or makes a formal request to get a job |
| i) Recruitment         | 7) Recruitment of selected candidates                          |
| j) Alternate           | 8) Documentary non-fiction with subjective comments            |
| k) Resume              | 9) Details of one's life and relevant occupation               |
| l) Wage arrears        | 10) To begin again, especially after an interruption           |
| m) Beneficiary         | 11) Delays in payments of wages and salaries                   |
|                        | 12) Every other of a sequence                                  |
|                        | 13) The process of hiring people                               |

**12. Insert one of the following partial synonyms: applicant, contender, candidate, aspirant, suitor, petitioner, claimant, contestant, competitor, entrant into the sentence where it is most appropriate: Consider several options if possible. Find the best Ukrainian equivalents.**

1. All the ... for the vacant Senior Interpreter's jobs were seated in the Conference Hall, waiting to be called for interview. 2. The ... on the TV quiz show introduced themselves. 3. The 5000m race featured some of the most talented ... in the world. 4. The ... had his case presented to the judge by his legal team. 5. Everybody was waiting to see who would be the ... to the winning lottery ticket. 6. We had over a hundred ... for the vacant accountant's job, which we whittled down to seven serious ... 7. It wasn't clear who was the leading ... for the title bout for the world boxing crown. 8. Nearly two-thirds of the ... will be competing in their first race. 9. He decided to be a Roman Catholic ... to the priesthood. 10. She had several ... for her hand in marriage.

**13. Give rows of synonyms to each of the words or word combinations given below, consulting a dictionary of synonyms or a thesaurus if necessary. Use them in sentences of your own.**

Hiring, choice, resume, corporate, training, candidate, technical, recruitment company, job opening.

**14. Insert either make or do or make do as necessary, in the correct tense, into the following sentences checking your answers with the dictionary. Take note that some of the answers will use idioms or phrasal verbs.**

1. She decided to ... a career for herself before thinking about marrying. 2. He didn't want to ... the job before breakfast. 3. He ... a strong impression on the selection committee. 4. She ... a good job in repairing the faulty printer. 5. He ... the job into the role it is today. 6. Although popular, he ... badly when his sales results were taken into account. 7. Her objective on starting her new job was to ... well. 8. The accountant resigned, so we must ... the best of it and ... the Books ourselves. 9. With all three service engineers on holiday at the same time, we had to when repair requests came in. 10. With such an out-of-date computer, she had to ... the best of it when asked for complex graphics for the presentation. 11. He was told to ... the report before he went home. 12. He ... it his business to find out the answer to the problem. 13. ... the exercises in this chapter. 14. ith their experience, the removals men ... light work of moving the heavy furniture. 15. She was asked to ... a translation of their speeches. 16. We could ... with an additional administrator. 17. The success of the business ... credit to the Firm's organization. 18. This collection of ancient poems newly ... into English is a fine translation.

**15. Think of the best translation for the following sentences containing the word "technical". Write out Ukrainian equivalents you've ended up with.**

1. She was especially beautiful but in technical terms her mouth was too wide. 2. The film was an artistic triumph, but in technical terms it failed, as box receipts were low. 3. Good news, everyone, I am still technically alive. 4. The technical director is in charge of the technical staff of the show. 5. In technical terms, tomatoes are fruit. 6. The technical capability of this plant can not be overestimated. 7. The translators hated having to work on technical manuals. 8. Hippocrates invented the word 'Cal- lipygian' – a technical term to mean "having lovely buttocks". 9. It has been estimated that over 40 % of all English words are technical. 10. n“You should have had the scoundrel arrested. It was a technical assault.” 11. Jonas's teeth flashed in what was technically a smile.

**16. Translate the following sentences into English using the word "technical" wherever appropriate, bearing in mind the difference in semantic volumes of the words in two languages.**

1. Всіма технічними аспектами, пов'язаними з вивченням та упровадженням винаходу, буде опікуватися технічна рада. 2. Всі технічні дані з цього проекту ми передали вам ще на тому тижні. 3. Цей фантаст використовує багато термінів: не всім просто читати його романи. 4. Фігуристи продемонстрували прекрасну техніку у виконанні цього танцю. 5. Технічний директор несе повну відповідальність за роботу технічного персоналу фірми. 6. Це було вузькоспеціальне питання, тому слухати довгу дискусію було цікаво не всім. 7. Олена працювала вже на кількох проектах технічної допомоги Агенції США з міжнародного розвитку, хоча насправді "технічна допомога" означає в цьому

випадку “експертну допомогу”. 8. Найкращі експерти завжди отримують високу зарплату, адже спеціальні знання цінуються. 9. Він неправильно мене зрозумів: я вжив це слово в спеціальному значенні. 10. Фахівці визнали високу художню значимість твору, але в комерційному плані він виявився неуспішним. 11. Велику частину будь-якого словника складають спеціальні слова. 12. Діакритик 13) The process of hiring people це спеціальний термін для надрядкових або підрядкових знаків, які розрізняють звуки, позначені тією самою літерою. 13. Технічний коледж в Англії 13) The process of hiring people це середній навчальний заклад, який готує фахівців не тільки з технічних спеціальностей. 14. Підписи були лише формальністю, але це забрало багато часу. 15. За об’єктивними ознаками тіло можна було вважати мертвим. 16. Між цими двома ознаками існує формально-юридична відмінність. 17. Технічний малюнок був виконаний з серйозними неточностями.

***17. Give English equivalents to the following Ukrainian words and expressions, using the vocabulary of the lesson.***

Кандидат на посаду, пошук кандидатів, вибір, коротка автобіографія, серія комічних малюнків, бюро з працевлаштування, виконавчий директор, співбесіда з роботодавцем, середній спеціальний навчальний заклад, фізична підготовка, спеціальне училище, навчання, офіційна назва компанії, бенефіціар, репутація компанії, високооплачувана робота, приваблива винагорода, мінімальна заробітна плата, ранг службовця, пільги до певної посади, повернення капіталу, зайнятість, консультант з профорієнтації, просування по роботі, посада, пенсійна програма, Делегування повноважень, представник робочої професії, спеціаліст у вузькій галузі, професійний військовослужбовець, розмежування, ремесло, вакансія, функціональні обов’язки, кожного другого четверга, Майстерний, вузькоспеціальний, технічний, упущений, часткова за йнятість, повна зайнятість, випадковий заробіток, передавати частину функцій організації зовнішній спеціалізованій компанії, бути в формі, вважати загиблим, отримати підвищення на службі, виходити на передній план, зробити кар’єру.

***18. Translate the following text into English using the vocabulary of the lesson:***

Тисячі компаній в усьому світі спеціалізуються на доборі кваліфікованого персоналу. До спеціалістів з найму звертаються представники як малих фірм, так і великих компаній: добір кандидатів на ту чи іншу вакансію довіряють професіоналам.

Наразі розвивається вітчизняний бізнес, відповідно ростуть вимоги до якості робіт та послуг, і зокрема, до кваліфікації персоналу. Роботодавці зацікавлені у висококваліфікованих фахівцях. Діапазон заявок роботодавців вельми широкий – попит є і на робітників низької та середньої кваліфікації, й на керівників центрального виконавчого апарату.

Про те, що вітчизняна індустрія найму персоналу бурхливо розвивається, свідчить не тільки кількісний ріст кадрових агенцій, а й поява першої професійної спілки провідних регіональних агенцій з добору персоналу.

Кадрові агенції можна класифікувати за певними ознаками на дві групи: агенції з працевлаштування та рекрутингові. Рекрутмент як новий вид українського бізнесу виник на початку 90-х, разом із появою нового класу – приватних підприємців-роботодавців. Останнім часом збільшився попит на зовнішній рекрутинг: не всі компанії можуть дозволити собі мати штатного рекрутера. Крім того, до рекрутингових агенцій звертаються у випадках, коли є потреба знайти унікального спеціаліста, або визначитись з рівнем зарплати та умовами праці робітників, яких компанія запрошує для забезпечення нового напрямку роботи чи проекту.

Задача кадрової агенції полягає в тому, щоб позбавити замовника зайвих дзвінків, зустрічей, співбесід з кандидатами, що мають низьку вірогідність обійняти заявлену посаду, представити мінімум кандидатів та цим самим зекономити час роботодавця. Як і дитина має народитися через 9 місяців, так і процес рекрутингу триває від 2 до 6 тижнів. Квипити рекрутера означає порушувати технологію процесу, а це негативно впливає на результат. Найцікавішим та найприбутковішим для агенцій є добір топ-спеціалістів та керівників. Найдорожчим методом пошуку є “полювання за головами”, але, щоб його здійснювати, необхідно бути дійсно професіоналом своєї справи. Рекрутинг – бізнес актуальний, прибутковий, але непростий. Він потребує глибоких знань у різних напрямках ринку праці та передбачає добропорядність. (Заматеріалами періодичного видання “Пропоную роботу”)

### ***Test your knowledge of English!***

The **most publicised product** in a company's range is its ...

- a. warship; b. object of worship; c. ship's flag; d. flagship

Someone who's very enthusiastic is said to be **keen as** ...

- a. a knife; b. a whistle; c. ketchup; d. mustard

Someone who is a **wet** is ...

- a. feeble; b. a strong swimmer; c. drunk; d. always frightened

**Elbow grease** is ...

- a. hard work; b. easy work; c. slippery behaviour; d. evasive behaviour

If someone wants to give you a **backhander**, you would get a ...

- a. punch; b. slap; c. bribe; d. piece of juicy gossip

## **LISTENING AND SPEAKING. VOCABULARY PRACTICE**

### ***1. Look through the following comments before listening to the dialogues:***

#### ***Comments***

1. **To post a vacancy.** Originally the verb “to post” meant to place a notice in a prominent place. In contemporary internet jargon, this now means “to put an item on a website”.

2. **To hawk.** To carry about or offer goods for sale. Becoming old-fashioned, but still frequently used in certain phrasal verbs such as “to hawk around”, e.g. The agent is hawking around a CV.

3. **Commission.** Much of the recruitment industry relies on commission paid upon the successful placement (specific industry jargon) of a candidate. Usually paid by the employer, but sometimes by the candidate.

4. **Scruffy.** A colloquial term meaning ‘shabby’ or ‘untidy’. Very frequently used in conversational English.

5. **Matchmaking.** Originally, ‘to make a match’ meant to bring together a couple suitable for marriage, later shortened into one word. In contemporary IT use, the word is used to refine a search or match database criteria before presenting results.

6. **A hit.** In contemporary IT use, the word is used to describe the result or results of a search. A new meaning to add to dozens of English & US colloquial & slang meanings.

7. **To be right up your street.** A conversational set-phrase meaning ‘to be highly suited’ or ‘highly appropriate’.

8. **Pagemaker.** A PC program used by publishers for high quality reprographic work.

9. **Masses.** A conversational way of saying ‘many’.

10. **Downsizing.** Recent commercial jargon used to mean the cutting of employee numbers to attempt an increase in short-term profitability, previously called redundancy or laying-off. Many “cute” alternatives to avoid the negative impact have also recently appeared, the most popular of which seems to be “rightsizing”.

11. **Proactive.** Today deemed to be an essential characteristic for employees of all kinds; those that take the initiative and are not simply ‘reactive’.

12. **Careerist.** Itself jargon, one of many fashionable words ending in *-ist*. The word means someone who is focused very hard on their career. The word does not have any negative meaning unlike its Ukrainian equivalent.

13. **Below the belt.** A common conversational phrase to mean ‘unfair’. It comes from boxing where to literally hit below the belt is against the rules.

14. **A to Z.** Almost all British cities and towns have a street map published by the ‘A to Z’ company.

15. **To rise to.** To react to a stimulus or insult.

16. **“I will not...”** . Such formal phrasing is usually only ever used in conversational English as a way of heavily emphasizing an intention.

**2. Listen to the recording of the following dialogues. Repeat after the speakers trying to reproduce all intonation as best as possible.**

### **Dialogue 1: Looking for a job**

Serhiy: This site’s got hundreds of vacancies posted, but no dates against the jobs.

Judith: I don’t like those 13) The process of hiring people you never know what might really be available.

S: They’re probably only after your CV so that they can hawk it around and get commission if someone’s interested in you.

J: This one looks much better 13) The process of hiring people clear, detailed and comprehensive detail on each job.



S: Oh yes. This is the one. I would never believe that a serious company would put vacancies on a scruffy, illiterate site, but this looks great.

J: Well, is there anything for me?

S: Hang on, I'm just putting details of your degree in ...

J: This is a bit posh, they're doing matchmaking before letting you apply. Impressive.

S: Here you are, seven hits. That second one looks right up your street.

J: Wow, that's just it. Get my CV in quick.

### ***Dialogue 2: Writing a CV***

Kate: It's not enough to do your CV in Pagemaker with masses of graphics and pretty fonts. You need to get the words right too.

Vasya: What do you mean? It's brilliant.

K: This bit about being "downsized". It just sounds like you were sacked.

V: But I was in a way – they made nearly half the workforce redundant.

K: Don't you think it would sound better if you said that you "left to further your career by seeking new challenges and opportunities?"

V: Well if I write that and get quizzed on it, I'll just feel stupid.

K: But it's true and it makes you sound proactive and positive.

V: It also makes me sound like an employee who'll quit and disappear every time he thinks there's something better on the horizon. What about loyalty?

K: There's no such thing as a job for life any more, so everyone's expected to be both flexible and opportunistic.

V: You sound more like a politician than my wife, the doctor, sometimes.

K: We're all stuck with this careerist jargon, whoever we are.

### ***Dialogue 3: The job interview***

Tanya: You're sure you've left loads of time to get there without being late?

Ian: I checked the train timetables twice and even if one's cancelled the next train'll get me there in time.

T: As sure as you were when you turned up half an hour late for our wedding?

I: Hey, that's below the belt. That wasn't my fault.

T: Doesn't matter today whose fault it might be if you're late – not turning up on time is the guaranteed way not to get a job.

I: Well, I've also checked the A to Z to make sure I know how to get to their offices from the station.

T: Then you were two hours late for our first anniversary dinner.

I: I'm not rising to that one - I will not be late for this interview. I'm off now.

T: You look so smart in your best shirt, best tie and best jacket but shouldn't you remember to put your trousers on?

### ***3. Answer the following questions on the contents of the dialogues.***

1. What way of looking for a job is described in the first dialogue? Are there any other methods of finding a job? Name them. 2. Whose job is "hawking people around

trying to get a commission on a placement”? Can a job seeker avoid it? How? 3. What is important in writing a CV? 4. What are the basic requirements for a successful job interview? 5. Why is it important sometimes to use roundabout ways of describing your career moves when writing a CV? 6. Is there a contradiction between loyalty and opportunism in people’s careers? Is it always possible to avoid it? What is your opinion in this respect? 7. Why is it important to sound positive and pro-active when looking for a job? 8. Why do well-organized, clear websites give an image of professionalism?

**4. Practice the reading of the dialogues. Translate the dialogues as best as you can. Present the dialogues in class close to the text.**

**5. Insert prepositions wherever necessary.**

1. What is your CV ... – Pagemaker or Word? 2. I promise not to be late ... this interview. 3. I think I’m all packed and ready. – So, you are ... then. 4. You are guaranteed to fail this job interview if you don’t turn time. 5. For how long have you been hawking ... your CV? 6. What you said is not fair, it’s ... the belt. 7. Can you phrase it simpler? You’re just stuck ... this jargon. 8. Sure, you can’t be quizzed ... every single detail ... your CV. 9. Are you sure it’s the love ... life? Or anything new ... the horizon, and you’ll forget about your loyalties? 10. That other job advertisement looks right... your street. 11. Hang ..., we haven't finished ... this one yet? 12. Can you see any dates ... those two job advertisements? 13. Head-hunters are only ... the best candidates that are often already employed. 14. What do you think is the commission ... a placement? 15. I need those letters urgently. Get them ... quick.

**6. Find in the dialogues several synonyms for the phrase: to make somebody redundant. Describe all the nuances of their meanings and speech register they are usually used in. Make up your own sentences with these words.**

**7. Match words and expressions in the first column to their meanings given in the second column:**

- |                  |   |
|------------------|---|
| a) commission    | 1) A search return on the internet                                |
| b) downsizing    | 2) Being socially superior and more stylish                       |
| c) matchmaking   | 3) Covering all aspects of something                              |
| d) hit           | 4) The fees paid for a service                                    |
| e) opportunism   | 5) To leave or resign from a position                             |
| f) proactive     | 6) The successful hiring of a candidate                           |
| g) posh          | 7) The reduction of a workforce by redundancy                     |
| h) scruffy       | 8) To question intensely  |
| i) comprehensive | 9) Looking dishevelled  |
| j) quit          | 10) Taking advantage of a situation for your own good             |
| k) careerist     | 11) The bringing together of suitable partners                    |
| l) placement     | 12) Making sure things happen rather than just hoping and waiting |
| m) quiz          | 13) Someone emphasizing the career part of their life             |

**8. Find in the vocabulary of the lesson all adjectives that characterise a successful candidate, add your own descriptions to make a portrait of a potentially strong jobseeker.**

**9. Find Ukrainian equivalents for the words given below, consulting your dictionary. Make up your own sentences with these words.**

A hit, downsizing, to post, to hawk around, to get a commission, workforce, to further one's career, a job opportunity, a challenge, to be quizzed, to be proactive, to be positive, loyalty, flexible, opportunistic, to rise to something, to be off, to turn up, posh, matchmaking, scruffy, illiterate, comprehensive, to be available.

**10. Broaden your vocabulary by reading the following text on why an interview may fail. Write out the unknown words then look them up in a dictionary. Translate the text into Ukrainian in class.**

#### **“One in three” mangle job interviews**

One in three workers believe they have missed out on a dream job after making “basic blunders” in an interview, according to a survey.

Top mistakes included arriving late after getting lost, being caught out lying on a CV, wearing inappropriate clothes and calling the interviewer by the wrong name.

Almost half of the 1500 office workers polled by recruitment firm Office Angels blamed nerves. But one in five admitted they had been overconfident.

Paul Jacobs, managing director of Office Angels, said preparation was the key to a successful interview. “Interviews are a tense period of time loaded with expectation. The important point to bear in mind is to not let nerves or ill-preparation result in a blunder on the day. Interviews are by their nature challenging – so it's best to make sure you're as prepared as possible”.

Office Angels urged jobseekers to dress smartly at interviews, research the company they hope to join and allow plenty of time for travel. The top five tips for interview preparation given on Careers Portal was to work out your route there and how long it would take. Second was to research the company, and third was to choose an optimum time for interview if possible – i.e. not the mornings if you are not a “morning person”. Fourth was “look good”, and fifth was “be punctual” – or at least call if you know you are going to be delayed.

**11. Using the information given in the dialogue and in the text above present to your fellow students your views on why a job interview may fail and what are the right steps to take to prevent an unfortunate outcome. And if you still failed, is it a reason to become pessimistic?**

**12. Dramatize the following situations:**

a) an interview in a recruitment company; b) an interview with a potential employer for a position of a secretary or a translator in a commercial company; c) an interview with a potential employer in a government agency or organization for a

translator's position; d) seeking advice from a friend of yours who recently got a good job.

**13. Make up short dialogues using formulaic and shortened phrases you've learnt from the dialogues. Think of how they are used proactively or reactively.**

1. You never know ... 2. Here you are. 3. That ... looks right up your street. 4. I'm not rising to that one. 5. I'm off. 6. That's below the belt. 7. That wasn't my fault.

**14. a) Working with your neighbour consider the points given below and put 5 of them in order of importance for you.**

**What adds up to job satisfaction?**

Making money	Exercising power
Security	Being part of a team
Social status	Being promoted
The respect of colleagues	Helping other people
Challenge	Learning something new
Status in your organization	Being praised by your superiors
Working conditions	Meeting people through work
Personal freedom	

**b) Discuss with your neighbour 3 jobs and positions where some of these factors come to the fore. Make up a list of such jobs with 5 attached points from the columns above. Compare them with correspondent lists compiled by your neighbor.**

**15. Discuss with your fellow student job opportunities for a graduate of a translators' department of a university right after the graduation using all the vocabulary and idioms you've learnt.**

**16. Revise this lesson by quickly giving Ukrainian equivalents to the vocabulary of the lesson.**

### **Vocabulary**

Job, trade, profession, career, careerist, applicant, interview, hit, manager, recruitment, placement, commission, training, training college, occupation, vocation, career woman, career politician, tradesman, trader, professional, specialist, apprenticeship, return on investment, demarcation, marketing, pension scheme, remuneration, promotion, career soldier, employment, wages, position, the perks of the job, job grade, job description, benefits, alternative, resume, beneficiary, managing director, candidate, hiring

To outsource, to apply, to seek a job, to get a job, to lose a job, to match- make, to quit, to downsize, to head-hunt, to quiz, to train, to trade on, to trade in, to trade off, to come to the fore, to promote, to further one's career

Opportunistic, positive, proactive, executive, technical, lucrative, scruffy, comprehensive, detailed, lost, posh, convergent, divergent, highflying, demanding, salaried, corporate, alternate, competitive

### ***Test your knowledge of English!***

A **fat chance** is ...

a. a very high possibility; b. a very low possibility; c. a frequent event; d. a rare event

The **ins and outs** are ...

a. the exits; b. the ideas; c. the doors; d. all the details

An Irishman's **gift of the gab** reflects their skilful what?

a. clothes sense; b. conversation; c. facial expressions; d. literary success

If in the USA you **get a gig** it means that you've got...

a. a new job; b. a meal; c. a new pet; d. a nasty disease

If you do something **willy-nilly**, you do it...

a. carelessly; b. quickly; c. wrongly; d. superbly

## **GRAMMAR**

### ***1. Insert prepositions to form phrasal verbs in the following sentences using Ukrainian words in the brackets as prompts.***

1. She was promoted to trade ... coffee futures on the International Commodities Stock Exchange (торгувати). 2. I need to think ... this job offer – I'm not sure if it's what I really want (продумати). 3. Never mind, something will turn ... soon (трапитися). 4. Having resisted being teased, there came a point where he couldn't avoid rising ... the bait (потрапити на гачок). 5. "For goodness sake! Put ... a suit before you go to your job interview!" (вдягнути). 6. She decided to put ... her family pictures on her personal website (розмістити). 7. She was furious and ... his blood (прагнути). 8. "It's only a collection of rough notes, I need you to put ... the details" (вписати). 9. He was sacked when he was caught ... telling lies on his CV (спіймати). 10. "We're going to have to trade ... higher sales against increased profit margins" (поступитися). 11. They decided to call the salesman ... a grand name to boost his confidence (назвати). 12. These increased inflation figures will result... higher unemployment (призвести). 13. They sat down to talk ... the results of the week's work (обговорити). 14. The police promised to look ... the recent disturbances (розібратися). 15. The Union agreed to call ... the strike when all the demands were met (відкликати). 16. She was ordered to put... her cigarette as she entered the building (загасити). 17. The number of unemployed was fortunately falling ... (падати). 18. The number of employees was cut... when sales fell (скоротити). 19. She decided to make ... some interesting details of her very ordinary career (вигадати). 20. While waiting for the interview, he was asked to fill ... a personal history form (виповнити). 21. He just couldn't cope with the pace of work, so he gave ... on the job (кинути). 22. He couldn't resist trading ... his boyish good looks (скористатися).

### ***2. Find in the dialogues examples of the use of Perfect, and Continuous Tenses. Explain them and translate into Ukrainian.***

**3. Explain the use of Perfect, Continuous and Perfect Continuous Tenses in the following sentences. Widen the context of the sentence if necessary.**

**A.** 1. You've ruined the carpet. 2. We've run out of petrol. 3. You've just missed the bus. 4. I've been off work with 'flu since Monday. 5. Ukrainian sportsmen lately have won many gold medals. 6. You've just seen the film. Would you recommend watching it? 7. I've been waiting for two hours! 8. I've been trying to get hold of you on the phone all day. 9. He's been working for this company for four months. 10. My hands are dirty. I've been cleaning the car. 11. We've been gathering mushrooms ever since the sunrise. 12. I've been writing since I came here.

**B.** 1. By that time I'd already written the letter. 2. When I came home the children had already returned from school. 3. She had been ill for two days when we learnt about it. 4. The storm had died away but very far off the thunder was still muttering. 5. He told me that he had had dinner at two o'clock on that day. 6. She said that she had finished the translation. 7. She had been walking for two hours when she saw a lake in the distance. 8. We had been gathering berries for quite a while when a thunderstorm broke out. 9. She rose from the bench where she had been sitting for half an hour.

**C.** 1. By six o'clock I'll have finished my work. 2. We'll have walked a long way before we reach the sea. 3. When you have finished this book, you'll have learnt many new words and expressions. 4. If you ring me up after six, I'll have spoken to my parents. 5. By the beginning of summer we'll have been at the seaside for a fortnight. 6. By the 1st of June he'll have been working in this company for half a year, so he is entitled to a holiday.

**4. Put the verbs in brackets into Present, Past, or Future Perfect Tense of the common aspect in the following sentences:**

1. We already (to settle) the matter – there's no need for arbitration. 2. I (not to see) her since 2001. 3. She (not to finish) until next Thursday. 4. They (to decide) to carry on until they finish. 5. We (to find) that the product had a bad image in its intended market – we need to re-brand it. 6. The competitors (to launch) their new product before we're ready with ours. 7. The village factory (to fail) to capitalize on the local market for fresh milk products before the foreign competitors arrived. 8. She (to go) to dozens of job interviews without success. 9. Have (to choose) what job you'd really like to do? 10. By the time we arrive, will you (to complete) your essay? 11. It seemed that all their plans (to go) up in smoke. 12. She said that she (to want) to have been ready long before now. 13. The Prime Minister stated in her speech that the unemployment rates (to fall). 14. The Opposition spokesman was furious when he realized that the Government (to speak) at the European Union meeting.

**5. Put the verbs in brackets into Present, Past, or Future Perfect Tense of the continuous aspect or any other time required in the following sentences:**

1. He (to eat) my chocolates and there are hardly any left. 2. I (to speak) regularly at the Club for over a year. 3. I (to go) on holiday to the Crimea since I was a child. 4. I was dead tired: I (to work) for several hours without a break. 5. As I awoke I looked at the time and saw that I (to sleep) for ten hours. 6. The ground was completely sodden –

it (to rain) since dawn. 7. I (to work) in the office for several hours by the time you get back from the meeting. 8. We (to listen) to the concert for three hours before there's due to be a scheduled intermission. 9. We (to drive) for hours before we finally saw a petrol station. 10. He told me that he (play) his computer game since morning. 11. It was nearly five and she (to wait) since just after four o'clock. 12. ... you not (to fill) out the form in black ink? 13. She (to smoke) a cigarette in silence; now she started to cough and got up from the sofa where she (to sit).

**6. Complete the following sentences using one of the required perfect tenses. Use your imagination!**

1. When I returned from work I was told that... 2. Something familiar in the man's face told me that ... 3. ... when he stated that he didn't like Chinese food. 4. Her expression conveyed that ... 5. ... when a goal was finally scored. 6. When I return home, I want you to ... 7. I couldn't find my copy of the textbook, someone ... 8. ... to the same fruit stall week in and week out for years. 9. Where's my CD? For two weeks you have ... 10. ... in the garden since I've been here. 11. I can't open the lock – it seems as though someone ... 12. We found huge quantities of wild strawberries in the woods, we ...

**7. Correct errors in the following sentences observing the rules of the sequence of tenses. Use both active and passive voice as necessary.**

1. I asked her whether she speaks to her mother about the exam. 2. I looked up as the candidate was questioning on his previous work experience. 3. I was told that we will be increased production next month. 4. We were promised that there would have been a salary increase in the coming year. 5. We expected to find that the car to be repaired by the time we came back from holiday. 6. She had heard that the concert moved to next Thursday. 7. He told them that the result of last year's effort will be all in vain and the factory would still be closing. 8. The child's chronic asthma was still deteriorated each year, probably caused by the increasing level of traffic in the city where she lives. 9. When I reached the summit of the mountain, the Ukrainian flag planted there told me that it already was climbed. 10. After I was told how convoluted the route was, I will be afraid that I should lose my way in the dark.

**8. Complete the following passage with the correct form of the verb in brackets. Use the present, present perfect, or past, simple or continuous, active or passive:**

Anyone's first day in a new job can be a trying experience. Helen Fielding's "Bridget Jones" now (to appear) in two bestselling books of her fictional diaries, both of which (to become) successful Hollywood films. This extract describes Bridget's first day in a new job at a television studio.

9 p.m. I (to go) to bed, completely exhausted. I (to forget) how hideous it is starting a new job when nobody (to know) you, so your entire character becomes (to define) by every chance remark or slightly peculiar thing you (to say): and you can't even so much as go to put on some make-up without asking where the ladies' (to be).

I (to be) late through no fault of my own. It (to be) impossible to get into the TV studios as I (to have) no pass and the door (to run) by the sort of security guards who think that their job is to prevent the staff from entering the building. When I finally (to reach) reception I (not to be) allowed upstairs till somebody (to come) to get me. By this time it was 9.35 and the conference (to start) at 9.30. Patchouli eventually (to appear) with two huge barking dogs, one of which (to keep) jumping up and licking my carefully made-up face while the other (to put) its head straight up my skirt.

“They’re Richard’s – aren’t they, like brilliant?” she said “I’ll just take them to his car”.

“Won’t I be late for the meeting?” I (to say) desperately, holding on to the dog’s head between my knees and trying to push it away. She (to look) at me up and down as if to say “So?” and then (to disappear) dragging the dogs.

By the time I (to get) to the office, therefore, the meeting (to start) and everyone (to stare) except Richard, whose portly form (to be) clad in a strange green woollen boilersuit.

**9. Translate the following sentences into English using Perfect, Continuous and Perfect Continuous Tenses wherever possible:**

1. Де ви були? Ми шукали вас усю перерву. – Ми ходили до методистів на другий поверх. 2. Як ви змогли дістати книжки з верхньої полиці? – Довелося принести драбину. 3. Ти бачив цей фільм? Варто його подивитися? – Авжеж. Ми були на ньому вчора ввечері. Нам дуже сподобалося. 4. Хазяїн запалив коминак і сидів біля столу, коли ми зайшли в кімнату. 5. Олеся закінчила працювати в квітнику й присіла на лавку перепочити. 6. Ти вже написала вправу на переклад? Покажи, як ти зробила. 7. Він закінчив працювати й сів на веранді, переглядаючи рукопис. Вітер вщух, і сонце щойно закотилося за обрій. 8. Я працюю над своїм резюме вже дві години й боюсь не встигнути його роздрукувати до третьої. 9. Тетяна сказала, що чекає на секретарку, щоб забрати свої папери. 10. Якщо ви прийдете так пізно, я вже поїду на співбесіду. 11. Дощ ллє зранку й, боюсь, може не перестати до вечора. 12. Минулого літа я відвідала село, де жила бабуся й де народилася моя мама. 13. Я ніколи не читала такого цікавого історичного роману. 14. Я працюю над редагуванням цього рукопису вже ціле літо й зробила більшу частину, а до кінця вересня вже віддам його в редакцію. 15. Мій новий приятель був певен, що батьки непокоїтимуться, якщо він не повернеться до дванадцятої. 16. Я не знав, що ви маєте таку маленьку доньку. 17. Олена сказала мені, коли саме прийшла і що робила весь цей час. 18. Всі дуже здивувалися, коли я сказала, що живу в цьому будинку вже багато років. 19. Я щойно мила вікна і не встигла вимити руки. 20. Я сказала вам по телефону, що ще її не бачила й що сподіваюсь побачитися з нею в четвер.

**10. Translate the following text into English using Perfect, Continuous and Perfect Continuous Tenses as necessary.**

На сьогодні у Києві зареєстровано 16 тисяч безробітних, з них 13 тисяч є безробітними понад 3–4 місяці. Вакансій у столиці – 27 тисяч, з яких половина –



робітничі професії, третина – професії службовців, решта – для людей без спеціальності.

Як передає кореспондент УНІАН, про це повідомив сьогодні на прес-конференції Київський міський голова. “Таким чином, маючи ринок праці, повністю забезпечений робочими місцями, ми маємо безробіття. Це хороший показник, тому що ті громадяни, які безробітні, шукають роботу кращу, тобто більш високооплачувану, ніж їм пропонують”, - сказав він.

За інформацією мера столиці, за 5 місяців поточного року послугами Центру зайнятості Києва і 10 районних центрів зайнятості скористалися й були працевлаштовані понад 12 тисяч громадян.

Середня зарплата у Києві за 5 місяців становила 1 тис. 115 гривень. Щодо стану заборгованості із заробітної плати в Києві мер повідомив, що за 5 місяців поточного року обсяг заборгованості скоротився до 6 млн гривень. Із загальної суми заборгованості понад 70% припадає на підприємства, установи та організації, які є підрозділами органів виконавчої влади. За словами мера, керівництво столиці веде активну роботу у цьому напрямку з міністрами й урядом.

Мер повідомив, що для прискорення вирішення цього питання прем'єр-міністру України було направлено листа з проханням внести відповідні зміни до чинного законодавства. Він також зазначив, що в Києві “в бюджетних сферах заборгованості по виплаті заробітної плати немає.”

## WRITING

**A Cover letter** goes together with a resume, or a CV. It is important to address the person you are writing to correctly, state the position you apply for, mention your relevant work experience, or in the case of no experience you should mention relevant education. Motivation is important in both cases, as well as the names of those people with whom you worked and who agreed to give you a reference letter if necessary.

*1. Write an application letter to a potential employer using the following texts as guidelines. Note that the first sample is good for somebody who has experience relevant for the sought position. The second sample will help those who are fresh from university and do not have the relevant experience.*

### Cover letter 1

Apt. 20,  
5a, Khreshchatik  
Kyiv,  
01001  
Ukraine  
Tel. home: (380 44) 000 00 00  
Tel. mob: (380 67) 111 11 11  
E-mail: me@yahoo.com

**For the attention of Darren Smith  
Human Resources Manager,  
(Big European Company)**

Dear Sir,

I have been working as an interpreter and translator on the UN Global Project in Kyiv, Ukraine, with John House, amongst others, and this UN project, as you may know, is now coming to a close. Consequently I am now looking for a new position.

Although John House, Program Manager at the UN Project, who I know to have been a former colleague of yours, may have already passed my CV to you, I have attached a copy below in the event that it may be of use to you in your planning in the near future. I would very much like the opportunity to continue working in the area of Global Project in the commercial world.

I look forward to hearing from you soon.

Sincerely yours,

Petro Petrenko

**Cover Letter 2**

Apt. 20,  
5a, Khreshchatik  
Kyiv,  
01001  
Ukraine  
Tel. dom: (380 44) 000 00 00  
Tel. mob: (380 67) 111 11 11  
E-mail: me@yahoo.com

**For the attention of Darren Smith  
Human Resources Manager,  
(Big European Company)**

Dear Sir,

I have heard that you are currently in the process of recruiting staff for the Kyiv office of Big European Company. I would very much like the opportunity to meet you and describe why I would be a good candidate for the position of salesman.

Although I have only just graduated from Lviv University with an honours degree, I can already show that I have strong inherent abilities to communicate, sell and succeed. As you may see from my attached CV, I have already worked part-time in several companies while gaining my degree that have given me a good grounding in commercial business practice. My abilities to communicate clearly and effectively, to persuade and to successfully meet the targets set for me in each job make it clear to me

that I want to succeed in sales at such a respected organization as Big European Company.

My degree is in English and so I also have the ability to clearly communicate directly with you and your colleagues at Big European Company – I very much look forward to the chance to do so.

Yours sincerely,

Petro Petrenko

***Note:** If you're writing to "Big American Company", then you need to attach your **resume** and to meet **with** (or speak **with**) the person you're writing to. Your degree, if диплом з відзнакою, will be **cum laude** rather than an honours degree. Don't forget when detailing the dates of education or work that American reverse the month and date, so 9/11 refers to the 11th of September and NOT the 9'1' of November, as it would in Europe.*

**CV (Resume)** In a CV (the name you use if your potential employer is European) or a resume (if they are American) you should give your qualifications relevant to the position you want to obtain, your education, very brief personal detail and a summary of your work history. If you're a recent graduate, you need to highlight temporary jobs, university societies where you were active or any special knowledge that differentiates you from the rest. Don't make your CV long, remember that your potential employer may be very busy indeed. He or she will appreciate it if it not longer than two pages and to the point. Don't give any unnecessary irrelevant information. In the case that your CV is for a recruitment company you may provide more information, as your CV stays with them and may be used time and time again, for different placements. They will select the most appropriate elements for a particular vacancy. Note that work history is usually given in reverse order starting from the last or current position and going to the first ones, but not everyone agrees on that. Don't leave gaps in time without explanation or the immediate assumption is that you were in prison or a secure institution! Many managers recruiting staff also like a short, sharp paragraph or two telling them clearly why you are especially well suited to the job vacancy. Most important, never lie because if you're caught out later, many companies will simply sack you as you cannot be trusted.

**2. Write a CV to go together with your cover letter. Do a CV for yourself as if you were to start looking for a job now, and then for your friend.**

CURRICULUM VITAE

**Petro Petrenko**

apt. 20, 5a. Khreshchatik, Kyiv, Ukraine, tel. (044) 000 00 00

### **Summary of qualifications**

A highly skilled interpreter at business meetings, presentations and conferences, I have both directly translated and managed the translation of contracts, proposals, legal and

accounting documents, technical texts and advertising material. I have translated texts from Ukrainian and Russian into English and from English into Ukrainian and Russian. I have significant experience of simultaneous translation at business discussions. Areas of expertise include: legal (in particular, title registration), banking, finance and texts of contracts. I provided business support for a General Manager for over two years in the role of personal assistant.

I am a self-starter, active, well organised, positive and eager for knowledge.

Experience in Windows and Microsoft Word.

Excellent command of English, Russian, Ukrainian, passive knowledge of German and French.

### **Education**

National Shevchenko University, Kyiv. Department of Western Languages and Translation. Qualifications obtained: linguist, lecturer and translator of English, German, French *1993-1998*

Masters Degree in English Linguistics received 20 June 1998 *1998*

### **Personal details**

- Age 29
- Married, no children
- E-mail: me@yahoo.com
- Nationality and citizenship Ukrainian
- Driving licence, car owner
- Home number: (044) 000 0000

## Chronological work history summary

### **EU TACIS Name of the Project**

30/6/2003 –

*Interpreter*

*present*

Job functions: interpreting at sessions of the Consulting Group of the Cabinet of Ministers of Ukraine, business meetings and conferences. Translation of title registration and other documents into English and Ukrainian

### **World Bank**

*Free-lance interpreter*

Job functions: interpreting at business meetings, round table discussions, conferences, translating as required *Dates*

### **British Embassy in Kiev**

*Free-lance interpreter*

Job functions: interpreting at business meetings for experts of the British Know-Elow Fund and at receptions in the British Embassy *Dates*

### **Name of the Company**

*Interpreter – business assistant*

Job functions: interpreting, translation, preparation of contract texts, compiling materials about the corporation, arranging meetings, demonstrations and presentations, holding a database for promotion materials and managing the work of three translators. During office start-up I was also involved in finding office premises, dealing with renovation issues, acquisition of office equipment and many other related administrative functions *Dates*

### **Name of the Company**

*Office administrator*

Job functions: making and receiving telephone calls, sending faxes, writing letters, filling out orders, translation, copying *Dates*

## **LINGUISTS' HEADACHES**

**Word order of simple sentences.** One of the peculiarities of English is how both word order and intonation of spoken English are essential to the meaning of even the simplest sentence. A good author will always either avoid unclear implications or engineer the context to ensure that the correct meaning is as clear as possible. The example below *Are you right?* is typical of a phrase from a dialogue and any Ukrainian author is advised to speak aloud such phrases with different intonation, should they write them, to check for ambiguities.

Below are the usable combinations of *all*, *are*, *right* and *you* with definitions of each meaning.

**You are right.** This is the straightforward expression using these words to signify that the speaker believes that someone is correct. A stylistically colourful way of emphasising that someone is correct and that the speaker wholeheartedly agrees is **'Right is what you are!'**

**Right you are.** Most commonly met in Irish where it is very frequently used, but also used in other regional British dialects, especially the North West of England. It has two major meanings, the first that of agreement to end a topic of conversation. Equivalent to 'гаразд' with English synonyms such as 'Right, that's fine' or 'Well, OK then'. The second is when it is used at the end of a conversation when it is equivalent to, for example 'ходімо вже', with English synonyms such as 'OK, let's go' or 'Right, I'm off. See you'. The Irish are perhaps more likely to use the first meaning and the NW English the second, but both are clearly understood across the UK.

**Are you right?** has at least three distinct meanings, each of which depend on the logical stress and intonation used.

- **Are you right?** implies disbelief and is a request to check the facts.

- **Are you right?** implies that someone else had been believed but facts have now come to light which may cause the speaker to change their mind.

- **Are you right?** implies that the speaker is rather surprised but believes whoever is being spoken to.

**Are you all right?** used to be a simple question to confirm that the person being spoken to is not unwell or ill, or injured after a minor accident. Today the meaning has changed totally and this has become a set phrase used mostly in shops by shop assistants to say "Can I help you?"

**You're all right** is a way of saying "I like you" without any sexual connotations and may equally be used by male to male, male to female or vice versa. A very commonly used phrase in Australian English.

*Note that the frequently used \*alright\* is still not acceptable in formal English although many examples of its use may be found. All authorities clearly state that this shortening is wrong.*

**Task:** Complete the following phrases or think of responses to them in the situations given below:

1. I've been thinking about what you had said, and yes ....
2. Now that I know you better I really believe ...
3. That was quite an unfortunate fall ....
4. Everything is settled for tomorrow.
5. I can't believe it...
6. Those facts need to be checked ...
7. ... Now after what I heard I may believe you.

**Translate into English:**

1. З тобою все гаразд?
2. Ти хлопець те що треба.
3. Хіба ти маєш слухність?

4. Ти правий?
5. Добре, побачимось.
6. Ти таки дійсно маєш рацію.
7. Маєш рацію.
8. Гаразд, домовились. Бувай.

## DEVELOPING TRANSLATION SKILLS

**Translation** is a process of inter-language and intercultural communication when, after special translation analysis of the Source Language Text (SLT), another communicatively-equivalent text is created in the Target Language (TL).

It is essential to recognize and acknowledge that SLT submitted for translation undergoes a number of changes known as **translation transformations**. These are inter-language changes of meaningful verbal signs.

Translation transformations, however arbitrary, can be observed on different levels of language hierarchy: grammatical, lexico-semantic and stylistic.

Translation theory distinguishes several types of translation transformations. The most traditional among them are: transposition/permutation, substitution/replacement, omission, addition and compensation.

### *(1) Translation transformation of transposition/permutation*

**Transposition/permutation** is a change in the order of linguistic elements: words, phrases, clauses and sentences in the TL (Target Language) as compared with the SL (Source Language). This change may be caused by many reasons. Among them the necessity of preserving intact the functional sentence perspective (the rheme and the theme), which traditionally may take different places in two languages. The rheme (the part of the sentence giving new information about the theme or topic of an utterance) in Ukrainian tends to take a final position in the sentence, whereas in English it is not necessarily so, compare: *Після обіду подали сигарети. Cigarettes were offered around after lunch.* Specific rules of adjective and adverb order represent another reason for transposition, compare: *black Spanish leather boots – іспанські чорні шкіряні черевики, to breath hard – важко дихати.* The final position of clauses of condition and time in English may often take the initial position in Ukrainian, e.g. *It'll be done as soon as we agree on certain points. Як тільки ми домовимось щодо деяких питань, справу буде завершено.* Many other such changes in the order of TL units may be required to make the translation sound natural, adhere to the standards and norms of the TL, which of course is easier when you translate into your native tongue.

**1. Go back to your translation of Ex. 18 and analyse what particular transpositions had to be applied and why.**

**2. Translate the following sentences into Ukrainian bearing in mind the necessity of transposition. Compare the word order in the original sentences and in their translations. Explain where exactly transposition took place.**

**A.** 1. There's no such thing as a job for life any more. 2. You sound more like a politician than my wife, the doctor, sometimes. 3. You need to get the words right too. 4. As sure as you turned up half an hour late for our wedding? 5. I'm not rising to that one.

**B.** 1. He brought no flowers, but his appearance was quite a nice surprise for Jane anyway. 2. The family had no future in this hellhole of complete unemployment. 3. He was breathing hard and sweating profusely. 4. If you want that car for that price, then it's a done deal, by me. 5. She will be up again at six tomorrow. 6. There were four of them seated together at a table in the officer's club the last time he and Poldark had called each other crazy. 7. There was never a dull moment. 8. He wasn't used to wearing a suit and tie, and felt quite out of place at the cocktail party. 9. The company will lose too much money on current stock if prices plunge. 10. A match flared in the darkness. 11. He trembled as he looked up. 12. To take advantage of their land's diversity, Mongol villages had to be mobile. 13. I'll be back here as soon as winter comes. 14. Keep your luggage with you at all times. 15. Immediately, his companions saw what he was after. (D. Dunnett). 16. And yet the lad was inventive, by God (D. Dunnett).

**3. Translate the following sentences into English applying transposition wherever necessary.**

1. Перші новини про нього надійшли тільки пізно ввечері. 2. Пізніше з'ясувалося, що поєднання лихварства та фарбувальної справи виявилось щасливим. 3. Уже два дні вона була у себе вдома. 4. Про батька Кателіна брехати не могла. 5. Цього разу на першому місці була дівчина. 6. Крім того, на березі були люди. 7. Почулися голоси, загавкали собаки. 8. Серед них було і двоє робочих. 9. Але він при цьому зовсім не дивився на Джуліуса, він дивився на грека. 10. Хлопець не вмів добре плавати. 11. Серед цікавих стояв високий темнобородий спокійний чоловік. 12. Нічого не можу обіцяти тобі, хлопче. 13. На обличчі Клааса з'явилася щаслива усмішка. 14. В нього не було грошей, зате була голова на плечах. 15. Двоє швидко бігли й репетували на ходу. 16. Гість ввічливо спитав. 17. Це нас аж ніяк не цікавило.

**(II) Compression and decompression in translation**

It is well-known that the length of two texts in Ukrainian and English may not be the same. This can be explained by the use of the compressed forms in both languages. By **compression** we mean any shortening of the number of the sentence elements or omission of such elements in translation. The reasons for the use of compression in translation may be quite different: such as the specific features of grammatical structure of the TL, stylistic or pragmatic factors etc.



**Decompression** is the opposite process to compression, i.e. the increase in the volume of the text in the TL as compared to the SL text. The reasons for decompression include differences in grammatical structure and the inherent vocabulary of the two languages, different speech patterns and the traditions of speech. When translating from Ukrainian into English, decompression, among many other things, includes addition of possessive and other pronouns, e.g.: Він підняв руки. He raised his hands. Не встигнеш і слова сказати, як вже наразився на небезпеку. Even before you can say a word, you'll be in trouble.

***1. Translate the following sentences from the dialogues of the Lesson. Analyse the cases of compression and decompression in them.***

1. You never know what might really be available. 2. I would never believe that a serious company would put vacancies on a scruffy, illiterate site. 3. They made nearly half the workforce redundant. 4. Would it sound better if you said that you “left to further your career by seeking new challenges and opportunities”? 5. We're all stuck with this careerist jargon. 6. Many “cute” alternatives to avoid the negative impact have also recently appeared, the most popular of which seems to be “rightsizing”.

***2. Translate the following sentences into Ukrainian using compression as necessary. For the last sentence, check a dictionary of idioms.***

1. They say there might be new job openings in this company soon. 2. You see, there's not much point in spending so much time and effort on this task right now. 3. Even before you enter the room, you start to feel the special atmosphere. 4. Don't think it, say it. 5. Everybody expected a positive answer, but the girl just shook her head. 6. It was clear they would not spare my life. 7. I got my chance in a very unexpected way. 8. Drying his wounds, he donned his ankle-length, hooded robe (Dan Brown). 9. Everyone inside the office nodded their understanding (Dan Brown). 10. She wrinkled her nose. 11. Her back to him, she poured wine in generous measure (D. Dunnett). 12. She gave him his wine and stood for a moment holding her own (D. Dunnett). 13. He kept looking at his watch, expecting them to have finished their mission. 14. He rolled over, sat up and forgot his hunger, his losses, his misery. 15. Me, myself and I (an idiom).

***3. Translate the following sentences into English using compression as necessary.***

1. Управлінці, для яких час багато значить, намагаються зійти з літака швидше за всіх. 2. Вираз її обличчя наче говорив: “Ти мені вже так набрид”. 3. Ці гості, що з'явилися на годину раніше, вже встигли дошкулити хазяйці. 4. Очікується, що уряд вживе заходів для збільшення робочих місць. 5. Цей засіб для миття посуду мені дуже подобається. 6. Іан Ранкін вважається одним з найкращих сучасних майстрів детективного жанру. 7. Це спало мені на думку, коли я йшов лісом до дачі. 8. Переговори з позиції сили нічого не дадуть. 9. З точки зору історії цей факт не доведений. 10. Окрім того, у рамках зустрічі двох прем'єр-міністрів було підписано угоду про двосторонню співпрацю. 11. Умови ведення підприємницької діяльності були детально прописані в законі. 12. Треба зважити на те, що вони давно живуть у цьому місті. 13. Ця економіка, Що колись

процвітала, тепер переживала складні часи. 14. Човен уповільнив хід і тихо зупинився біля причалу.

#### **4. Translate the following sentences into English using decompression.**

1. Не встигнеш і слова сказати, а він вже тут. 2. Розумієш, він і так би не отримав цю посаду. 3. Кажуть, на цьому підприємстві заробітна плата вища, ніж будь-де. 4. Ну то й скажи. Чого ти мовчиш? 5. Вони швидко натягай уніформу і були готові до роботи. 6. Останні слова мовив уголос і втямив, що знову сказав щось не вельми розумне. 7. Сам колись був січовиком і вашого брата наскрізь бачу (І. Мушкетик). 8. Він зітхнув і опустив голову, уквітчану темними хвилями густого, злегка закучерявленого волосся... . 9. Кузьмище витер широким рукавом рота і бороду... . 10. Княгиня чула, як син пройшов сіньми, відчинив двері.

### **DEVELOPING INTERPRETING SKILLS**

1. To develop *memory skills for oral translation* practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking at the text:

**A.** It's more effective than the alternative.

It's more effective than the alternative – lying on your resume.

It's more effective than the alternative – lying on your resume and hoping you get an interview.

It's more effective than the alternative – lying on your resume and hoping you get an interview with someone who has poor perception.

**B.** Companies will have an abundance of good applicants.

For the first time in history, companies will have an abundance of good applicants.

For the first time in history, companies will have an abundance of good applicants for every job opening.

For the first time in history, companies will have an abundance of good applicants for every job opening in the “medium-skill” level.

#### ***Translator's nightmare***

**Challenge** This word as a noun is especially important in business because it conveys a positive attitude to an objective or a problem. Because of this, the word is used very often in English and belongs to a stratum of words which do not have a dominant dictionary equivalent, but are translated relying mostly on the context. Such contextual translations may include such Ukrainian words as “завдання”, “робота”, “проблема”, “обов'язки”, and other such words and expressions. Bear in mind that when translating from Ukrainian, the word ‘challenge’ should be used to give a positive, proactive approach to a situation, reserving ‘objective’ for neutral situations and ‘problem’ for negative contexts. In other words, if you are given something to do, then there may be three connotations to the situation:

If you regard the task as a challenge, you are being positive and proactive.

If you regard the task as an objective, you are being neutral.

If you regard the task as a problem, you are being negative.

The other meanings of the noun ‘challenge’, in a context broader than Business English, include an objection (заперечення), a calling into question (оскарження судового рішення), a sentry’s demand for a password (оклик вартового) and an invitation to take part in a trial or a contest (виклик на змагання тощо).

**Task:** translate into Ukrainian:

1. He was given the challenge of re-writing the instruction manual.
2. She resigned from her job as she was looking for a new challenge.
3. She regarded her new role as Human Resources Manager an exciting challenge.
4. He faced a new challenge in his career when the company was reorganized.
5. We accepted the challenge to participate in next summer’s Games.
6. The Supreme Court made a challenge to the decision of the City Court.
7. She felt that she was obliged to make a challenge to his version of the sequence of events on that night.
8. He stopped when the Officer on duty at the gate made a challenge.
9. For the geographically and historically challenged, could you tell us what region today constitutes Eleanor’s Aquitaine?

**Opportunism** is, in English, the seizing of opportunities when they occur. This is the adaptation of actions, plans or policies to take into account new or changed circumstances and is almost always regarded as positive and proactive, especially in business. The Ukrainian word “опортунізм” from Communist ideology is the making of often unpalatable concessions to the bourgeoisie. To avoid the wrong connotations, take care when translating the word from English. The Ukrainian translation in each particular case is dependent on the context. The options are: “вміння або бажання скористатися можливістю”, “пристосування”, “гнучкість підходів”, “авантюризм” etc.

**Task:** translate into English:

1. His goal, following a long run from midfield followed by a skillful shot, was a wonderful example of opportunism.
2. A classic example of opportunism is the introduction of miniaturized cameras being incorporated into mobile phones to increase sales and usage of both technologies.
3. Her opportunism in assuming the responsibilities of the director who resigned led to her promotion in a short space of time.
4. Darwinism is seen by most as Mother Nature’s opportunism.
5. The Conservatives have been guilty of opportunism in opposing government policies simply for the sake of opposition, the shadow education secretary has conceded.
6. There is a major debate taking place as to whether the aid donated following the 2004 Tsunami is being used for reconstruction or simple economic opportunism.

**Variant** A variant is something which differs in form or details from a standard, e.g. variant spelling, there are forty variant forms. This expressly means that there is one standard or normal item and its variants are those which are modifications. This use

dates from the middle of the 19th century and is most likely to be found in fiction from that period. It is a word rarely used in contemporary English. There is also a specialist mathematical definition for variant. The options in Ukrainian may include in addition to “варіант”: “модифікація”, “мутація”, “підвид”, “різновид”, “перемінна” etc. The word ‘variant’ in English is very frequently used by many Ukrainians to translate ‘варіант’ although this is usually wrong and option, alternative, preference or choice express that which is meant in English.

**Task:** analyze the following passage and translate it into Ukrainian. Note the difference in the volume of the English word “variant” and the Ukrainian “варіант”.

After we decided on our choice of the course of action, there still remained several alternative options as to exactly how we should go about the task. My preference was to tackle the job in one go, while Steve felt that we should go for a less dramatic alternative and modify the elements gradually over several days. Rob felt that our best approach was to take a compromise option and spread the load over two days.

**Task:** translate into Ukrainian the following, paying careful attention to what the writer intended.

1. It was a debased and impoverished variant of the real thing.
2. Genetic variants coexist within a single interbreeding population.
3. Beowulf’s fight with the dragon is merely a variant on his fight with Grendel.
4. The variant spelling *prophesy* is now confined to the verb. (SOED)
5. He introduced a variant into the equation to study its effect.

**Translate into English:**

1. Інших варіантів немає, доведеться робити, як ти сказав.
2. Ти вибрав найгірший варіант з усіх можливих.
3. В рівняння була введена змінна.
4. Цей варіант вимови даного звуку широко розповсюджений на півдні Англії.
5. Різновиди цього птаха зустрічаються в наших лісах.

## UNIT 2

**Topic:** Health care

**Grammar:** Conditional Mood. Real Conditional, Unreal Conditional Present

**Functional Expressions:** Opening, continuing and closing a conversation

**Writing:** Essays, Presentations

### INTRODUCTION

**1. Agree or disagree with the following statements. Give your reasons.**

1. Health issues are the main concern of the Ukrainian government.
2. Medical care should be free for everybody.
3. You must be insured against sickness.
4. Nowadays you don't need a doctor's prescription to buy medicines.
5. It is necessary to call out an ambulance if you don't feel well.
6. Bad habits affect a person's health.
7. It is reasonable to ban smoking in public places.
8. Ukrainian companies have started to refuse to employ smokers.

**2. Read the explanation concerning Functional expressions of opening, continuing and closing a conversation and study the tables below.**

There are many formal and informal phrases marking the degree of politeness and forms of address. There are relatively clear-cut socio-cultural rules about when to use which form, which may be hard to grasp for a non-native speaker of English. Also, tuition of English from day one tends simply to give certain set phrases which alone are useless for actual conversation.

*"How are you? It is a sunny day but rain is forecast for tomorrow. Goodbye."* Sounds totally unnatural and almost robotic, since it is missing the cultural patterning of speech essential when two people communicate. Combinations of pleasantries or formal interaction are necessary for dialogue to be real. The flow is that of opening, continuation and closing and some set phrases are given below, then some others are used in the functional dialogues.

	UK	US	Both
<b>Opening</b>			
- <i>formal, polite</i>	Pleased to meet you. Hello, how are you? How are you?	Hi, how are you today?	Good morning Good afternoon Good evening It's a pleasure to meet you Hello
- <i>informal, polite</i>	Are you all right?	And how are you? Good to meet you. Hey, how you doing?	Nice to see you Good to see you

- <i>informal, to a friend</i>	Hiya So how are you keeping?	Hi How's it going? How you been doing? How's it hanging? Yo	How's/How're things?
Continuing			
Direct and open questioning	Could you tell me ...?  Please tell me ...  What would be ...? How would I...? Where could you...? When should we best...? Why is it that ...? Tell me how to ...  <i>Yes. No.</i> Direct, <i>No</i> as an answer is impolite or offensive Open, demands a complex answer Open, demands a complex answer Open, demands a complex answer Open, demands a complex answer Open, demands a complex answer Direct, but could be abrupt and rude		
Persuasion and obligation statements	I feel we should now discuss ... I believe we ought to ... Let's now look at... I'd be grateful if we could now talk about... I hope we can now discuss... You promised that we would look at... in more detail. I've always wanted to know more about... I still don't quite understand ...		
	UK	US	Both
Closing			
- <i>formal, polite</i>	Goodbye (very polite) It's been a pleasure to meet you	Have a nice day	Good night I really must be going I mustn't keep you any longer I've really enjoyed
- <i>informal, polite</i>	Bye Bye for now Bye now (‘Bye bye’ would probably only be used by young children or for specific stylistic purposes)	Take care Take it easy	Ciao See you around

<b>- informal, to a friend</b>	See you (or see ya) All the best Take care, now. Take it easy, now,	Gotta go now It's been good. Keep it real Later on Don't work too hard	Take it easy Take care
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**Note:** 1) Rhyming combinations used in closing a conversation, long popular in both the USA and the UK, are still often used today: the most common being "See you later, alligator" which may jokingly be replied to with "in a while, crocodile".

2) In contemporary English How are you? and Are you all right? are now greetings and no longer questions regarding your immediate state of health.

**3. Without looking in your textbooks, listen to the recorded Dialogues 1 and 2. Try to get their messages; reproduce them in English in your own words. The dialogues contain several functional expressions of a) opening, b) continuing, c) closing a conversation. While listening to the same dialogues again, write down these functional expressions in your exercise books. (Appendix 1)**

**4. Imagine that your partner in class asks you: "How are you?" Give a detailed literal account of how you really are and then respond as you should to a native speaker.**

**5. Answer the question "Are you all right?" literally and then respond as you should to a native speaker.**

**6. Read this short additional text, an extract from "Barracuda 945", a contemporary popular thriller by Patrick Robinson and make sure you understand how important cultural differences are between common words and phrases used by different nations who apparently all speak English:**

**Right on cue**, the door opened and the duty guard ushered Lt. Jimmy Ramshawe inside.

"G'day, Admiral," he said, issuing the perennial **Aussie** greeting, and heaving a pile of maps and papers onto a big table.

George Morris chuckled. "Hello, Lieutenant. **They working you so hard** you can no longer tell the difference between day and night?" he said.

"Matter of fact, yes," said Jimmy. "But I can't walk around saying 'G'night, Admiral,' can I?"

"Well, I guess not. How about 'G'd evening?"

"**Nah**. I'd sound like a bloody **pooftah**."

**Notes:** 1) "**Right on cue**" is a standard phrase to mean 'happening at exactly the right moment' – як на загод.

2) **Aussie**. Standard, friendly UK word for Australian

3) In theory an illiterate sentence, but in fact normal and common phrasing by an American, as Morris is, in context.

4) **Goodnight** is only used to mean that the speaker is going to bed.

5) **Good evening** would only be used in Australia by a camp (i.e. blatantly overt) homosexual in that country, although it is normal speech in the USA and the UK.

6) “**Nah**” is the way that an Aussie, American or a Londoner would say “no”.

7) ‘**Pooftah**’ is a slang word for a homosexual common in Australian English and frequent in Anglo-English.

**7. Translate the following dialogue into English.**

- Гей, приємно тебе бачити. Як ти? Все гаразд?
- Привіт. Ти знаєш, щойно одужав від грипу. Цей грип мене дістав. Щороку хворію.
- Я вже декілька років роблю щеплення. Допомогає.
- Ти дивись, а я в ці щеплення ніколи не вірив. В цьому році я це вже прогавив, а наступного року, мабуть, зроблю також.
- Але попередньо порадься з лікарем. Мені, наприклад, порекомендували вакцину “Інфлувак®”.
- Гаразд. Ну, все. Я маю бігти. Бувай.
- Тримайся. Бережи себе. Я тобі зателефоную. Щастя.

**8. Make up your own dialogues with the functional expressions listed in Exercise 2.**

**READING 1**

**1. Look at the title of the text and say what you think the text is about.**

**2. Think of ten to fifteen thematic words which you are likely to find in the following text on “Health Care in the UK”, and write them down in your exercise books. After reading the text you will be able to check whether the words you predict actually appear.**

**3. Read the following questions and try to answer them before reading the text. When you read the text, find the answers to the questions and compare them to what you have previously done.**

1. What place does Winston Churchill occupy among other British iconic personalities?
2. What does the creation of the Welfare State provide?
3. On what principle does the National Health Service in the UK work?
4. Do all EU citizens enjoy the same right to medical care in the UK?
5. When can you request a home visit by the GP in the UK?
6. To whom may a throat ache be referred?
7. Where can doctors obtain the experience needed for a GP?
8. Who funds medical care in the UK?



**4. Transcribe the following words. Learn their pronunciation:**

renowned, iconic, landslide, temporarily, surgeries, pharmacist, exempt, substitute (n), hospitalize, locum, defibrillator, referral, chronic, generalist, elite, luxury.

**5. Look through the following comments before reading the text:**

**Comments**

1. **The Welfare State.** (A country with) a system in which the government provides money, free medical care, etc. for people who are unemployed, ill, or too old to work. - Держава загального добробуту.

2. **National Health Service (NHS).** The British system that provides free medical treatment for everyone, and is paid for by taxes. – Державна служба охорони здоров'я.

3. **Family Practitioners' Committee.** Now Family Health Services Authority (FHSA). Responsible for the registration of doctors and dentists on the NHS. – Управління служб сімейного здоров'я.

4. **BUPA. British United Provident Association.** A company which sells private health insurance and runs its own hospitals outside the National Health Service. – Британське об'єднане товариство взаємного страхування.

**6. Read the text "Health Care in the UK" and find the key sentences that summarize the main idea of each paragraph.**

**Text 1: Health Care in the UK**

The renowned war-time leader and Prime Minister Winston Churchill, after almost 50 years, is still in British people's minds and **head and shoulders above** any other British **iconic personality**.

So why was it that after WWII ended and a general election was called, Winston Churchill, a Conservative, lost? Instead, a socialist Prime Minister, Clement Attlee, was elected as the Labour Party **won by a landslide**. Probably the most significant factor that gave him such popularity was the work of a Welshman, Nye Bevan, who **championed** the creation of the **Welfare State**, which provided more generous **unemployment benefit, sickness benefit, maternity and widows' benefits** and better state pensions, all funded by **compulsory contributions** from employer and employee.

But the most important part of the Welfare State was the creation of a **National Health Service (NHS)** which gave essentially free **medical care** to everybody. As Minister of Health, Nye Bevan succeeded in introducing the NHS in 1948 and medical care was now the same for all, irrespective of their wealth.

The NHS works on the principle that all UK residents have the right to be on the **patient list** of a **General Practitioner, GP**, usually local to them but of the choice of the individual. In recent decades, this right has been extended to all EU citizens who may be placed temporarily on a patient list. Such lists are administered by **the Family Practitioners' Committee** so that no GP has too many potential patients, while at the same time receiving an annual bonus, in addition to their salary, depending on the number of people on their list. These GPs receive patients in their **surgeries**, which normally contain three or four GPs on average, a nurse, an administrator, and a

receptionist. Consultation is almost always by appointment and a busy **practice** may ask patients to book up to 4-5 days in advance.

Almost all medicines, with the exception of simple **over-the-counter** products, need a doctor's prescription before the pharmacist will supply them and in the UK all drugs, irrespective of price, are supplied by pharmacists after a payment of a '**prescription charge**'. In 2005, this standard charge was £6.50, then about UAH 70. To avoid **penalising** those who may be less able to pay, many categories of patients are **exempt** from prescription charges, such as pensioners, pregnant women, disabled people, the unemployed or those on low income.

In the case of emergency or serious illness, there are two options available to a UK resident. If they are very ill, then they can request a home visit by their GP or **delegated substitute** who may be "on call", as all GPs have to have some time off, and emergency home visits are most likely at night. If the situation is more serious, then an ambulance can be called by dialling 999, which should arrive within minutes, or the GP making a home visit may decide to hospitalize a patient and they will then call out an ambulance. If a GP is **away on a course** or on holiday then their place is taken temporarily by a '**locum**'.

Hospitals in the UK are usually large and divided into "**in-patients**" and "**out-patients**". Someone needing serious attention will be booked in as an in-patient, given a bed and assigned a course of treatment.

Others will come to the hospital themselves as out-patients, either as the result of an accident, to what used to be called a **Casualty Department** but is now called **A&E (accident and emergency)**, or as a **referral** by a GP. There they will be treated and sent on their way home, unless a doctor decides they need to be hospitalized and they are admitted as in-patients.

Prescription charges do not apply to either in-patients or out-patients, and all care and medicines are free.

Those referred to see a **Specialist** by a GP are those who have a problem that the GP is concerned about and feels that the patient needs a more expert level of care. So a puzzling, chronic throat condition may be referred to an Ear, Nose and Throat Specialist at an out-patients' department of a hospital. In such a case, the appointment is requested by the GP.

Most of the doctors working as GPs have worked in hospitals, either as a **junior House Doctor (generalist)** as part of their medical training to get their **MD qualification**, or as a **senior House Doctor** after qualification, to obtain some of the experience needed for a GP. House Doctors, especially junior ones, traditionally work very long hours for relatively little pay and those that survive the course tend to have learnt a lot.

All this is funded by National Insurance (N1) contributions, by both employers and by those in work from their **pay-packets** and from the standard prescription charge paid by those who can afford it. Many employers give their elite employees "paid health care" through some organization such as **BUPA**, but this does not actually affect their health care on the whole. Almost all medical care is carried out by the NHS but BUPA (or other such patients) may have, in the case of hospitalization, a private room with

luxury facilities or even an assigned nurse, the extras being paid for by the 'private health care' organization.

Of course, although some countries such as Canada, Sweden, Ukraine and Britain have a National Health Service, others such as the USA have a medical insurance system that pays for health care for each individual, as and when needed. Those individuals that don't have insurance may find it extremely difficult to obtain health care at all in those countries where cash or insurance is needed. Just ask any sick person waiting for care whether their wallet or their health is the first priority and see what answer you get!

***7. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.***

***8. After listening to the text, complete the following sentences from the alternatives given below:***

1. The renowned war-time leader and Prime Minister Winston Churchill, after almost 50 years, is still in British people's minds and ... above any other British iconic personality.

a) tooth and nail; b) head and shoulders; c) hand and foot.

2. Instead, a socialist Prime Minister, Clement Attlee, was elected as the Labour Party won ...

a) the wooden spoon; b) the toss; c) by a landslide.

3. Probably the most significant factor that gave him such popularity was the work of a Welshman, Nye Bevan, who championed the creation of the Welfare State, which provided more generous unemployment benefits, sickness benefit, maternity and widows' benefits and better state pensions, all funded by ...

a) fund-raising events; b) well-wishers; c) compulsory contributions from employer and employee.

4. The NHS works on the principle that all UK residents have the right to be on the ... of a General Practitioner, GP, usually local to them but of the choice of the individual.

a) patient list; b) waiting list; c) danger list.

5. These GPs receive patients in their ..., which normally contain three or four GPs on average, a nurse, an administrator and a receptionist.

a) private offices; b) surgeries; c) studies.

6. If a GP is away on a course or on holiday then his/her place is taken temporarily by a ...

a) paramedic; b) emergency medical technician; c) locum.

7. So a puzzling, chronic throat condition may be referred to a ... Specialist at an out-patients' department of a hospital.

a) tropical disease; b) ear, nose and throat; c) eye.

8. All this is funded by National Insurance (N1) contributions, by both employers and by those in work from their... and from the standard prescription charge paid by those who can afford it.

a) nest eggs; b) pay-packets; c) life jackets.

**9. Go through the text again and give the Ukrainian equivalents for the highlighted words. Then study the following vocabulary notes:**

### **Vocabulary notes**

1. **To be/stand head and shoulders above somebody.** To be much better than other people – переважати когось, виділятися з-посеред когось, e.g. One contestant stood head and shoulders above the rest.

2. **Iconic personality = icon.** Someone famous who is admired by many people and is thought to represent an important idea – ідол, кумир, предмет поклоніння, культова фігура, e.g. a 60s cultural icon.

3. **Landslide, n.** The noun may mean:

1) a victory in an election in which one person or party gets a lot more votes than all the others – рішуча перемога на виборах, e.g. The SNP (the Scottish National Party) candidate won by a landslide .

2) *literally*, a sudden fall of a lot of earth or rocks down a hill, cliff, etc. – обвал, оповзень, e.g. Flooding caused landslides and serious property damage.

4. **Champion, v.** To publicly fight for and defend an aim or principle, such as the rights of a group of people - боротися, захищати, відстоювати, e.g. to champion the rights of the individual.

5. **Benefit, n.** The noun has four main meanings:

1) an advantage, improvement, or help that you get from something – вигода; користь; прибуток, перевага, e.g. What are the benefits for Britain of belonging to the European Union? You should admit the airport's economic benefit to the region.

2) money provided by the government to people who are sick, unemployed, or have little money (American Equivalent: *Welfare*) – пенсія, (страхова) допомога, e.g. unemployment benefit – допомога з безробіття; sickness benefit – допомога в зв'язку з хворобою; maternity benefit – допомога породіллі; widow's benefit, survivor's benefit – допомога в зв'язку з втратою годувальника; cash benefit – грошова допомога; disability benefit – допомога з непрацездатності; health-care benefit – допомога з догляду за хворим; retirement/old-age benefit – пенсія за віком; veteran's benefit – допомога для ветеранів (війни, праці тощо).

3) *usually plural* extra money or other advantages that you get as part of your job or from insurance that you have – пільги, додаткові послуги, привілеї тощо, e.g. The benefits include full medical cover when travelling abroad. We offer an excellent salary and benefits package.

4) a concert, performance, etc. arranged to make money for charity – благодійний концерт тощо, e.g. They gave a benefit concert for the Children's Hospital.

6. **Contribution, n.** The noun is used in the following meanings:

1) something that you give or do in order to help something be successful – внесок в науку тощо, e.g. Einstein was awarded the Nobel Prize for his contribution to Quantum Theory.

2) a piece of writing, a song, a speech, etc. that forms part of a larger work such as a newspaper, book, broadcast, recording, etc. – співробітництво в газеті, журналі тощо; матеріал для газети, журналу тощо, e.g. This magazine with contributions from well-known travel writers is very popular among its readers.

3) an amount of money that you give in order to help pay for something; when you give money, time, help, etc. – пожертва, внесок, e.g. Contributions to charities are tax deductible. All the money has been raised by voluntary contribution.

4) a regular payment that you make to your employer or to the government to pay for things that you will receive when you are no longer working, for example health care, a pension, etc – внески, збори, e.g. National Insurance (N1) contributions – внески до фонду державного страхування.

7. **Medical care** – медична допомога.

8. **Patient list** – список пацієнтів.

9. **General Practitioner /GP/ generalist / family physician.** A doctor who is trained in general medicine – лікар широкого профілю; лікар загальної практики; терапевт; дільничний лікар; сімейний лікар.

10. **Surgery, n AmE Office.** In this text the noun means “a place where a doctor or dentist gives treatment”. But no actual surgery as such ever takes place there normally – лікарський кабінет, невелика поліклініка, амбулаторія.

The noun surgery also possesses the following meanings:

1) “medical treatment in which a surgeon cuts open your body to repair or remove something inside” (operation) – операція, e.g. He’s currently recovering from surgery on his right knee.

2) *especially AmE* “the place where operations are done in a hospital”. American equivalent: “operating room”, British equivalent: “theatre” – операційна. e.g. Dr. Hanson is in surgery.

3) *AngloE* “a regular period each day when people can see a doctor or dentist”. American equivalent: “office hours” – прийом хворих, приймальні години лікаря, e.g. Surgery is from 9am - 1pm on weekdays.

4) *AngloE* “a special period of time when people can see a Member of Parliament to discuss problems” – прийом виборців депутатом.

11. **Practice, n AngloE (of doctors and lawyers).** The work of a doctor or lawyer, or the place where they work - практика, діяльність (лікаря, адвоката); клієнтура; місце роботи (лікаря, адвоката).

**Practise, v AngloE.** To work as a doctor or lawyer – практикувати; займатися лікарською практикою; займатися юридичною діяльністю.

In American English the noun “*practice*” is often spelled as “*practise*” and the verb “*practise*” as “*practice*”.

12. **Over-the-counter (medicine)** can be obtained without a prescription – ліки, що продаються без рецепта. **Over-the-counter drug** – патентовані ліки. e.g. If you’ve got a cold or sore throat, they can advise which over-the-counter medicines to take.

13. **Prescription charge, AngloE.** The standard amount of money most people have to pay for any medicine that needs doctor’s prescription. Стандартна плата за

будь-які ліки, що продаються за рецептом (приблизно 70 грн.).e.g. There has long been debate in Britain as to who should be exempt from prescription charges.

14. **Penalize**, *v.* The verb may mean:

1) to punish someone or treat them unfairly – штрафувати, карати, створювати несприятливі умови; ставити в невігідне становище; негативно відбитися на комусь; ущемляти когось, e.g. Two students were penalized very differently for the same offence. Women feel professionally penalized for taking time off to raise children. The proposed energy taxes would unfairly penalize people living in rural areas.

2) to punish a team or player in sports by giving an advantage to the other team - штрафувати, e.g. The team was penalized for wasting time.

15. **Exempt**, *adj.* Not affected by something, or not having to do it or pay it. **Exempt from** – звільнений від (сплати податків, оплати ліків тощо), e.g. The interest is exempt from income tax. Children are exempt from the charges. Are students exempt from compulsory schooling or from certain courses in the curriculum on religious grounds?

16. **Delegated substitute**. In this context – медпрацівник, що має право ходити за викликами замість терапевта.

17. **To be away on a (refresher) course**. To take a training course, usually a short one, that teaches you about new developments in a particular subject or skill, especially one that you need for your job. – Бути на курсах підвищення кваліфікації.

18. **Locum**. A doctor or priest who does another doctor's or priest's work while they are on holiday, ill, etc. Some dictionaries claim that "lo-cum" is colloquial and give the classical Latin phrase 'locum tenens' but this is archaic and the SOED regards **locum** as a straightforward word meaning 'a temporary replacement' – лікар або священик, що тимчасово замінює іншого лікаря або священика; тимчасовий заступник, e.g. A locum consultant failed to spot the result of her earlier test and arranged for a totally unnecessary exploratory operation.

19. **In-patient** – стаціонарний хворий.

20. **Out-patient** – амбулаторний хворий.

21. **Casualty Department** – відділення швидкої допомоги (для постраждалих від нещасних випадків).

22. **A&E (accident and emergency)**. The part of a hospital where people who are injured or who need urgent treatment are brought. – Відділення швидкої й невідкладної допомоги.

23. **Referral**, *n formal*. When someone sends someone or something to another person to be helped or dealt with. – Направлення (на роботу, до лікаря тощо), e.g. The doctor will give you a referral to a specialist in your area.

24. **Specialist**. The noun in this text means: "A doctor who gives treatment in a particular way or to certain kinds of people or diseases". – Спеціаліст, лікар вузького профілю, e.g. a heart specialist - кардіолог.

25. **House Doctor** is not a formal title but the common conversational way of describing generalist doctors assigned to a hospital. Hospital Administrators will give them a wide variety of formal titles. **Junior House Doctor**/houseman. Someone who has nearly finished training as a doctor and is working in a hospital ~ інтерн.

26. **Senior House Doctor.** A doctor who after getting an MD qualification works in a hospital to obtain more advanced postgraduate education or works his/her way up the career ladder ~ клінічний ординатор.

27. **MD (Medicinae Doctor) qualification.** – Спеціальність – лікар. **This** gives the right to use the title of Dr. and to formally practice medicine. This degree is given to graduates in medicine after Residency (ординатура). *Not to be confused with* доктор медичних наук.

28. **Pay packet.** This noun may mean:

1) the amount of money someone earns – получка, заробіток.

2) an envelope literally containing someone's wages – конверт із заробітною платнею.

**Pay packets** were once brown envelopes containing cash and a wage slip, detailing earnings and deductions. Over the past 50 years, wages in the UK and the USA have become automatically paid into a bank account, but the noun lives on. Thus, *to fund from pay packets* – фінансувати з зарплатні.

## VOCABULARY PRACTICE 1

**10. Insert the right form of “practice” or “practise” into the following sentences. Translate the sentences into Ukrainian.**

1. Motorcycles would be kept out by barriers at each end – this is normal ... for cycle/pedestrian paths. 2. It's not considered good ... to reveal clients' names. 3. It gave him the chance to put his ideas into ... . 4. If you need a doctor there's this group ... nearby, or that one. 5. At night, in our hotel, we ..how quickly we could roll out of our beds in case of an attack! 6. Everybody wants ... their English on me. 7. I graduated from Manchester Law school and ... with the firm of Arthur & Madden of Birmingham. 8. Many law graduates choose to enter public service rather than private .... 9. Family ... has only been officially recognized since 1969, but it developed from older models of general medical ... in which all of a patient's health care needs were met by a single physician. 10. The ...of dentistry is now well controlled, and in all countries of the world in which dentistry ... there is a licensing requirement.

**11. Paraphrase the following sentences.**

1. Almost all medicines, with the exception of simple over-the-counter products, need a doctor's prescription before the pharmacist will supply them. 2) To avoid penalising those who may be less able to pay, many categories of patients are exempt from prescription charges. 3) Others will come to the hospital themselves as out-patients, either as the result of an accident, to what used to be called a Casualty Department but is now called A&E (accident and emergency) or as a referral by a GP. 4) House Doctors, especially junior ones, traditionally work very long hours for relatively little pay and those that survive the course tend to have learnt a lot. 5) All this is funded by National Insurance (N1) contributions, by both employers and by those in work from their pay-packets and from the standard prescription charge paid by those who can afford it.

**12. Find in the text “Health Care in the UK” the words corresponding to the following definitions:**

1. “Known and admired by a lot of people, especially for a special skill, achievement, or quality = famous”. 2. “Larger or more than the usual size or amount”. 3. “Relating to the particular area you live in, or the area you are talking about”. 4. “Someone whose job is to prepare medicines in a shop or hospital”. 5. “Confusing and difficult to understand or explain”. 6. “Of a disease or illness that continues for a long time and cannot be cured”. 7. “An arrangement for a meeting at an agreed time and place, for a particular purpose”. 8. “To give someone a particular job or make them responsible for a particular person or thing”. 9. “Something that must be done because it is the law or because someone in authority orders you to”. 10. “Something that is not included in the price and you have to pay more for it”.

**13. Match the English word-combinations with their Ukrainian counterparts.**

- |  |                  |
|--|------------------|
| 1) Bronchitis                                  | a) свинка        |
| 2) Mumps                                       | b) бронхіт       |
| 3) Measles                                     | c) туберкульоз   |
| 4) German measles (rubella)                    | d) кір           |
| 5) Sinusitis                                   | e) червона       |
| 6) Diphtheria                                  | f) гайморит      |
| 7) Tuberculosis                                | g) дифтеріт      |
| 8) Hepatitis                                   | h) гастрит       |
| 9) Chicken pox                                 | i) гепатит       |
| 10) Ulcer                                      | і) вітряна віспа |
| 11) Gastro-enteritis                           | k) грип          |
| 12) Tonsillitis                                | o) виразка       |
| 13) Influenza (‘flu)                           | m) серцевий      |
| 14) Bird flu (Avian flu)                       | n) інсульт       |
| 15) Neurosis                                   | o) розлад        |
| 16) Pneumonia                                  | p) запалення     |
| 17) Heart attack                               | q) ангіна        |
| 18) (Heart) stroke                             | r) застуда       |
| 19) Tetanus                                    | s) правець       |
| 20) Indigestion                                | t) курячий грип  |
| 21) Heartburn                                  | u) грудна жаба   |
| 22) Appendicitis                               | v) печія         |
| 23) Diarrhoea                                  | w) невроз        |
| 24) Cold                                       | x) апендицит     |
| 25) Angina (always a heart disease in English) | y) пронос        |

**14. Complete the sentences with one of the following words and phrases, using the Ukrainian words and word-combinations in brackets as a prompt: pay packet; unemployment benefit; surgery; icon; landslide victory; to make an appointment; practice; to champion; contribution.**

1. Women who undergo cosmetic (операція) still far outnumber their male counterparts. 2. Marilyn Monroe is an (ідол, кумир) of popular culture. 3. Opinion polls



forecast a (пішуча перемога) for this candidate. 4. All (пожертва), however small, will be greatly appreciated. 5. Organizers of benefit concerts and charity events often get great pleasure from seeing the results of donations to the charities that they (розкривати, підтримувати). 6. Could I (записуватися на прийом) with a dentist at 5 pm tomorrow? - I'm sorry but (приймальні години лікаря) is from 9 am – 1 pm on weekdays. 7. If you were fired from your previous job, you may not be able to claim (допомога з безробіття). 8. He'd been conned, as if he was an eighteen-year-old kid up from the suburbs with his first (зарплатня). 9. I was glad to hear that the then promising student has joined a busy legal (практика) in Kyiv.

**15. Complete the following sentences by using the correct form of the word derived from that printed in brackets in bold type. Translate the text into Ukrainian.**

'Until the mid-20'h century it was not ... (**usual**) for the doctor in Britain to visit patients in their own homes. A GP might make 15 or 20 such house calls in a day, as well as seeing patients in his office or "surgery", often in the evenings. This ... (**able**) him to become a family doctor in fact as well as in name. In modern practice however, a home visit is quite ... (**exception**) and is paid only to the severely ... (**able**) or seriously ill when other recourses are ruled out. All patients are ... (**norm**) required to go to the doctor. It has also become ... (**usual**) for a ... (**person**) doctor to be available during weekends or holidays. His place may be taken by one of his partners in a group practice, a ... (**provide**) that is ...(**reason**) ... (**satisfy**). GPs, however, may now use one of the several ... (**commerce**)... (**deputy**) services that employs young doctors to be on call. Although some of these young doctors may be well ... (**experience**), patients do not generally appreciate this kind of... (**arrange**).

**16. Make up a dialogue discussing your visit to a clinic.**

**18. Match the English word-combinations with their Ukrainian counterparts.**

- |                             |                                |
|-----------------------------|--------------------------------|
| a) treatment for a cold     | 1) втрати при очищенні         |
| b) inpatient treatment      | 2) шокова терапія              |
| c) treatment allowance      | 3) стаціонарне лікування       |
| d) treatment of waste water | 4) ефект лікування             |
| e) treatment response       | 5) очисна споруда              |
| f) kind treatment           | 6) невідкладна допомога        |
| g) treatment loss           | 7) шанобливе ставлення         |
| h) treatment mode           | 8) очищення стічних вод        |
| i) treatment by spraying    | 9) допомога на лікування       |
| j) red-carpet treatment     | 10) лікування від простуди     |
| k) treatment plant          | 11) режим найбільшого сприяння |
| l) silent treatment         | 12) добре ставлення            |
| m) shock treatment          | 13) обробка розпилюванням      |
| n) preferential             | 14) метод лікування            |
| o) emergency treatment      | 15) бойкот                     |

## 18. Translate into English.

Ставлення до того, що незабаром в Україні всі ліки в аптеках будуть відпускатися лише за рецептом, різне.

Багато людей вважає, що це правильне рішення. Деякі бачать у цьому засіб боротьби з наркоманією, хтось – з неякісними, неліцензованими ліками. Існує думка, що за рецептом слід відпускати лише такі ліки, як, наприклад, антибіотики та гормональні препарати. Супротивники самолікування, яке часто призводить до негативних наслідків, вважають, що краще нехай усе продається за рецептами.

Є, звичайно, й такі, хто не підтримує подібні новації. Вони впевнені, що збільшиться навантаження лікарів, зростуть черги в поліклініках. До багатьох лікарів уже зараз необхідно попередньо записуватися за 5-6 днів. А що ж буде далі?

Години прийому терапевтів та спеціалістів рідко збігаються з вільним часом тих, хто працює або вчиться. Треба буде відпрошуватися з роботи, із занять, щоб піти до поліклініки, отримати рецепт. Більшість, передбачаючи всі ці складності, взагалі не піде за рецептом, доки остаточно не розхворіється і почне видзвонювати невідкладну допомогу, яка навіть при бажанні вже не зможе стати невідкладною.

Не будемо хвилюватися наперед. Час покаже, наскільки виправданий цей крок. Єдине, чого не хотілося б, так це запровадження стандартної платні за ліки, що відпускаються за рецептом, як прийнято у Великобританії.

## Test your knowledge of English!

Which box contains an emergency kit for the **treatment of injuries**?

- a. first-aid box; b. tool box; c. vanity box; d. jury box

What fruit **keeps the doctor away** if eaten every day?

- a. plum; b. melon; c. banana; d. apple

You might hope to have **a six-pack** ...

- a. under a chair; b. on your arms; c. under your chin; d. on your stomach

If you **needle someone**, you ...

- a. irritate them; b. amuse them; c. anger them; d. pin them down to an answer

Which of these is the correct spelling?

- a. acomodation; b. accommodation; c. accomodation; d. accomodation

## READING 2

**1. Read the abstract about the author. Have you read anything by him? Do you possess any additional information about his life and activities?**

**2. Transcribe the following words, consulting the pronouncing dictionary if necessary. Practice their pronunciation.**

questionnaire, sue, quit, nicotine, carton, desperate, sneak, hypnotist, acupuncture, emphysema, cough, adjournment, absorb, lungs, tripod, con striction, superficial, limb, pulse, digestive, insidious, nausea, vomiting, secretion, gut, stimulant, methodical, sincere, lethal, addictive, prosecution, manipulate, manufacturing, artificially.

**3. Read the text *The Runaway Jury* by John Grisham and answer the following questions checking your general understanding of the text.**

1. Do you think that much depends on the jurors' attitude to smoking if they are to bring in their verdict in favour or against a tobacco company?
2. Why do you think the man who was dying at the age of fifty-one decide to video the account of the events connected with his smoking?
3. What have you learned about nicotine contained in tobacco smoke?
4. Why do you think even an instinct for self-preservation cannot often make people stop smoking?
5. Do you think that tobacco factories are interested in decreasing the levels of nicotine during the manufacturing process?

### **Text 2: Smoking and Health**

John Grisham, bom 1955, is one of the world's bestselling authors. Most of his novels deal with the law in some aspect and are legal thrillers.

In 1996 he published *The Runaway Jury* which examined the situation where a tobacco company was **sued** by people dying or dead of lung cancer, having been heavy smokers. This came into reality three years later when the first **judgment** against a tobacco company was made in the USA after a similar trial to the one described in this book.

Three extracts below focus on the health aspects and juror's attitudes to smoking: the first describes a questionnaire given to potential jurors before a trial, the second a video **deposition** by a recently-deceased smoker and the third a statement by a medical expert witness.

It asked questions like, 'Do you now smoke cigarettes? And if so, how many packs a day? And if so, how long have you smoked? And if so, do you want to stop? Have you ever smoked cigarettes as a habit? Has any member of your family, or someone you know well, suffered any disease or illness directly associated with smoking cigarettes? If so, who? (Space provided below. Please give person's name, nature of disease or illness, and state whether or not the person was successfully treated.) Do you believe smoking causes (a) lung cancer; (b) heart disease; (c) high blood pressure; (d) none of the above; (e) all of the above?'

Page three held the weightier matters: State your opinion on the issue of **tax dollars** being used to fund medical care for smoking-related health problems. State your opinion on the issue of tax dollars being used to subsi-dize tobacco farmers. State your opinion on the issue of banning smoking in all public buildings. What rights do you think smokers should have? Large empty spaces were available for these answers.

\*\*\*

Listening to the poor man give his personal history of smoking was interesting, to a point. Jacob had started smoking Redtops at the age of sixteen because all his **buddies** smoked Redtops. **He** soon had the habit and **was up to two packs a day**. He quit Redtops when he left the Navy because he got married, and his wife convinced him to smoke something with a filter. She wanted him to quit. He couldn't, so he started smoking Bristols because the ads claimed lower tar and nicotine. By the age of twenty-five he was smoking three packs a day. He remembered this well because their first child was bom when Jacob was twenty-five, and Celeste Wood warned him he wouldn't

live to see his grandchildren if he didn't stop smoking. She refused to buy cigarettes when she shopped, so Jacob did it himself. He averaged two cartons a week, twenty packs, and he usually **picked up** another pack or two until he could purchase by the carton.

He'd been desperate to quit. He once put 'em down for two weeks, then **sneaked out** of bed at night to start again. He'd **cut back** a few times: to two packs a day, then to one pack a day, then before he knew it was back to three. He'd been to doctors and he'd been to hypnotists. He tried acupuncture and nicotine gum. But he simply couldn't stop. He couldn't after he was diagnosed with emphysema, and he couldn't after he was told he had lung cancer.

It was **the dumbest thing** he'd ever done, and now at the age of fifty-one, **he was dying for it**. Please, he implored between coughs, if you're smoking, stop.

\*\*\*

The afternoon was spent on nicotine. From one-thirty until three, then from three-thirty until **adjournment** at five, the jurors learned more than they cared to about nicotine. It is a poison contained in tobacco smoke. Each cigarette contains from one to three milligrams of nicotine, and for smokers who **inhale**, as did Jacob Wood, up of ninety percent of the nicotine is absorbed into the lungs. Dr. Bronsky spent most of his time on his feet, pointing at various parts of the human body displayed in a brightly colored life-size drawing mounted on the tripod. He explained in great detail how nicotine caused **constriction of the superficial vessels** in the limbs; it raises the blood pressure; it increases the pulse rate; it makes the heart work harder. Its effects on the digestive tract are **insidious** and complex. It can cause nausea and vomiting, especially when one begins to smoke. Secretions of saliva and **movement** of the gut are first stimulated and then depressed. It acts as a stimulant on the central nervous system. Bronsky was methodical yet sincere; he made a single cigarette sound like a dose of lethal poison.

And the worst thing about nicotine is that it's **addictive**. The last hour – again timed perfectly by **the prosecution** – was spent convincing the jurors that nicotine was wildly addictive, and that this knowledge had been around for at least four decades.

The levels of nicotine could easily be manipulated during the manufacturing process.

If, and Bronsky stressed the word 'if', the levels of nicotine were artificially increased, then smokers would naturally become addicted much faster. More addicted smokers means more cigarettes sold.

It was the perfect spot to end the day.

**4. Go through the text again. Give Ukrainian equivalents for the highlighted words.**

**5. Find the key sentences that summarize the main idea of each paragraph. Then study the following vocabulary notes:**

**Vocabulary notes**

1. **To sue.** To make a legal claim against someone, especially for money, because they have harmed you in some way – переслідувати за судом; подавати в суд,

порушувати справу, подавати позов, e.g. If the builders don't fulfil their side of the contract, we'll sue. The company is suing a former employee.

2. **Judgment**, *n law*. An official decision given by a judge or a court of law – судова ухвала, вирок, e.g. The company were fined £6 million, following a recent court judgment.

3. **Deposition**, *n law*. A statement written or recorded for a court of law, by someone who has promised to tell the truth – письмові покази під присягою; зняття показів під присягою, долучення до матеріалів справи, e.g. Symington's deposition was taken as part of a lawsuit between the City of Tucson and the Metropolitan Water District.

4. **Tax dollars** – податкові надходження.

5. **Buddy**, *n*

1. *AmE informal*. A friend, e.g. We're good buddies.

2. *AmE spoken*. Used to talk to a man or boy, especially one you do not know. e.g. Hey, buddy! This your car?

6. **He was up to two packs a day**. – Він викурював до двох пачок сигарет на день.

7. **To pick up**, *informal*. To buy something or get it from a shop etc. – купити, придбати, прихопити, e.g. I picked up an newspaper on the way home.

8. **To sneak (out)**. To go somewhere secretly and quietly in order to avoid being seen or heard – крадькома (тайкома) вислизнути, вибратися (з дому, з ліжка тощо), e.g. *AmE* She snuck out of the house once her parents were asleep. *Anglo-English* She sneaked out of the house once her parents were asleep.

9. **To cut back**. To reduce the amount, size, cost etc of something – скорочувати, знижувати, e.g. Richer countries must do more to cut back carbon emissions.

10. **The dumbest thing**, *AmE*. The most foolish (stupid) thing – найбільша дурниця, e.g. Oh, I just did the dumbest thing back there, I forgot my briefcase. Although the American use of *dumb* to mean *stupid* is well- recognized in Anglo-English, almost no native speaker in Britain would normally use the word in that meaning.

11. **To be dying for something/to do something**, *spoken*. To want something very much – до смерті чогось хотіти, e.g. I am dying for a cup of tea.

The author cleverly plays on words in the sentence "It was the dumbest thing he'd ever done, and now at the age of fifty-one, he was dving for it. It means that the man couldn't stop smoking and was dying of his fatal passion.

12. **Adjournment**. A short period of time when schoolwork, a meeting, a game etc stops – пауза, перерва, e.g. We sought an adjournment of the proceedings.

Syn.: break, recess.

13. **To inhale**. In this text the verb means "затягуватися (тютюновим димом)".

14. **Constriction of the superficial vessels** – звуження поверхневих судин.

15. **Insidious**, *adj*. Spreading or acting gradually and unnoticed but with harmful effects – хитрий, підступний, той, що діє таємно, e.g. A more insidious form of water pollution is chemicals used on farms that get into the water supply.

16. **Movement**, *medicine* – перистальтика.

17. **Addictive**, *adj.* If a substance, especially a drug, is addictive, your body starts to need it regularly and you are unable to stop taking it – той, що зробився звичкою; той, що викликає звикання (часто стосовно наркотиків). e.g. Crack is a cheaper, smokable form of heroin which is powerfully addictive. At the age of twenty, after a life of violent and addictive behaviour, the girl, Nancy, was murdered. For *smokable* and *addictive behaviour* See *Developing translation skills*.

18. **Prosecution**, *n.*

1) When a charge is made against someone for a crime, or when someone is judged for a crime in a court of law – судове переслідування; позивання. e.g. Walters could face prosecution for his role in the robbery. The evidence is not sufficient to bring a prosecution against him.

2) (the prosecution). The lawyers who try to prove in a court of law that someone is guilty of a crime – обвинувачення (сторона в судовому процесі). e.g. He was cleared of an affray (*a noisy fight in a public place*) charge yesterday when the prosecution offered no further evidence against him.

**6. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

**7. Define whether the following statements are false or true:**

1. The questionnaire mentioned in the text was given to the applicants for vacant jobs.
2. Jacob had started smoking copying his buddies.
3. Jacob's wife treated her husband's passion with understanding.
4. Jacob's record was two weeks of non-smoking.
5. Jacob could not stop smoking even when he learned he had lung cancer.
6. It was acupuncture that helped him quit Redtops.
7. Dr. Bronsky spoke about the use of nicotinic acid in drugs production.
8. Addictive properties of nicotine have been known for decades.
9. Smokers suffer from various diseases.
10. The levels of nicotine are always under close supervision of manufacturers.

## VOCABULARY PRACTICE 2

**8. Complete the following group of synonyms with the word (in the comparative degree) from the text:** *considerable, important, meaningful, serious, significant, substantial...*

**9. Look up the word deposition in your dictionary. Study its meanings. Translate the following sentences, which contain the word deposition, into Ukrainian.**

1. The second extract from the novel describes a video deposition by a recently-deceased smoker.
2. Poor-quality eggshells indicate insufficient deposition of calcium.
3. Erosion and deposition begin and end at different times at sites hundreds of kilometers apart.
4. The accused has made a deposition.
5. Kings are said to find the

step a short one from deposition to the scaffold. 6. He made a deposition that he had witnessed the accident. 7. Attention has also focused on acid deposition effects on a wide range of crops. 8. Even the pre-trial depositions could prove politically damaging if they were released to the public.

**10. Match the English word-combinations with their Ukrainian counterparts.**

- |                              |                           |
|------------------------------|---------------------------|
| 1) superficial understanding | a) зовнішній розмір       |
| 2) superficial pastime       | b) неістотне ушкодження   |
| 3) superficial acquaintance  | c) незначні зміни         |
| 4) superficial damage        | d) побіжний огляд         |
| 5) superficial frostbite     | e) неглибокий розум       |
| 6) superficial measure       | f) пусті розваги          |
| 7) superficial similarity    | g) побіжне знайомство     |
| g) superficial person        | i) поверхнєве обмороження |
| 9) superficial changes       | h) оманлива подібність    |
| 10) superficial inspection   | j) недалеко людина        |

**11. Make up a questionnaire asking your group mates about their personal histories of smoking (if any), their attitude towards smoking in general, passive smoking in particular, smoking in public places, etc.**

**12. Complete the following sentences by using the correct form of the word derived from that printed in brackets in bold type. Translate the sentences into Ukrainian.**

1. Please indicate your wishes on the ... (**question**). 2. People whose ... (**able**) begin with severe ... (**ill**) or ... (**injure**) find themselves in medical hands whether they like it or not. 3. The court did not alter the \$2,500 ... (**judge**). 4. They are putting ... (**press**) on people to vote yes. 5. The President made a ... (**person**) appeal to the terrorists. 6. I have been reassured on countless occasions that a ... (**hypnosis**) can not make me do anything against my will. 7. Leonardo Da Vinci's ... (**draw**) show an immensely inventive and inquiring mind. 8. He was feeling a ... (**constrict**) in the chest. 9. There wasn't a hint of disapproval from the drug testers – all the ingredients were natural and contained no chemical ... (**stimulus**). 10. The handwriting throughout appears neat and small and regular, as one might expect from a man of... (**method**) mind.

**13. Below are given three translations of the sentence *Listening to the poor man give his personal history of smoking was interesting, to a point. Consider which option is more faithful to the original. Explain your choice. Give your own alternative.***

1. Слухання бідного чоловіка, що давав свою персональну історію паління, було цікавим до певного моменту.

2. Слухати, як бідолаха розповідає про свій досвід паління, було навіть цікаво.

3. Слухаючи, як нещасний чоловік представляв свій особистий досвід паління, всі певною мірою зацікавилися.

**14. Role-play. You are participating in giving evidence at a court hearing. Produce evidence for and against the surgeon who illegally performed a plastic-surgery operation to change the appearance of a fugitive from the police.**

**15. Translate the following text into English in writing. Compare your translation with the original English text given in the Keys. Translate it back into Ukrainian consecutively.**

### **Вакантні посади... але тільки для некурців**

Британські компанії почали відмовляти курцям у працевлаштуванні, навіть якщо ті обіцяють не зловживати палінням у робочий час. Десятки комерційних структур запровадили таке правило, щоб зекономити час на перекури, які влаштовують співробітники в місцях, відведених для паління, а також щоб очистити територію біля входу в будівлю від недопалків.

Серед роботодавців, які заборонили брати на роботу курців, – власники комп'ютерних компаній, бухгалтери й інші представники інтелектуальної праці, наприклад, ті, хто займається купівлею й продажем творів мистецтва. Вони стверджують, що працівники, від яких тхне тютюном, відлякують клієнтів, а ті, що обіцяють палити лише в неробочий час, рідко дотримуються даного слова.

Така політика нетерпимості підказана зростаючим занепокоєнням через той факт, що паління супроводжується ризиком для здоров'я, а також бажанням обмежити його в громадських місцях.

Відповідно з трудовим правом, що діє в Британії, забороняється дискримінація за статевою ознакою, расовою й релігійною приналежністю, сексуальною орієнтацією, непрацездатністю, а з 2006 року ще й за віком. Не існує окремого закону, який стосувався б паління. У канадських судах (у Британській Колумбії) курців прийнято вважати “інвалідами”, яких не можна піддавати дискримінації. Але прийнятий у Британії в 1995 році закон, що забороняє дискримінацію непрацездатних, не поширюється на людей з нікотиною залежністю. Єдина законна лазівка для курців – це Закон про права людини (1998 року), який гарантує право на “повагу до особистого й сімейного життя”.

Однак, якщо курець подасть позов до суду, рішення на його користь навряд чи буде прийняте. Немає такого закону, який забороняв би роботодавцям дискримінувати курців. Багато організацій не забороняють брати на роботу курців, але віддають перевагу тим, хто не палить.

У деяких фірмах бажаючих отримати роботу запитують, чи палять вони, яка їх думка щодо пасивного паління і як, з їх точки зору, можна захистити некурців. Тільки той, хто доказово підтвердить свою непричетність до паління, має шанс отримати роботу.

Загальна тенденція боротьби з палінням викликає осуд з боку лобістської групи “Форест”. Її керівник Саймон Кларк сказав: “Одна справа запроваджувати політику проти паління, але чому ж необхідно відмовляти людям у прийомі на роботу, якщо ті палять у неробочий час? А далі що? “Віддаємо перевагу худорлявим”? “Товстунам прохання не звертатися”?



**16. Translate the following dialogue into English.**

Пацієнт: Добрий день, лікарю.

Лікар: Добрий день. Сідайте сюди, будь ласка. Що вас турбує?

П: Останнім часом я погано сплю. Часто болить голова, мене нудить. Я став якимось нервовим.

Л: Ви коли-небудь проходили обстеження?

П: Ні. Вип'ю пігулку від головного болю, на певний час допомагає.

Л: Зміряймо тиск. О, тиск у вас високий! Тепер відкрийте рота, покажіть зуби, язик. Язик обкладений. Є скарги на шлунок?

П (закашлявся): Так, біль у шлунку також турбує.

Л: Зараз я вас послухаю. Дихання ускладнене. Вам треба ретельно обстежитись. Я випишу необхідні направлення на аналізи, рентген, УЗД, кардіограму.

П: Я сподіваюся на вас, лікарю. Впевнений, що ви мені допоможете.

Л: Тільки якщо й ви самі захочете собі допомогти. Для мене очевидно, що ви курець із солідним стажем.

П: Що є, то є.

Л: Дочекаймося результатів обстеження. Але я й заздалегідь можу сказати, що весь оцей букет нездужань виник не без допомоги вашої шкідливої звички. Спробуйте менше курити, а з часом і зовсім покинути.

П: Спробую, звичайно, але не знаю, чи зможу.

Л: Я запрошую вас на лекцію, де мова йтиме про шкоду паління. Думаю, докази, які будуть там наводитися, змусять вас багато про що замислитися. До побачення. Чекаю вас через тиждень.

П: До побачення, лікарю, дякую.

**Test your knowledge of English!**

Which of these refers to a **small brown mark** on the skin?

- a. heart spot; b. kidney spot; c. liver spot; d. brain spot

If you **catch your death**, you ...

- a. catch a cold; b. grab something dangerous; c. cheat death; d. learn your fate

If you are **in the doghouse**, you are ...

- a. resting; b. getting ready to fight; c. arguing; d. in disgrace

A **loose dress** designed to be worn in bed by women is a...

- a. nightwear; b. nightmare; c. nightie; d. nightlife

A **pig in a poke** is ...

- a. something smelly; b. something ugly; c. something huge; d. something bought unseen

**LISTENING AND SPEAKING. VOCABULARY PRACTICE**

**1. Read the following comments before listening to the dialogues.**

*Comments*

1. **To waive the charge.** Отримати безкоштовно.

2. **Infirmary.** A hospital (often used in the names of hospitals in Britain) – лікарня, шпиталь.

3. **RSI (Repetitive Strain Injury).** A highly visible and often discussed problem in US and UK offices – карпальний тунельний синдром (КТС).

4. **No fair.** Common colloquial way of saying ‘that’s not fair’ in both the US and the UK.

5. **Chemist’s shop.** Although everybody in the UK knows the word ‘pharmacy’, most people call them “chemist’s shops”. Shop-front signs also may use the word ‘chemist’s’. Similarly, pharmacists are often still called chemists in common speech. The US version is of course ‘drugstore’.

6. **Duracef.** A semi-synthetic antibiotic with a broad spectrum of bactericidal activity, indicated in the treatment of respiratory tract infections, urinary tract infections and skin and soft tissue infections. Contains cefadroxil monohydrate. (Suspension, capsules, dispersible tablets) – дюрацеф.

7. **Cefadroxil monohydrate.** A semi-synthetic antibiotic with a broad spectrum of bactericidal activity – цефадроксилу моногідрат.

8. **Tyrozets Aairazats.** Pink, aniseed-flavoured lozenge. Relief for sore throats and minor mouth irritations - тирозетс.

9. **To sort somebody out.** Deal with somebody’s problems – улагоджувати (проблеми); з’ясувати (питання, непорозуміння тощо).

10. **Be running a temperature / have a temperature.** To have a body temperature that is higher than normal, especially because you are sick – температурити.

11. **Phlegm.** The thick yellowish substance produced in your nose and throat, especially when you have a cold – харкотиння, мокрота, слиз.

12. **Generic (antibiotic).** A generic product does not have a special name to show that it is made by a particular company – загальний, непатентований. It may also mean a non-specific or general drug that heals broadly rather than a specific part of the body – широкого спектру. Both meanings are appropriate in this context.

**2. Listen to the recording of the following dialogues. Repeat them after the speakers. Try to copy the way they speak.**

### **Dialogue 1: Illness in the office**

Gary: Hey, Monica, you’re looking great today. I love your new hairstyle and is that a new dress?

Monica: Oh, it's you. What do you want?

G: What do you mean? It’s always a pleasure to talk to you.

M: And the more compliments, then the bigger the favour you want me to do for you.

G: That’s totally untrue. Although there is one little thing.

M: I never would have guessed.

G: I’ve got an appointment with a Specialist on Wednesday morning at ten at the Manchester **Infirmary** about my **RSI** problem.

M: This is about your swollen finger from clicking your mouse all day, every day.

G: That's right. Just look at my forefinger.

M: You want me to tell the Director that you won't be at work for half a day because you've been playing computer games all night. Are you seeing an eye Specialist as well, from too much time behind a monitor?

G: Oh, come on, **no fair**. If the Director hadn't given me so much work on the PC, I'd never have these problems.

M: Then maybe you'd better tell him yourself and get transferred to a nice outdoor job loading the lorries. And see your GP today about your imminent back problems.

### **Dialogue 2: At the British chemist's shop**

Oxana: Good morning. Do you have any **Duracef**?

Pharmacist: Oh, that's **cefadroxil monohydrate**. May I see your prescription?

O: I don't have one. My sore throat's got really painful over the past couple of days and I think it's infected.

P: Have you seen a doctor?

O: I'm just visiting from Ukraine and haven't registered with a GP.

P: Sorry, you'll need a prescription for any antibiotic. We can sell you a range of throat sweets – we've got Tunes, Hall's, Strepsils and Tyrozets. Tyrozets contain both antiseptics and a very mild antibiotic. I suck them myself when I've got a throat problem.

O: Thanks, but I think it's too sore for those. What should I do?

P: The nearest surgery's just around the corner on Wheelwright Lane. Why don't you pop in now and have a word with the receptionist? If you're lucky they might just book you in as a European visitor and a doctor'll see you. Ukraine is in Europe, isn't it?

O: Yes, but we're not in the EU.

P: Never mind, the receptionist or nurse will tell you what to do and I'm sure they'll **sort you out**. See you soon with a prescription.

### **Dialogue 3: At the surgery**

Doctor Thomas: Good morning, and what's troubling you?

Oxana: Thanks for seeing me, Doctor – I've had a horrible sore throat for three or four days and it's getting worse.

D: Any other symptoms? Such as earache or a cough?

O: No other pains but I've a ticklish, dry cough that I think is being caused by my sore throat.

D: **Have you been running a temperature?**

O: No. I've taken it a couple of times over the past day and it's normal.

D: That's good. Slip off your top layer and we'll have a listen to your chest. You've no catarrh or **phlegm** when you cough?

O: No, just dry and irritating and it's making my throat more sore every time I do cough.

D: Now breathe deeply, good, slowly and inhale. Hold it. Okay, that's fine. Now open your mouth and say "aaahhh".

D: I think we've got a slight infection of the bronchi that's weakened your throat and the coughing is indeed making that worse. I'm going to prescribe a generic antibiotic and I suggest you take a good cough medicine to cut down the irritation. The pharmacist will advise you on the choice.

O: Oh, I'm very grateful. Is the antibiotic expensive? I'm a student on holiday and I'm not all that rich.

D: It'll be the standard prescription charge but if you've got an International Student's Card issued by an accredited university, it should be possible **to waive the charge**. Come back and see me after the five-day course of tablets that I've prescribed if it's not gone away.

O: Thanks so much. Bye.

**3. Listen to the dialogues again. "Shadow" the speakers.**

**4. Answer the following questions on the contents of the dialogues.**

1. What are the manifestations of RSI? How common is it in offices?
2. What other unavoidable consequences of too much work on a PC can be observed?
3. What throat sweets can help you to cut down a mild throat irritation?
4. Do you need a prescription for any antibiotic in the UK?
5. What foreign students are exempted from paying the standard prescription charge in the UK?

**5. Read the following sentences with the appropriate sentence stress.**

It's in the rear. They are not here. It is quite clear. You are a dear. It's my right ear. She's a bit queer. We live quite near. They'll meet in a year. It's out of gear. He wouldn't appear.

**6. Translate the dialogues into Ukrainian. Present them in class close to the text.**

**7. Comment on the following graffiti.**

Don't study medicine and law at the same time, it tries your patients. (*Birmingham Medical School*)

Beware of the doc. (*Outside a vet's, Sidmouth*)

NO SMOKING IN BED

- and no sleeping in ashtrays. (*USAF base*)

Neurotics build castles in the air. Psychotics live in them. Psychiatrists charge the rent. (*Birmingham University*)

Avoid the end of the year rush – fail your exams now. (*London teaching hospital*)

I have nothing to declare but my genes.

IMPORTANT NOTICE. WILL ALL TRAVELLERS VISITING IRAQ PLEASE VISIT THE BRITISH EMBASSY IMMEDIATELY ON ARRIVAL (Poster at Heathrow airport)

- and then go next door to the psychiatrist.

**8. Give the definitions of the following nouns with the suffix -ee. Translate them into Ukrainian.**

Employee, trainee, payee, addressee, absentee, refugee, escapee, trustee (used in both the UK and the USA).

Standee, enrollee, enlistee, engagee, acquiree, advisee, bargainee (only used in the USA).

**9. Complete the sentences with one of the following words and phrases, using the Ukrainian words and phrases in brackets as a prompt: a dental appointment; forefinger; to transfer; to pop into; hairstyle; complement; swollen; imminent; compliment; ticklish. Be careful not to confuse the answers to 2 and 6!**

1. She looked at her handsome companion, who kept checking his gelled (зачіска) even when relaxed. 2. He's always paying her (компліменти) and buying her flowers. 3. I was already forty-five minutes late for (прийом у дантиста). 4. I went across to the dripping tap and held my (пухла) hand under the cold running water. 5. Then we were faced with the (дражливие, делікатне) issue of who would pay for the meal. 6. This wine would be a nice (додаток, доповнення) to grilled dishes. 7. Parents should avoid depressing their optimistic children by communicating that life is dangerous and that failure is (неминучий). 8. I need (заскочити) the drugstore for a second. 9. She licked her undamaged (вказівний палець) and rubbed away the tear traces. 10. He (переходити) from MI6 to the Security Service.

**10. Substitute synonyms for the italicized words. Translate the sentences into Ukrainian.**

1. Muscle cells and fat cells are completely different kinds of tissue. 2. He had thought about taking her to the oculist. 3. It's unreasonable to expect you to work seven days a week. 4. It's such a nice day. Why don't you play outside? 5. Several tourists were checking in. 6. Charlie was taking off his shirt when the phone rang. 7. Don't breathe out and try not to make a sound if you do not want to be noticed. 8. The pharmacy displayed flyblown proprietary medicines.

**11. Finish the following sentences as close to the texts of the lesson as possible.**

1. The renowned war-time leader and Prime Minister Winston Churchill, after almost 50 years, is still ... 2. As Minister of Health, Nye Bevan succeeded in .... 3. GPs receive patients in .... 4. Consultation is almost always by appointment and .... 5. To avoid penalising those who may be less able to pay, .... 6. Those referred to see a Specialist by a GP are those who ... 7. Most of the doctors working as GPs have worked in hospitals, either as .... 8. Many employers give their elite employees ... 9. Jacob had started smoking Redtops ... 10. He couldn't (stop smoking) after he was diagnosed with ... 11. Please, he implored between coughs, .... 12. Each cigarette contains ... 13. He (Dr. Bronsky) explained in great detail how nicotine caused ... 14. If the levels of nicotine were artificially increased, ... 15. This came into reality three years later when ....

## ***12. Give Ukrainian equivalents to the active vocabulary of the lesson.***

### **Vocabulary**

To be/stand head and shoulders above somebody; iconic personality; landslide; champion v; the Welfare State; benefit; contribution(s); NHS; medical care; patient list; GP; the Family Practitioners' Committee; surgery; practice; practise; over-the-counter (medicine); prescription charge; penalise; exempt from; delegated substitute; to be away on a (refresher) course; locum; in-patient; out-patient; Casualty Department; A&E; referral; specialist; (Junior, Senior) House Doctor; MD qualification; pay-packet; BUPA

To sue; judgment; deposition; tax dollars; buddy; he was up to two packs a day; to pick up; to sneak (out); to cut back; the dumbest thing; to be dying for something/to do something; adjournment; to inhale; constriction of the superficial tract; insidious; secretions of saliva; movement; addictive; the prosecution; have been around

To talk to somebody; infirmary; RSI; no fair; chemist's shop; Duracef (cefadroxil monohydrate); Tyrozets; be running a temperature; phlegm; generic (antibiotic); to waive the charge

## ***13. Make up your own dialogues using the active vocabulary.***

## ***14. Dictation-translation. Listen to the following abbreviations. Think to yourselves how to expand them and write down their full Ukrainian equivalents:***

AA, BUPA, N1, UK, A&E, PhD, NHS, GP, Hr, WWII, MA, EU, RSI, Lt., SBS, Dr., PC, SOED, BSc.

## ***15. Translate into English.***

Чи Вам відомо, що

- В Україні 70 % опитаних вважають, що Верховна Рада зобов'язана прийняти закон про заборону паління в публічних місцях, 18 % – проти цього, 12 % не мали готової відповіді на запитання. Опитано тисячу осіб старше 18 років за місцем проживання у всіх регіонах України.

- У Бірмі заборонено палити тільки в кінотеатрах, у Китаї – в бібліотеках та шпиталях.

- У Фінляндії та Швеції паління заборонене практично в усіх громадських місцях.

- В Австрії на робочих місцях запроваджена тотальна заборона паління. У громадських – відведені спеціальні зони. Порушникам загрожує штраф – 730 євро.

- Філіппінці штрафи не визнають – там за паління у непередбачених місцях можна потрапити за ґрати на 5-7 діб. В Італії з січня поточного року теж почала працювати заборона паління в громадських місцях. Порушникам правила доведеться викласти 275 євро, тим, хто закурих поблизу дітей чи вагітних, – 600, власникам пунктів громадського харчування, які ігнорують норми, – 2220. В Ірландії запроваджена тотальна заборона паління в усіх громадських місцях.

Нідерланди заборонили палити не тільки в громадських місцях, а й у тютюнових крамницях та кав'ярнях.

На Кубі, батьківщині знаменитих сигар, не можна палити на більшості підприємств та закладів, у громадських місцях зникли цигаркові автомати, заборонений продаж тютюнових виробів поблизу шкіл. Виконані в США дослідження показали: забруднення повітря в задимленому барі виявилось в 50 разів більшим, ніж в автомобільному тунелі Нью-Йорка в годину пік!

Інші дослідження підштовхнули до висновку, що вентиляція в барах не зменшує ризику для здоров'я відвідувачів та обслуговуючого персоналу. Навіть дуже гарна вентиляційна система не ліквідує отруйні компоненти цигаркового смогу. Адже тютюновий дим містить чотири тисячі речовин, п'ятдесят з яких можуть викликати рак.

### ***Test your knowledge of English!***

If you're very kind, you are said to have **a heart of...** What?

- a. tin; b. blood; c. gold; d. diamond

Someone who has excellent eyesight is said to have **eyes like a ...** What?

- a. pig; b. pigeon; c. bat; d. hawk

Someone who is **out of sorts** is ...

- a. slightly unwell; b. mad; c. excited; d. forgotten

If a doctor tells you that you need a **jab**, prepare for...

- a. a punch; b. an injection; c. an examination; d. the bill

In the USA **catsup** is ...

- a. ketchup; b. cat food; c. a plant; d. semi-precious stone

## **GRAMMAR**

### ***1. Insert articles wherever necessary. Translate into Ukrainian.***

AIDS or "acquired immunodeficiency syndrome", is ... fatal disease caused by ... rapidly mutating retrovirus that attacks ... immune system and leaves ... victim vulnerable to ... infections, malignancies, and neurological disorders. It was first recognized as ... disease in 1981. ... virus was isolated in ... 1983 and was ultimately named ... human immunodeficiency virus (HIV).

Some people develop ... flulike symptoms shortly after ... infection, but many have no symptoms. It may be ... few months or many years before ... serious symptoms develop in ... adults; symptoms usually develop within ... first two years of life in ... infants infected in ... womb or at birth. Before ... serious symptoms occur, ... infected person may experience ... fever, weight loss, diarrhea, fatigue, skin rashes, shingles (or herpes), thrush or memory problems. Infants may fail to develop normally.

HIV is not transmitted by ... casual contact; ... transmission requires ... direct exchange of body fluids, such as blood or blood products, breast milk, semen, or vaginal secretions, most commonly as ... result of sexual activity or ... sharing of needles among ... drug users. Such ... transmission may also occur from ... mother to ... baby during

pregnancy or at... birth. Saliva, tears, urine, faeces, and sweat do not appear to transmit... virus.

## **2. Insert prepositions wherever necessary. Translate into Ukrainian.**

Various measures have been taken to discourage smoking. Cigarettes and tobacco can no longer be advertised (1) television. Tobacco companies used to advertise (2) sports events, but in Britain this is now also forbidden. There are high taxes (3) tobacco, and laws preventing the sale (4) cigarettes (5) young people (6) the age of 16. Smoking is no longer allowed (7) many public places, including public transport and restaurants. Some airlines do not allow smoking (8) their flights. Office workers often have to stand outside if they wish to smoke.

A few people find it impossible to give up smoking and some poorer people consider smoking one (9) the few luxuries they can afford. Others believe that the freedom to smoke is a right. But the main opposition (10) laws against smoking comes from people who have a financial interest (11) it, such as the states (12) Kentucky and Virginia where it is grown, and the tobacco industry. The industry has been badly hit recently (13) court decisions, saying that cigarette companies hid evidence (14) how dangerous their product was. A number (15) people have gone (16) court and won money (17) tobacco companies because their health was harmed (18) cigarettes.

## **3. Match the principle and subordinate clauses, for the sentences to be logical and grammatically correct.**

- |  |   |
|--|---|
| 1 If she does well in her exams  | a) I'll try to find your papers                       |
| 2 If he wins – and it's a big if –   | b) your writing would be improved                     |
| 3 If Jane failed her examinations again  | c) people wouldn't ring me up from morning till night |
| 4 If most members were against Mr. Jones   | d) the parties shall do it through the court          |
| 5 only if the operator types in a six digit code                                       | e) he'll be the first Englishman to win for 20 years. |
| 6 If my number were not in the directory   | f) he would lose his position                         |
| 7 If you fix my computer for me  | g) she would be kept down next year                   |
| 8 If you would just wait for a moment  | h) the missiles can be fired                          |
| 9 If it is impossible to come to terms and settle the dispute by means of negotiations | i) she will be going to college in October            |
| 10) If you pruned away some of those unnecessary adjectives                            | j) I'll give you twenty pounds                        |

## **4. Put the verbs in brackets into the correct form. Explain the use of Real Conditional.**

1. If a GP (to be away) on a course or on holiday then his/her place (to take) temporarily by a "locum". 2. There the patients (to treat) and sent on their way home,



unless a doctor (decide) they need to be hospitalized and they are admitted as an in-patients. 3. If you (not know) the meaning of a word you may use a dictionary. 4. If someone (ring) while I am out could you say that I (be back) by 8.00. 5. I (ask) if (there + to be) any vacancies if you (like). 6. What we (do) if you (forget) the password? 7. If you (not believe) what I say, ask your mother. 8. She (not open) the door unless she (know) who it is. 9. If you (like) I (get) you a copy of this article. 10. If y<sup>o</sup>u (park) your car there, the police (tow) it away. 11. If these chocolates beach) you in a damaged condition please return them to us and we (send) you another box. 12. If John (agree) to let Ann go on working after marriage she (marry) him.

**5. Rewrite the following sentences, using *an if* construction, so that they have the same meaning.**

**A.** 1. You will never speak good English without learning grammar. 2. You will not be able to get a ticket to this play without booking one beforehand. 3. He will not be able to repair the motor without taking it to pieces. 4. You will not get better without dropping your habit of smoking. 5. You will not get another book from the library without returning the books you have borrowed.

**B.** 1. I haven't much time, so I read very little. 2. He doesn't pay his staff properly; perhaps that's why they don't work well. 3. The flats are not clearly numbered, so it is very difficult to find anyone. 4. There are no instructions for assembling the model, so we don't know what to do with it. 5. He spends hours watching television, that's why he knows every gossip about celebrities. 6. I have much trouble with my car because I don't have it serviced regularly. 7. She never changes her hairstyle, sometimes she looks old-fashioned. 8. Not all of us are ready to give Hr 50, so we can't buy him a present. 9. My boss is very demanding, that's why he is so hard to please. 10. She doesn't want to change her job because it may affect her pension.

**6. Read the poem "If..." by Rudyard Kipling. Analyze the use of the Conditional Mood. Translate the poem into Ukrainian.**

If you can keep your head when all about you  
Are losing theirs and blaming it on  
you,

If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating.  
And yet don't look too good nor talk too wise;

If you can dream – and not make dreams your master,  
If you can think – and not make thoughts your aim.  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,

Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,  
Or walk with Kings – nor lose the common touch.  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can feel the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And – which is more – you'll be a Man, my son!

**7. Translate the following sentences into Ukrainian.**

1. Even if she repented her sins I wouldn't forgive her. 2. You'd be stupid if you didn't accept that offer. 3. Nick is always late. If he gets there on time I'll eat my hat. 4. If I were in your place I would be most grateful to them for their help. 5. If I were to ask you to marry me, what would you say? {were to makes an event seem more hypothetical). 6. If it weren't for a new manager, this company would be in a mess, (*if it were not* describes how one event depends on another). 7. Supposing you won a tidy sum of money, what Would you do? – Oh, you see, a fool and his money are soon parted, (*supposing* or *suppose* can replace *if*, mainly in everyday speech). 8. If I were you, I'd think twice about buying a car like that. 9. I wouldn't accept the job, even if they offered it to me. 10. Celeste Wood warned him he wouldn't live to see his grandchildren if he didn't stop smoking. 11. If the levels of nicotine were artificially increased, then smokers would naturally become addicted much faster. 12. I hate going on a diet, although I am sure, that if I did go on a diet, I'd lose weight. 13. If he didn't smoke so much he might get rid of his cough. 14. If she had a university degree she would now be sitting in a comfortable office instead of standing at a street corner selling newspapers. 15. If people drove more slowly there wouldn't be so many accidents.

**8. Translate the following dialogue into English. Use the Conditional Mood where appropriate.**

- Привіт!
- Ой, кого я бачу!
- Знаєш, мені запропонували заповнити анкету для поїздки до Британії.

- Що ж за поїздка посеред навчального року?
- Якщо я пройду співбесіду у Британській раді, то отримаю стипендію й цілий рік навчатимуся в одному з британських університетів.
- То що, ти перервеш навчання тут і поїдеш бозна-куди?
- Та годі вже. Що, якби тобі випала така нагода, ти хіба відмовився б?
- Звичайно ж, ні. Але мені якби й запропонували щось, то тільки заплатити за повторне навчання на третьому курсі. Я ж маю два “хвости” за літню сесію (an exam which has to be taken again).
- Ти ж розумний хлопець, підучи все як слід і склади.
- Слава Богу, я вже почав розуміти, що на старих знаннях далеко не підеш. Якби ж то все повернути. Я б з ранку до ночі зубрив, як-от ти. А я ж, пам’ятаю, посміювався з тебе.
- Мені навчання просто в кайф (to get a big kick out of...). Я прийшов сюди вчитися на перекладача, і вивчуся.
- Якщо мене не поженуть з університету, я все наздожену. Мені ж теж дуже подобається ця професія: у школі я був першим з іноземних мов, думав, що моїх знань вистачить на три-чотири курси. Рано зрадів. Де там, не з моїм щастям.
- Ну, успіхів тобі.
- Тобі також. Якщо поїдеш до Британії, дай знати, що там і як. Мене все дуже цікаво. Матимеш вільний час, ходи по місту, слухай людей, запам’ятовуй, записуй усе корисне.
- Обіцяю. Якщо матиму пристойну стипендію, то ще й до Франції змотаюся. Подивлюся, як живе країна моєї другої іноземної мови.
- Ну, поки що бувай, Миколо, український Марко Поло.
- А ти пиши мені листи і складай свої “хвости”.

**9. Comment on the following quote. Write 8-10 sentences, arguing for or against it. Use the Conditional Mood.**

If there were no bad people, there would be no good lawyers (Charles Dickens).

## **WRITING**

An **essay** is a short prose composition that should be in a formal written style. It should introduce a topic, describe that topic and then summarise the points made about that topic in the body of the text. Many people find it helpful to plan what they intend to write, usually on a paragraph-by-paragraph basis, but sometimes by section or by individual point. An essay would usually be from one page to ten pages and either discuss one topic in more detail or several topics in less detail.

**1. Write an essay** of one page in length on the topic of health care. Choose any area that especially interests you and prepare to read your essay to the others in your group. Typical subjects may be:

1. The public attitude to smoking.
2. Whether health care should be free in each country or not.
3. Your experiences during a situation in a hospital.
4. Healthy eating.

## 5. Benefits for students in the context of health care.

**A presentation** has a similar overall pattern to that of an essay:

Introduction

Content

Summary

But now the object is to use visual aids to support what you are saying, as you speak. So you should be able to use a visual aid to give very brief bullet points for an introduction. A Bullet Point is as few words as possible to define a topic. So the first step is to write the bullet points for an introduction.

The content should then be supported by that which is necessary to emphasise the arguments of a presentation. This may comprise a drawing (or drawings) such as those given above. This may be a set of statistics to demonstrate the facts mentioned. There could be a graph or chart to similarly support the facts given or argument presented. The content may be written in any form you wish to present.

The visual aids may be projected slides, slides on an overhead projector, drawing/ writing on a whiteboard, blackboard or flipchart or today, use of a PC with a presentation program such as PowerPoint.

The bullet points made in your introduction should now be repeated as a summary, with a description of how each point has been proven or demonstrated.

A three to four minute presentation would typically use no more than three PowerPoint pages or slides.

**2. Prepare a presentation** on RSI, that should last for 3 to 4 minutes. Write bullet points to describe the causes of RSI and ways of preventing it. Then present your result to your group.

## LINGUISTS' HEADACHES

**Diploma** (Anglo-English) A *diploma* is a document showing that someone has successfully completed a course of study or passed an examination. A plumber in Britain may earn a diploma after attending a course on welding, for example. Thus, the word is used in a very wide sense. You can get (take, be awarded), e.g., a college/course/school diploma, a teaching diploma, a diploma in catering, a diploma at the exhibition, etc., which corresponds to the Ukrainian “диплом”, “свідоцтво”, “письмове посвідчення”, “атестат”.

**American English** – a document showing that a student has successfully completed their high school or university education, e.g. high school/ college diploma – диплом про здобуття вищої освіти / диплом коледжу.

**Degree** A title given by a university or certain colleges to a student who has completed a course of study successfully – звання, вчений ступінь, спеціальність. Students at British Universities study for Degrees, and so in the context of Higher Education as opposed to Further Education, a student should be said to be working for a degree and not said to be working for a diploma.

**Cultural note** 1) In England and Wales and in the US first (undergraduate) degrees include a BA (Bachelor of Arts) – *бакалавр гуманітарних наук* for arts subjects and a BSc *AngloE* BS *AmE* (Bachelor of Science) – *бакалавр природничих наук* for Science

and Social Science. Higher (postgraduate) degrees include an MA (Master of Arts) – *магістр мистецтв, магістр гуманітарних наук* or MSc AngloE MS AmE (Master of Science) – *магістр природничих наук* and a PhD (Doctor of Philosophy) – *доктор філософії*, a university degree of a very high level, which involves doing advanced research (in any field of knowledge), e.g. PhD in Biochemistry. In Scotland degree courses last four years instead of three, and an MA or an MSc is a first degree. In the US you can also earn an AA degree (Associate "of Arts) – *особа, що прослухала неповний курс, необхідний для отримання ступеню* for two years study in a Junior College – *неповний коледж*, but this is a lower degree than a BA. 2) In Britain, students can graduate with an ordinary degree or an Honours Degree – *червоний диплом*, which is better. The highest level of honours degree is called a first or first class degree, and very few students get this. The next best level is called a second or a second class degree, and this is split into a higher level, called a two-one, and a lower level, a two-two. The lowest level is a third or a third class degree. In the US, very good students graduate *summa cum laude* (having achieved the highest level in their college or university degree) or *magna cum laude*, or simply *cum laude* – *з відзнакою*; the people who get these honours would be in about the top 10% of graduates.

***Translate the following word-combinations into Ukrainian.***

1) an advanced degree; 2) to award a degree to; 3) a degree in psychology; 4) bachelor's degree; 5) a degree in political science; 6) master's degree; 7) to earn a degree; 8) to graduate cum laude; 9) to confer a diploma; 10) honorary degree; 11) academic degree; 12) general education diploma exam; 13) a law degree; 14) an Honours Degree; 15) an AA degree.

## **DEVELOPING TRANSLATION SKILLS**

### ***(I) Antonymic Translation (AT)***

*Antonymic translation* usually implies a comprehensive lexical and grammatical transformation: an affirmative construction is translated by a negative one or a negative construction by an affirmative one.

Look at the following sentence: *Until the mid-20'h century it was not unusual for the doctor in Britain to visit patients in their own homes.* (Ex 16). Some possible versions of translation may be: 1. У Британії до середини ХХ сторіччя викликати лікаря додому було звичною справою. 2. До середини ХХ сторіччя британські лікарі регулярно відвідували своїх пацієнтів удома. In both versions antonymic translation was resorted to.

We often use antonymic translation when more than one negative form is used in the SL, e.g. I didn't dislike him - Він завжди мені подобався. I can't not obey = I have to obey. Not till he got home did he realize that he had lost his wallet. – Він зрозумів, що загубив гаманець, лише тоді, коли прийшов додому.

This type of translation is also used with the words of negative meaning, e.g. lose, fail, lack and the like, e.g.: People never failed to recognize such values as honesty, decency and kindness. – Люди завжди цінували такі якості, як чесність, порядність і доброта. TT is quite often resorted to when we render phraseological units or set expressions into the TL, e.g. Let sleeping dogs lie. – Не будить сплячого собаку. Keep the cold out of the room. – Не відчиняйте вікна.

### **1. Translate the following sentences into Ukrainian using antonymic translation.**

1. The woman at the other end asked him to hang on. 2. Nobody was ever sorry to see him. 3. I have never mistaken him for a fool. 4. He is never at a loss for his effective moral attitude. 5. It was not until a voice with a heavy accent asked the realtor whether they could have a look at the house that the estate was sold after being on the price list for two years. 6. She has always kept a stiff upper lip. 7. No one has nothing to offer to society. 8. Today, with your permission, we will sit up late. 9. She did not die till 2005. 10. Not until the office phoned me did I find out about the meeting. 11. No sooner had I got into the bath than someone knocked at the door. 12. Princess Margaret did not lack commitment to the royal cause, famously giving up her love for a dashing air force officer out of a sense of duty to her family. 13. Ours is not an unconventional school; it's for the children of today. 14. What you say is not ungrammatical but very old-fashioned. 15. Not until I asked a passer-by did I realize where I was.

### **(II) Translation transformation of addition**

Sometimes when translating from the English language we resort to *addition*. Among the reasons for the use of additional lexical units to render implicit meaningful elements of the Source Language Text are: a) compressed grammatical structures of the English language, b) the discrepancy in the use of the plural and the singular forms of certain nouns, c) the discrepancy in word-building and some others. The word *smokable* in the sentence *Crack is a cheaper, smokable form of heroin which is powerfully addictive* – Крек – дешева форма героїну, що використовується для паління й викликає сильне звикання, needs some additional lexical units in translation. If used in the plural *smokables* means – тютюнові вироби. The same technique is applied to translate the word-combination *addictive behaviour* – поведінка, що видає схильність до вживання наркотиків.

### **2. Translate the following word-combinations:**

riot police; fish ban; pay-claim; to pension off the old man; to elbow the other passengers; to winter the cattle; to bribe the official; to google a word.

### **3. Translate the following sentences into Ukrainian using addition.**

A. 1. Her father was a well-connected painter, his field being mainly portraits of notables. 2. The scheme supports job creation in service industries. 3. Let me say in the beginning that even if I wanted to avoid Texas I could not, for I am wived in Texas, and mother-in-lawed, and uncled, and aunted, and cousined within an inch of my life. 4. He bribed a guard to smuggle a note out of the prison. 5. Graduate students in most institutions are notoriously late risers, who work way past conventional bedtime. 6. She would not try to stiff-upper-lip it through. 7. Give us another cigarette, will you? – Couldn't you stop chain-smoking? 8. The draper's shop would not only dress you, Post-office you, linoleum you, rug and wallpaper you ... but would also bury and tombstone you. 9. When he recovers, surrogate-mother him for a while. 10. I'd better take disposables to save washing. 11. We could order meals from outside and buy fresh fruits, sweets, and toiletries. 12. People who say they are disturbed by noise at night may just happen to be light sleepers.

**B.** 1. He was born a parent-pleaser. 2. She had always wanted a manicured lawn. 4. During his operation he had an eerie out-of-body experience. 5. Smoking-related problems cost the Health Service huge sums annually. 6. The always-late boy turned up long after the bus had gone. 7. No-show clients are a serious problem in the hotel business. 8. Her husband turned out to be an inspired bird-watcher. 9. She wasn't just a do-gooder but a true philanthropist. 10. The Financial Director decided to outsource their printing. 11. The better-than-anticipated results really pleased Ann. 12. They asked his cousin to baby-sit on Saturday night. 13. It was a chance of a lifetime. 14. Starting a business in a foreign country was relatively easy for him – street-smart and cunning. 15. Please distribute this confidential information on a need-to-know basis only. 16. We saw a lorry stop to pick up a hitchhiking monk. 17. Although the football team scored in the second half, they could only manage to draw at full time.

## **DEVELOPING INTERPRETING SKILLS**

***1. Repeat each group of words and word-combinations after your teacher, without opening your textbooks:***

1. Law, judgment, trial, juror, deposition.
2. Cigarette, pack, habit, illness, blood pressure.
3. Smoking, heart disease, medical care, health problems, treatment.
4. Personal history, buddies, marriage, wife, grandchildren.
5. Carton, doctor, hypnotist, acupuncture, nicotine gum.
6. Diagnosis, emphysema, lung cancer, tobacco smoke, poison.
7. Tripod, drawing, parts, human body, detail.
8. Constriction, vessel, limbs, pulse rate, digestive tract.
9. Nausea, saliva, gut, stimulant, lethal dose.
10. Cough, nervous system, addict, insidious effect, prosecution.

***2. Repeat each group of words and word-combinations after your teacher, without opening your textbooks:***

1. Election, Prime Minister, landslide, popularity, factor.
2. Unemployment, sickness, maternity, benefit, pension.
3. Creation, contribution, wealth, patient, care.
4. Practitioner, bonus, salary, surgery, appointment.
5. Nurse, administrator, receptionist, consultation, pharmacist.

***3. Repeat the groups of words given in Ex. 2 again but this time by giving their Ukrainian equivalents.***

***4. To perfect your memory practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking at the text:***

1. House Doctors work long hours.
2. House Doctors work very long hours.
3. House Doctors traditionally work very long hours.

4. House Doctors traditionally work very long hours for little pay.
5. House Doctors traditionally work very long hours for relatively little pay.
6. House Doctors, especially junior ones, traditionally work very long hours for relatively little pay.
7. House Doctors, especially junior ones, traditionally work very long hours for relatively little pay and those that survive the course learn a lot.
8. House Doctors, especially junior ones, traditionally work very long hours for relatively little pay and those that survive the course tend to have learnt a lot.

**5. For “snow ball” repetition, repeat the following English sentences after your teacher, without opening your textbooks:**

1. With SBS, no defined disease can be determined.
2. With SBS, no clinically defined disease can be determined.
3. With SBS, no clinically defined disease can be determined as the cause of the symptoms.
4. With SBS, it may happen that no clinically defined disease can be determined as the cause of the symptoms.
5. With SBS, it may happen that no clinically defined disease or specific contaminant can be determined as the cause of the symptoms.
6. With SBS, it may happen that no clinically defined disease or specific chemical contaminant can be determined as the cause of the symptoms.
7. With SBS, it may happen that no clinically defined disease or specific chemical or biological contaminant can be determined as the cause of the symptoms.

**6. Read the left-hand column of the Text Sick Building Syndrome. Then read its translation in the right-hand column. Now covering the columns in turn do two-way sight translation.**

<b>Sick Building Syndrome</b>	<b>Синдром недужої споруди</b>
<p>In the 1980s, a World Health Organization special report stated that up to 30% of new and remodelled buildings were causing their occupants to exhibit Sick Building Syndrome (SBS) symptoms. This is a problem in both residential and office buildings and perhaps surprisingly, the more “modern” the design and construction, the more likely problems may occur.</p> <p>SBS is a problem in which occupants of a building experience acute health effects that seem to be linked</p>	<p>У 80-х роках ХХ сторіччя спеціальний звіт Всесвітньої організації охорони здоров'я констатував, що у мешканців приблизно 30% нових та реконструйованих споруд виявляються ознаки Синдрому Недужої Споруди (СНС). Така проблема існує як у житлових, так і в офісних будівлях, і, як не дивно, що сучасніший дизайн та конструкція будівлі, то швидше виникають подібні проблеми.</p> <p>СНС полягає в тому, що мешканці споруди зазнають проблем, які впливають на погіршення їх здоров'я; і це, як передбачають, пов'язане з кількістю часу, який мешканці проводять у тому чи іншому</p>



to time spent in a building, but no specific illness or cause can be identified. The complaints may be localized in a particular room or zone, or may be widespread throughout the building.

Building occupants can complain of symptoms associated with acute discomfort. These symptoms include headaches; eye, nose, and throat irritation; a dry cough; dry or itchy skin; dizziness and nausea; difficulty in concentrating; fatigue; and sensitivity to odours. With SBS, it may happen that no clinically defined disease or specific chemical or biological contaminant can be determined as the cause of the symptoms. Most of the complainants feel relief soon after leaving the building.

While specific causes of SBS remain unknown, the following has been cited as contributory factors to sick building syndrome. These elements may act in combination or may supplement other complaints such as inadequate temperature, humidity, or lighting.

Chemical contaminants from outdoor sources. Outdoor air that enters a building can also be a source of indoor pollution. Pollutants from motor vehicle exhausts, plumbing vents, and building exhausts (bathrooms and kitchens) can enter the building through poorly located air intake vents, windows, and other openings.

Chemical contaminants from indoor sources. Most indoor air pollution comes from sources inside the building. For example, adhesives, upholstery, carpeting,

приміщенні. Однак не вдається визначити конкретне захворювання або ж причину, що його викликає. Нездужання може виникати в якомусь певному місці або в усій споруді.

Мешканці можуть скаржитися на появу сильного дискомфорту. У них виявляються такі симптоми: головний біль, подразнення слизової оболонки й очей, сухий кашель, сухість та свербіж шкіри, запаморочення й нудота, нездатність на будь-чому зосередитися, втома, підвищена сприйнятливість до запахів.

Трапляється так, що неможливо визначити якесь клінічно зафіксоване захворювання або конкретний хімічний чи біологічний забруднювач, що викликає симптоми СНС. Більшість тих, хто скаржиться на нездужання, відчувають полегшення, тільки-но вийдуть з проблемної будівлі. Хоча конкретні причини СНС залишаються нез'ясованими, можна вказати на такі чинники, які сприяють виникненню цього синдрому. Вони можуть діяти разом або доповнювати інші негативні моменти, а саме: температуру, вологість або освітлення в приміщенні, що не відповідають вимогам.

Хімічні забруднювачі із зовнішніх джерел. Повітря, що потрапляє до споруди зовні, також може бути джерелом забруднення всередині приміщення. Забруднювальні агенти від викидів автотранспорту, з водопровідно-каналізаційної мережі й витяжок, встановлених у ванних кімнатах та на кухнях, можуть потрапляти до споруди через неправильно встановлені повітрозбірники, вікна й інші отвори.

Хімічні забруднювачі, джерела яких знаходяться всередині приміщення. Переважним чином забруднення повітря всередині приміщення відбувається через наявність джерела забруднення всередині споруди. Наприклад, клейкі речовини,

<p>copying machines, manufactured wood products, cleaning agents and pesticides may emit various chemicals that can cause chronic and acute health effects at high concentrations, and some are known carcinogens. Low to moderate levels may also produce acute reactions in some individuals. These can also come from synthetic fragrances in personal care products or in cleaning and maintenance products.</p> <p>Biological contaminants. Biological contaminants include pollen, bacteria, viruses, and moulds. These contaminants can breed in stagnant water that has accumulated in humidifiers, air conditioning systems, drainage systems, and ducts, or where water has collected on ceiling tiles, insulation, or carpet. Biological contaminants can cause fever, chills, cough, chest tightness, muscle aches, and allergic reactions.</p> <p>Building designers tend to make buildings more airtight, with less outdoor air ventilation, in order to improve energy efficiency. These reduced ventilation rates have been found to be, in many cases, inadequate to maintain the health and comfort of building occupants.</p> <p>As the rapid rate of construction of both residential and office buildings continue to increase in Kyiv, it is ever more important to make every effort to avoid such problems.</p>	<p>оббивка, килимові покриття, копіювальні апарати, ламінат, миючі засоби й засоби для боротьби з комахами можуть виділяти різноманітні хімікати, що у високих концентраціях (деякі з них відомі як канцерогени) можуть спричиняти серйозні хронічні захворювання. На деяких людей діють і нижчі концентрації. Причиною нездужання можуть бути синтетичні запахи речовини, що містяться в засобах особистої гігієни, в засобах для чищення та засобах підтримання й догляду за спорудами.</p> <p>Біологічні забруднювачі. Біологічні забруднювачі включають: пилок, бактерії, віруси й плісневі грибки. Вони можуть розмножуватися в застійній повітря, в системах кондиціонування повітря, каналізаційній і вентиляційній мережах, або там, де вода накопичується на підвісних стелях, в ізоляційних матеріалах чи килимових покриттях. Біологічні забруднювачі можуть викликати лихоманку, озноб, кашель, утруднення дихання, біль у м'язах і алергічні реакції.</p> <p>Проектувальники прагнуть забезпечити будівлям більшу герметичність, обмежити проникнення повітря зовні, для того щоб ефективніше використовувати енергію. Встановлено, що в більшості випадків зниження кратності повітрообміну не дає змоги забезпечити здорове й комфортне існування мешканців. Оскільки в Києві збільшуються темпи будівництва житлових та офісних споруд, надзвичайно важливо зробити все необхідне для того, щоб уникнути таких проблем.</p>
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### *Translator's nightmare*

**Edible and Eatable.** There are two words which have rather different shades of meanings in English. "Edible" simply implies that the foodstuff is not poisonous and is consequently capable of being eaten – **їстівний**. "Eatable" has some additional

meaning “good to eat”, or “palatable” – добрий (на смак), смачний. So clearly, the former word should be used in its denotative meaning and latter as a complimentary term. Similarly, the English believe that coffee as made in the USA is potable but not always drinkable.

***Translate the following sentences into Ukrainian.***

1. Are these mushrooms edible? 2. The meal was barely edible. 3. There are many edible fruits growing wild in the coastal forest. 4. Woodland harboured herbs for medicines and food and also several edible varieties of mushroom. 5. The bird's problem then is to distinguish sickening creatures from healthy edible prey. 6. Mr Rathje often finds readable copies of 25-year-old newspapers and eatable corn cobs. 7. Our school meals are hardly eatable. 8. Have you brought the eatables?

***Translate the following dialogue into English.***

- Привіт,...
- Вітаю,...
- Ходімо до студентського кафе в перерві?
- Ой, ні. Я там не їм. Пару разів спробував, – їжа абсолютно не їстівна.
- Коли ж ти там був останнього разу?
- Ну... Десь із півроку тому.
- Ходімо, подивишся, як там тепер здорово. Зробили пристойний ремонт. Нового кухаря взяли на роботу. Завжди все свіже, й не дуже дорого. І вибір нормальний.
- Що, дійсно можна їсти?
- Повір мені. Все не просто їстівне, а смачне. Кухаря, між іншим, взяли класного. Він закінчив кулінарний коледж з червоним дипломом. Хлопець молодий, але вже справжній фахівець.
- Слухай, ти мене просто-таки заінтригував. Аж закортіло чогось смачненького. Може, одразу й підемо, чого чекати тієї перерви?
- Потерпиш. Спочатку давай підемо на заняття. До речі, ми ж сьогодні обговорюватимемо тему “Національна британська кухня”. Ось нагуляємо апетит, а там і до кафе.

## UNIT 3

**Topic:** America and Americans

**Grammar:** Conditional Mood. Unreal Conditional Past

**Functional Expressions:** Asking for (a) Factual Information; (b) Repetition / Clarification; (c) Permission

**Writing:** Advertisements

### INTRODUCTION

**1. Agree or disagree with the following statements. Give your reasons.**

1. The USA is the world's greatest superpower.
2. The USA has a significant influence on global politics, economy, trade and culture.
3. America's population is richly diverse.
4. America is famous for its democracy, protection and promotion of human rights, as well as equal opportunities for all.
5. Presidential elections in the USA are fair and transparent.
6. Immigrants to the USA still believe in the American Dream.
7. The US Founding Fathers are less popular among young people today than TV and film stars.
8. The USA always listens carefully to the EU before acting on the world stage.

**2. Without looking in the text, listen to the recorded Dialogue.**

You will hear a conversation between a tourist from Scotland and a New Yorker. Try to get its message; reproduce it in English in your own words. The dialogue contains several functional expressions of seeking: a) factual information, b) repetition and clarification, c) permission.

While listening to the same dialogue again, write down these functional expressions in your exercise books. (Appendix 1)

**3. Find among the expressions given below those that were used in the dialogue. Specify the speech register for each expression. Try to memorize as many of them as possible.**

(a) Seeking Factual Information	(b) Seeking Repetition and Seeking Clarification	(c) Seeking Permission
Could you tell me where?	Could you repeat that?	May I ..... ?
..... when?	Did I understand correctly?	Could I .....?
..... how?	May I check what you said?	Should I .....?
..... why?	What did you say?	Would it be okay if .....?
How much .....?	How's that relevant?	Would you mind if .....?
How often .....?	Would you explain that?	Would it be possible for ..?
Do you have .....?	So I would be wrong if .....?	Would it be possible if ...?
Where would I find .....?	Then that really means .....	I wonder if we could .....

Where could I find .....	I didn't catch that.	Could you just .....
Where should I look for...?	What's that mean?	Is it fine by you if .....
At what time does .....	Is that so? What...?	Any objections if .....
How do you .....	What are you on about?	All right by you if .....
Why do you have to .....		Happy if we .....
I was wondering .....		

*Note: In (a), "Could" is regarded as being both polite and neutral. The same phrases using the word "Can" carry with them a nuance of frustration or previous refusal. "Would" also has a similar shade of meaning but stronger, implying conflict has occurred before the question was asked.*

**4. Read the functional expressions above, then repeat them adding the word please or sorry or even both to form a more polite structure where appropriate.**

**5. The following dialogues contain several functional expressions. Find them, specify the speech register for each expression. Translate the dialogues into Ukrainian.**

Mike (an American businessman): Would it be possible for me to speak with Rita, please? Hi, Rita. How you doing? Are you free tomorrow? One of our colleagues is arriving in Kyiv at 2 p.m. Would you mind meeting him at the airport?

Rita (an interpreter): Oh, sure. I'll go to Boryspil, meet him and take him to the hotel. But how will I recognize him?

M: If it's okay with you, write his name on a sign and just stand with it somewhere in the arrivals hall. He'll come to you himself.

R: Great. I'm writing this all down. What's his name? Could you re-peat that? What did you say? Very Good? Is that right? Isn't that a strange name!

M: Rita, sorry, we've got a bad line – I can hardly hear you. Hope we've arranged everything. You'll be able to meet him, won't you?

R: I will, don't worry. Bye.

M: Thanks, you're just terrific.

\*\*\*

Mike's colleague (approaching Rita): Hi, how you doing? Thanks for meeting me. Would you mind if I just correct something on the sign?

R: Welcome to Kyiv, Mr. Good. Did I understand correctly – I haven't misspelt your name, have I? I suspected it was too Good to be true.

MC: It's only my first name. I'm Larry, Larry Good.

R: Oh, I'm so sorry. I obviously didn't catch your name correctly on the phone.

MC: So who were you speaking with?

R: With Mike. I asked him to repeat your name three times.

MC: It's okay. Mike always plays the same joke on interpreters in every country. However, he's a nice guy, and it's been a bit of harmless fun.

**6. Translate the following dialogue into English.**

- Ви не проти, якщо я сяду за ваш столик?

- Аж ніяк. Але хочу вас попередити, я чекаю на офіціанта вже 15 хвилин, а

його все ще немає.

- Справді? Ось дивіться, схоже, це він іде.
- Офіціанте! Скільки можна на вас чекати? Чи не могли б ви нарешті прийняти замовлення? Дозвольте нагадати вам, що девіз вашого кафе – “Швидко, смачно, дешево”.

**7. Make up your own dialogues with the functional expressions listed in Exercise 3. The following topics may be used:**

- asking the way to a major tourist attraction
- choosing a book in the library
- negotiating a price at a market
- calling the information office at a ferry terminal
- booking a hotel room on the phone
- asking permission to re-sit an exam after failing
- seeking information about the details of a part-time job
- trying hard to please your parents before getting away to the nightclub
- clarifying the time, the flight and the name of the person you have to meet at the airport
- confirming the date and making the arrangements to get to your School Reunion.

## **READING 1**

**1. Look at the title of the text and say what you think the text is about.**

**2. Think of ten to fifteen thematic words which you are likely to find in the following text on “The Way Americans Communicate”, and write them down in your exercise books. After reading the text you will be able to check whether the words you predict actually appear.**

**3. Read the following questions and try to answer them before reading the text. When you read the text, find the answers to the questions and compare them to what you have previously done.**

1. Do you think Americans are different from other nations in the way they communicate? 2. Do they speak plainly, without trying to be polite or to hide unpleasant facts? 3. Is the same manner of communicating typical for the British or Ukrainian tradition? 4. Do people from the East, such as the Japanese, show their true feelings when they are speaking to people from other countries? 5. What questions are regarded as taboo in many cultures? 6. Would you expect Native Americans to speak clearly, directly and openly? 7. Did the integration between Native and European cultures significantly influence the way Americans speak and act?

**4. Read the following questions with the appropriate intonation.**

1. What do you do for a living?
2. What do you make in a year?

3. What did you have for your birthday?
4. What do you think you are doing?
5. What do you do in the evenings?
6. What does she usually wear?
7. What do you plant in your garden?
8. What do you read in your free time?
9. What do you want me to carry?
10. Who do you want me to marry?

### 5. Look through the following comments before reading the text:

#### Comments

1. **Land of Opportunity.** A country where you have a lot of good opportunities. America is still viewed as a land of opportunity – країна сприятливих можливостей. This phrase can also be used as a secondary nickname for Arkansas – земля сприятливих можливостей.

2. **The American Dream.** The idea that the US is a place where everyone has the chance of becoming rich and successful. For minorities and people coming from abroad to live in America, the dream also includes freedom and equal rights. Американська мрія.

3. Native American, also American Indian or Amerindian. A member of any of the original people of America, esp. of the US and Canada. Native Americans came from many different tribes, each having its own language and culture. **Native American** is now the preferred and usual term. **American Indian** and **Amerindian** may still be found, and when referring to Native Americans from South America. **Red Indian** is old-fashioned and considered even more offensive than American Indian.

4. **“White man speaks with forked tongue”.** Immigrant says one thing but actually means another. A phrase often used in old Western films, said by Native Americans when they believe a white man is not telling the truth – Блідолиці думають одне, а кажуть інше.

**Forked.** Having one end divided into two or more parts. Snakes have forked tongues.

5. **Native American effects on US culture.** Those interested in examining the second theory of the text below could read books by Robert Pirsig, a contemporary philosopher, especially his novel *“Lila”* which examines this facet of American culture in some detail. Incidentally, his book *“Zen and the Art of Motor Cycle Maintenance”* (about a man’s travels across the USA), was as widely read by European students as Tolkien in the 1970s and 1980s.

### 6. Read the text *“The Way Americans Communicate”* and find the key sentences that summarize the main idea of each paragraph.

#### Text 1: The Way Americans Communicate

One of the ways **to tell** an American almost anywhere in the world is to listen to the way they speak, both to one another and to people from other countries.

The main difference is the directness and bluntness in the way they converse.

While a Japanese person is extremely concerned in making sure that everything said is polite and guarded, or an English person may **take great pains** to respect the **privacy** of their **companion**, an American will simply say what he means and ask what he'd like to know.

A perfect example of this is the ubiquitous question "Say, what do you **make** in a year?" There's been a long tradition in Britain that a husband attempts to conceal such information even from his wife, never mind friends, colleagues or, **God forbid**, strangers. A Ukrainian will cheerfully chat with a stranger and ask such questions as "Where are you from? **What do you do for a living?**" These are perfectly normal questions that show interest in the stranger, although not regarded as polite in Britain. But almost no Ukrainian would seek information on the financial status of a stranger. Those from the East, especially the Japanese are regarded by many as "inscrutable" since they mask their feelings, attitudes and questions behind a wall of extreme politeness. To discuss such details of their income is absolutely shocking.

So why do Americans regard such a question, taboo in so many other cultures, as perfectly normal? There are two key theories. The first is that Americans are a **melting-pot** of cultures and nationalities. Not only language itself may change from origin to origin, from ethnic group to ethnic group, but also conventions and traditions in the way people speak and what they ask, vary so much from country to country that they would simply act as a barrier to communication, unless speech is blunt, direct and clear. Simultaneously, Americans regard their country as the Land of Opportunity and are, indeed, richer than most. So, many are proud of their earnings and like to tell one another.

**The American Dream** is extremely important to the culture of the USA, where achievement is the outcome of opportunity. This path has many rules embedded, and they include the needs for clarity, free speech and freedom of action.

The second theory is that the immigrants to today's USA came to a land peopled by complex cultures that had evolved for thousands of years, those of **Native Americans**. Although geographically many of the Native American nations were widespread and there are substantial differences between many of these cultures, one common factor is their structure of language and tradition of communication. All Native Americans speak clearly, directly and openly. Not to do so is taboo. When Europeans came to America, the Native Americans found them very difficult to understand, and the universal phrase "**White man speaks with a forked tongue**" appeared.

Over a couple of centuries, there was enough integration between the Native and European cultures that there developed the image of the "straight-talking **frontiersman**", proudly used by the emerging new American as a role-model. This theory is not especially liked by Americans, who like to think of themselves as the educators of the natives and not the other way round.

Probably the reality is a combination of these two perspectives. What is undoubtedly true is that Americans stand out as being direct and clear in what they say and do.



**7. Decide whether the following statements are true or false. If there is no appropriate information in the text, say “I don’t know”.**

1. Americans don’t pay much attention to what they wear. They dress casually and tastelessly.
2. In conversation with other people, Americans are tactful, considerate and polite.
3. To seek information on the financial status of a relative is not regarded as taboo in Britain.
4. Oriental people are extremely polite, the politeness being a shell to hide their feelings, views and inquisitiveness.
5. One of the ways to bridge the communication gap between different ethnic groups living in one country is to speak clearly, plainly and directly.
6. Americans are always ready to boast of the money they possess and earn.
7. The American Dream is an indispensable part of US political life.
8. Native Americans’ speech is very flowery and elaborate.
9. Native and European cultures in the USA are not encouraged to merge in the “melting-pot”.
10. Americans have always felt superior to Native peoples.

**8. Go through the text again and give the Ukrainian equivalents for the highlighted words. Then study the following vocabulary notes:**

### **Vocabulary notes**

1. **To tell an American almost anywhere in the world...** The verb in this context means to differentiate, to distinguish, to identify, to perceive, to recognize. .. – визначити, вирізнити, розрізнити, відрізнити, виділити тощо, e.g. She could not tell him by his voice. It’s difficult to tell the twins apart.

2. **To take great pains to do something.** To make a special effort to do something – щосили намагатися, e.g. He’s taken great pains to improve his image.

3. **Privacy, n.** The word belongs to culture specific vocabulary and must be translated depending on the context.

**The noun privacy** has the following meanings:

1) the (desirable) state of being away from other people, so that they cannot see or hear what one is doing, interest themselves in one’s affairs, etc. In many western countries this is usually given particular value and people expect to have their privacy respected by others, e.g. With seven people squashed in one house, you don’t get much privacy. ‘You don’t get much privacy’ means everything – неможливість сховатися, зникнути, побути на самоті; відсутність спокою (відпочинку, особистого життя), etc.

2) secrecy; avoidance of being noticed or talked about publicly; the state of being free from public attention, e.g. She complained that the questions were *an invasion of (her) privacy* – втручання у сферу особистого життя.

4. **Companion, n** – компаньйон(ка). The English and the Ukrainian words are similar in their form but different in their meaning and usage. Such words are referred to as *misleading* – “хибні друзі перекладача”. The noun “companion” may mean:

1) a person or animal that goes with, or spends much time with, another – друг, приятель, товариш, попутник, e.g. a close companion; a faithful companion; a travelling companion;

a person who shares in the work, pleasure, misfortunes, etc. of another – друг, партнер, товариш (по службі...), e.g. companions in arms, companions in misfortune;

a person with similar tastes, interests, etc – партнер, співрозмовник, (не) компанійська людина, e.g. She is an excellent companion. They are drinking companions. Your brother is not much of a companion.

2) someone, especially a woman, who is paid to live or travel with an older person – компаньйонка, e.g. The old lady's companion always drives the car.

3) one of a matching pair or set of things – парна річ, e.g. I used to have a companion to that vase, but I broke it.

4) (used in book titles) handbook; reference book – посібник, довідник, poradnik, e.g. A Companion to Ukrainian Literature.

5) companion member of certain distinguished orders – кавалер ордена (нижчого ступеня), e.g. Companion of the British Empire (CBE) – кавалер ордена Британської Імперії.

6) (*idiomatic*) a boon companion = cheerful friend with whom one enjoys spending time – добрий, веселий приятель, e.g. Bill and Bob are boon companions.

5. **Perspective**, *n.* This word also belongs to the group of misleading words. It may mean:

1) a way of thinking about something, especially one which is influenced by the type of person you are or by your experiences, e.g. His father's death gave him a whole new perspective on life – Після смерті батька він зовсім по-новому побачив життя.

2) the art of drawing solid objects on a flat surface so as to give the right impression of their height, width, depth and position in relation to each other – перспектива, e.g. The objects in the background are in/out of perspective – зображені з (без) дотриманням законів перспективи.

3) view, esp. one stretching into the distance – вид у далечінь, e.g. A fine perspective of the whole valley opened before his eyes.

4) The way in which a situation or problem is judged so that (proper) consideration and importance is given to each part. e.g. He sees things in their right perspective – Він бачить речі такими, якими вони є (без перебільшення і применшення).

Recently the word “perspective” has been widely used in the meaning of “точка зору, погляд”, e.g. What's your perspective on recent developments in Ukraine? – Яка ваша точка зору на нещодавні події в Україні? Managing Conflict in the Former Soviet Union: Russian and American Perspectives (*the title of the book*) – Обмеження та врегулювання конфліктів у колишньому СРСР: погляд із Росії та США.

“Перспектива” in the meaning of “види на майбутнє; нові можливості; нові горизонти” should be translated as “vistas, prospects, future, outlook”, e.g. A beautiful vista was open to us. Перспективний спортсмен – promising athlete.

6. **To make**. “Say, what do you make in a year?” would be worded in Britain as “How much do you earn annually?” – Скажи, скільки ти заробляєш за рік? Make in the similar contexts carries the meaning of to earn or to get money, e.g. The deal could

cost you more than you would make in profit.

7. **God [Heaven, the Lord] forbid (that)**, *spoken*. Used to say that you very much hope that something will not happen – борони Боже, не дай Боже. e.g. God forbid that this should ever happen again.

8. **What do you do for a living?** = What's your job?

9. **Melting-pot**, *fig.* A place where people from different races, countries or social classes come to live together – суміш, злиття (різних національностей, мов, культур тощо), e.g. New York has always been a great melting-pot. Note that Canadians have almost the opposite, a “mosaic” culture where ethnic origins and culture are carefully preserved, a major reason why the Ukrainian diaspora in Canada is still so distinct.

10. **Frontiersman**. One of the first settlers of an area where people have never lived before, that not much is known about, especially in the western US before the 20th century – *амер. іст.* переселенці, колоністи, що заселяли Захід.

11. **Stand out**, *phr v.* The verb may mean:

1) to be very easy to see or notice – виділятися, виступати (на якомусь фоні), вирізнятися. e.g. The outlines of rooftops and chimneys stood out against the pale sky. She always stood out in a crowd.

2) to be much better than other similar people or things – виділятися, вигідно вирізнятися, e.g. That day still stands out as the greatest day in my life. His work stands out among other paintings.

3) to rise up from a surface – виділятися, виступати (на поверхні), позначитися, e.g. The veins stood out on his throat and temples.

**9. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

## VOCABULARY PRACTICE 1

**10. From the following list of words choose those that are close in meaning to the noun companion in each sentence. Translate the sentences into Ukrainian using synonyms as a prompt:** *accomplice, aide, assistant, carer, colleague, co-mate, comrade, bore, double, fellow soldier, fellow traveller, friend, guide, handbook, holder (of the Order of Merit), match, mate, nurse, partner, playmate, reference book, sociable (person).*

1. His dog has always been a faithful companion. 2. My companion on the journey was an army officer in his mid-thirties. 3. The police arrested him and his two companions in crime. 4. John hardly recognized the companion of his youth. 5. People were attracted to her. She was an excellent companion. 6. She took a post as a paid companion to the old lady. 7. Companions in arms were invited to the reception organized in their honour. 8. Here's the slipper for my left foot, but where's its companion? 9. People shunned him, as he was not much of a companion. 10. His brand-new car provoked admiration. Even the Owner's Companion was in an expensive leather cover. 11. The lady is my constant companion at bridge. 12. She got the Companion of Honour for her special services of national importance.

**11. Match the English word-combinations with their Ukrainian counterparts.**

- |  |                                 |
|--|---------------------------------|
| 1) from somebody's perspective                       | a) ширші можливості             |
| 2) historical perspective                            | b) втратити відчуття реальності |
| 3) wider / broader perspective чого-небудь           | c) правильно оцінити значення   |
| 4) to lose all sense of perspective                  | d) історичний аспект            |
| 5) get / keep something in perspective               | e) крізь призму років           |
| 6) the artist's use of perspective                   | f) бачити щось у новому світлі  |
| 7) through the perspective of years                  | g) з точки зору                 |
| 8) to see a matter in perspective художником         | h) використання перспективи     |
| 9) linear perspective чогось                         | i) применшувати значення        |
| 10) to see a thing in a new perspective              | j) бачити у справжньому світлі  |
| 11) to look through the wrong end of the perspective | k) лінійна перспектива          |

**12. From the following list of words choose those that are close in meaning to the noun perspective in each sentence. Translate the sentences into Ukrainian using synonyms as a prompt:**

*view, viewpoint, outlook, angle, aspect, attitude, broad view, context, landscape, objectivity' of view, panorama, proportion, prospect, relation, relative importance, vista, way of looking.*

1. We have to look at everything from an international perspective. 2. The picture looks strange, because it has no perspective. 3. The new evidence put an entirely different perspective on the case. 4. He was unable to see problems in their true perspective. 5. What's your perspective on the visa-free regime for EU countries, which has been introduced in Ukraine? 6. The novel is written from a feminist perspective. 7. The changes of the 1990s can be called epoch-making when seen through the perspective of years. 8. The islands were of great importance from the perspective of American Security. 9. From the top you get a fine perspective of the city. 10. The radical change to her public image was looked at through a biased perspective.

**13. Fill in the blanks with words and word-combinations listed below. Translate both texts into Ukrainian.**

*Melting-pot, the American Dream, God forbid, to tell, the Land of Opportunity, how much do you make, to take great pains, to stand out.*

1. One of the ways ... a Ukrainian is to experience their hospitality when you're in their company. They ... to ply you with food and drinks. They will cheerfully chat with you, sing and dance for you. They'll ask you a lot of questions that show interest in you. They would seek information about the place you are from, about your family, your job, your eating and drinking habits, about the weather and climate in your country etc. But almost no Ukrainian would ask you about your financial status. Thus, such questions as "... in a month?" would almost never be heard. In their turn, Ukrainians will gladly speak about their distant relatives, neighbours, colleagues, their young children and grandchildren, the sweetest and cleverest of all. But they are reluctant to talk about their private life, business, income or ... savings.

2. Those who have been to New York say that it impresses you by its grandeur. It ... as being one of the largest and richest cities in the world, an international leader in trade, finance and the performing arts. Even if you know English well, you'll experience difficulty in understanding people there and this is no wonder, as people from different races, countries and social classes live there – New York has always been a great .... Luxurious cars, sky-scrapers, huge shopping malls, the New York Stock Exchange, the heartland of the American Economy, the Have-a-Nice-Day culture, the Statue of Liberty representing freedom, faces of successful celebrities looking from glossy magazine covers. New York epitomizes the idea that the US is ... where everyone has the chance of becoming rich and successful. The idea known as ... still attracts so many immigrants to come and live in the US.

**14. Paraphrase the following sentences.**

1. The first theory is that Americans are a “melting-pot” of different races and cultures. 2. The second theory is that the immigrants to today's USA came to a land peopled by complex cultures that had evolved for thousands of years; those of Native Americans. 3. When Europeans came to America, the Native Americans found them very difficult to understand, and the universal phrase “White man speaks with forked tongue” appeared. 4. Over a couple of centuries, there was enough integration between the Native and European cultures that there developed the image of the “straight-talking frontiersman”, proudly used by the emerging new American as a role-model. 5. Probably the reality is a combination of these two perspectives. What is undoubtedly true is that Americans stand out as being direct and clear in what they say and do.

**15. Find in the text the words which correspond to the following definitions:**

1. “Manner of speaking roughly and plainly, without trying to be polite or to hide unpleasant facts”. 2. “Seeming to be everywhere”, “ever-present”, “universal”. 3. “Someone who shows no emotion or reaction in the expression on their face so that it is impossible to know what they are feeling or thinking”. 4. “Behaviour and attitudes that most people in a society consider to be normal and right”. 5. “The final result of a meeting, discussion, war, etc - used especially when no one knows what it will be until it actually happens”. 6. “To put something firmly and deeply into something else, or to be put into something in this way”.

**16. Complete the sentences with one of the following words and phrases, using the Ukrainian words and phrases in brackets as a prompt: to people, guarded, stranger, inscrutable, to converse, it is a matter of convention, native, to put it bluntly, outcome, to stand out, to embed.**

1. (Відверто кажучи) I think your chances of passing the exam are almost non-existent. 2. It is difficult (вести розмову) rationally with people who hold extremist views. 3. (Так заведено) that businessmen should wear suits. 4. Fie was not certain whether the (місцеве населення) were friendly. 5. We were anxiously awaiting (результат) of their discussion. 6. Feelings of guilt are deeply (укорінятися) in her personality. 7. The new road sign is easy to read; the words (дуже чіткі). 8. A complete

(незнайомець) waved to me in the street. 9. People from Asia are (загадковий) because it's difficult to tell what they are thinking from the expression on their faces. 10. The minister was quite (обережний) in his comments. 11. Her world (заповнювати) with imaginary friends.

**17. Make up a dialogue discussing the way different nations communicate.**

**18. Read the following limerick. Try to memorize it. Explain how its contents relate to Text 1.**

There was a young lady of Kent,  
Who always said just what she meant,  
People said, "She's a dear –  
So unique – so sincere  
But they shunned her by common consent.

**19. Below are given three translations of the sentence While a Japa-nese person is extremely concerned in making sure that everything said is polite and guarded, or an English person may take great pains to respect the privacy of their companion, an American will simply say what he means and ask what he'd like to know. Consider which option is more faithful to the original. Explain your choice. Give your own alternative.**

1. Поки японець вкрай занепокоєний тим, щоб переконатися, що все, що він сказав своєму компаньйонові, ввічливе та стримане, або англієць намагатиметься не втручатися в особисте життя свого компаньйона, американець просто скаже, що він думає, і запитає те, про що хоче дізнатися.

2. На відміну від японця, який пильно стежить за тим, щоб його мова була ввічливою та виваженою, і від англійця, який намагається не торкатися у розмові жодних особистих аспектів життя свого співрозмовника, американець просто говорить те, що думає, й питає про те, що його цікавить.

3. В той час, коли японська персона вкрай занепокоєна тим, щоб переконатися у тому, що все, що було сказано, ввічливе та обережне, або англійська персона може сильно хворіти, щоб поважати інтимність свого компаньйона, американець відверто висловить думку і запитає те, про що хоче дізнатися.

**20. Translate into English the following excerpts from the book "Snow dies on the Earth" ("Сніг помирає на землі") by Valeriy Kykot.**

За годину по тому, як наш літак приземлився в аеропорту Кеннеді у Нью-Йорку, ми зайшли щось випити в один із барів Манхеттена. Влаштувалися на сидіннях із високими ніжками біля стійки бару й замовили пиво. Праворуч від мене про щось гомоніли жінка й чоловік середнього віку. Жінка, почувши мою розмову з барменом, повернулася й спитала, з якого я штату. Я зізнався, що це перша в моєму житті година перебування в США і що я з України. Вона відпустила комплімент щодо моєї англійської й сказала, що ніколи не чула про

Україну. Я спантеличено почав згадувати слова, які можуть асоціюватися в іноземців з моєю країною. Та окрім Києва в голову нічого не приходило. Жінка винувато розвела руками, мовляв, це їй теж нічого не каже. Та коли я, зрештою, назвав Чорнобиль – обоє, і вона, і її чоловік, зі співчутливим виразом на обличчях ствердно закивали головами.

\*\*\*

У Вашингтоні Любомир “передав” нас Орестові, своєму товаришеві і компаньйонові. Сам поїхав до Нью-Джерсі. А ми почали з пам’ятника Шевченкові. Вперше бачив у камені такого молодого Тараса.

\*\*\*

Стою на вулиці Пітсбурга. Відкрив щойно куплену в супермаркеті банку пива. Не встиг зробити перший ковток, як переді мною невідомо звідки виріс полісмен і суворо попередив, що в США розпивати алкоголь на вулиці заборонено. Довелося залізти в авто і випити там. Як він дізнався, що я іноземець? Це, мабуть, через те, що американець так би не вчинив.

Їдемо з Пітсбурга до Нью-Йорка, дивуємося чистоті американських вулиць і доріг. Час від часу трапляються акуратні таблички: “Викидати сміття заборонено. Штраф \$800”.

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Скінчилася досить тривала подорож по США. Чим же сподобалася мені Америка, і що є в ній для мене неприйнятне?

Усюди порядок і чистота. Усе доступне простій людині. Все є. Та чи є щастя? Незважаючи на те, що кожне обличчя, на якому зупиняєш погляд, негайно ж розтягується у традиційному американському смайлі, усюди віє нудьгою і байдужістю. Вражає і кількість товстих людей. Ожиріння тут є статистичною нормою. Приїхати ще раз – так. Жити – ні. Мабуть тому, що людині треба, щоб увесь час чогось не вистачало, бо коли в неї все є – вона перетворюється на свиню.

Та й Бога у небі тут немає. Бог є тільки в тому небі, котре над твоєю Батьківщиною. Але ж є ще неперевершений американський патріотизм!?

Отже, скоріше за все, мої враження хибні. Адже не тільки американцям, а й багатьом іншим людям тут добре. Не можна судити по собі.

### ***Test your knowledge of English!***

If your automobile in America is a **lemon**, it's ...

- a. a yellow taxi; b. defective; c. a gas-guzzler; d. a bargain

Something which is **dodgy** is ...

- a. dubious; b. difficult to see; c. easy to miss; d. loud

An item **going for a song** is ...

- a. very cheap; b. very expensive; c. very loud; d. very nice

A **tabloid** is ...

- a. a small table; b. a stone tile; c. a small-format newspaper; d. a tiny tablet

## READING 2

**1. Look at the title of Text 2. Read the following questions and try to answer them before reading the text.**

1. What is the doctrine of racism based on? 2. Are racial differences between people the main influence on their characters and abilities? 3. Who made racism the official ideology? 4. In what countries was racism used to justify racial discrimination, segregation and apartheid? 5. Is racial discrimination legal in any country of the world?

**2. Read the abstract about the author. Have you read anything by him? Have you seen his films? Do you possess any additional information about his life and activities?**

**3. Transcribe the following words, consulting the pronouncing dictionary if necessary. Practice their pronunciation.**

Columbine, Fahrenheit, Motley Crue, Caucasian, bowling, disqualified, extraordinary, racism, lull, emerge, stalk, stereo, tornado, coincidence, evict, deposit, puke, eliminate.

**4. Look through the following comments:**

*Comments*

1. **Bowling for Columbine** – Боулінг для Колумбіні.

2. Fahrenheit 9/11 – 9/11 за Фаренгейтом.

3. **BB gun** *AmE* a long, light gun that uses air power to fire small round metal balls. BB guns are usually the first guns given to older children when they are learning to shoot. They use them to fire at targets and to shoot small animals – духова рушниця.

4. **Motley Crue**. A legendary group of six American Rock singers, their slogan being “Sin is good, sin is great, sin is back”. The group was formed in February 1981 in Los Angeles. They are famous for playing Glam Rock distinguished by the costumes and stage acts rather than any particular aspect of their music (“шикарний, блискучий рок”, “глітер-рок”). The name of the group may presumably be analyzed into two components: a **motley** collection/crew/assortment, etc – a group of people or things that are very different from each other and do not seem to belong together; and **crew** – a group of people or friends – often used to show disapproval, e.g. A motley crew of students – різношерста компанія студентів.

5. **Lemon** *informal*. Something that is useless because it fails to work or to work properly - мотлох, барахло, купа металу, металобрухт, туфта etc.

**Note: Lemon law** *AmE*. Provision in some laws requiring manufacturer to provide a full refund on purchases of over \$ 5 where repair cannot be made within a reasonable period of use – закон про недоброякісну продукцію. In informal Anglo-English the idea of “not working properly or not in good condition; not to be trusted; involving risk or danger” may be expressed by such adjectives as *dodgy*, *lousy* or the rather crude *crap*. e.g. a crap car; a lousy hard disk; dodgy share dealings; dodgy moments. In both languages, the phrase “to be sold a pup” is synonymous with “to be sold a lemon”.

6. **Caucasian** *adj* 1. In the USA, Canada, Australia and Singapore, Caucasian refers to any light-skinned people, especially Europeans – білий. The Caucasian race in



classification by some US anthropologists is a major race, corresponding to the European, North African and Middle Eastern native populations. 2. Of the Caucasus, its people, or languages – кавказский.

**5. Read the following abstract from the book *Stupid White Men* by Michael Moore and answer the following questions checking your general understanding of the abstract.**

1. Why do you think the author is so critical of American society? 2. How does the author define his attitude to racism? 3. What unmistakable pattern seems to emerge as the author looks back on his life? 4. Is the author the only white American who suffered from the people of the same colour? 5. Why can't the author help making sarcastic comments on the Have-a-Nice-Day culture?

### **Text 2: American Racism**

Michael Moore is one of the most outspoken critics of American society. He both directs and writes, with his **Bowling for Columbine** winning an Oscar for best documentary of 2003, although his documentary **Fahrenheit 9/11** was disqualified from the 2005 Oscars because of the timing of its **release**, even though it was one of the top 10 films of 2004, an extraordinary achievement for a non-fiction film.

This extract is from his book *Stupid White Men* (2001) about George W. Bush and the men who **run** the USA. The book was number one bestseller in both the USA and Europe for almost a year. As well as defining his attitude to racism, it lists many of the important **issues** in the life of an American today. It is important to understand that Moore takes advantage of each American's right to free speech, as stated in the American Constitution, to say things that would simply not be allowed to be said in many other countries.

“White people **scare the crap out of me**. This may be hard for you to understand – considering that I am white – but then again, my color gives me a certain insight. For instance, I find myself pretty scary a lot of the time, so I know what I'm talking about. You can take my word for it: if you find yourself suddenly surrounded by white people, you better watch out. Anything can happen.

As white people, we've been **lulled into thinking** it's safe to be around other white people. We've been taught since birth that it's the people of that other color we need to fear. *They're* the ones who'll slit your throat.

Yet as I look back on my life, a strange but unmistakable pattern seems to emerge. Every person who has ever harmed me in my lifetime – the boss who fired me, the teacher who **flunked** me, **the principal** who punished me, the kid who hit me in the eye with a rock, the other kid who shot me with his **BB gun**, the executive who didn't renew my favorite TV show, the guy who was stalking me for three years, the accountant who double-paid my taxes, the drunk who smashed into me, the burglar who stole my stereo, the contractor who overcharged me, the girlfriend who left me, the next girlfriend who left even sooner, the pilot of the plane I was in who hit a truck on the runway, the other pilot who decided to fly through a tornado, the person in the office who stole checks from my checkbook and wrote them out to himself for a total of \$16,000 – every one of those individuals has been a white person. Coincidence? I think not!

I have never been attacked by a black person, never been evicted by a black person, never had my **security deposit ripped off** by a black landlord, never *had* a

black landlord, never had a meeting at a Hollywood studio with a black executive in charge, never seen a black agent at the film/TV agency that used to represent me, never had a black person deny my child the college of her choice, never been puked on by a black teenager at a **Motley Crue** concert, never been **pulled over** by a black cop, never been sold a lemon by a black car salesman, never *seen* a black car salesman, never had a black person deny me a **bank loan**, never had a black person try to bury my movie, and I've never heard a black person say, "We're going to eliminate ten thousand jobs here – have a nice day!"

I don't think I'm the only white guy who can make these claims. Every mean word, every cruel act, every bit of pain and suffering in my life has had a **Caucasian** face attached to it."

**6. Go through the text again and give the Ukrainian equivalents for the highlighted words. Then study the following vocabulary notes:**

### ***Vocabulary notes***

1. **Release**, *n.* This noun may mean:

1) a) a setting free or being set free from e.g. pain, duty or imprisonment – звільнення, позбавлення, полегшення, e.g. treatment that will bring a release from pain; release from prison; a release from solemn obligations;

b) a letter or message that sets someone free – документ про звільнення (з-під опіки, з в'язниці і тощо), e.g. The governor of the prison signed a release.

Syn.: remission, discharge, deliverance, liberation;

2) *law* renunciation of a claim against another person; a document by which a person discharges another from any claim – документ про звільнення від зобов'язання; виправдний документ, розписка; документ про передачу права чи майна, e.g. to agree/sign a release – переписати (майно) на когось; заповідати (майно) комусь;

3) a) the act of making something available to the public – вихід, випуск, публікація (фільму, книги, продукту і тощо), e.g. The new software is planned for release in April.

b) a thing that is made available to the public, esp. a new CD or film/ movie – щось, що публікується, випускається (фільм, що вийшов, опублікована книга і тощо), e.g. the band's latest release.

c) an official statement, report, etc that is made available to be printed or broadcast, or the act of making it available – повідомлення для друку, прес-реліз, опублікований матеріал, e.g. October 22nd is the date set for the report's release.

Syn.: publication

4) *techn*

a) a handle, button etc that can be pressed to allow part of a machine to move – автомат розмикання, механізм розчеплення, відмичка; e.g. The release for the emergency exit from the plane was clearly marked.

b) military скидання бомби, ракети і тощо, e.g. The bombardier hit the release as soon as his instrumentation showed the target centre.

5) *American jazz* – імпровізаційний програш (між повтореннями головної теми джазової композиції), e.g. We played a more staccato style on the release – У програшах ми більше грали стакато.

2. **Run**, *v.* The verb *to run* in this context means “to organize or be in charge of an activity, business, organization, or country” – керувати, контролювати, очолювати, відповідати за щось. e.g. Many people don’t care who runs the country.

3. **Issue**, *n.* The noun belongs to the group of words of wide semantics. It may mean:

1. a) outgoing; outflow: the place/point of issue, b) instance of flowing out: an issue of blood, e.g. from a wound – вихід, витікання, виділення.

2. a) supply and distribution of items for use or sale, e.g. the issue of a new edition of this dictionary – публікація, опублікування, видання (чогось). b) number, quantity or set of items supplied and distributed at one time, e.g. a special issue of stamps/banknotes/shares – випуск, видання (сукупність виданих примірників газет, книг тощо), c) one of a regular series of publications, e.g. the July issue (e.g. of a magazine) – випуск, номер.

3. result or outcome: bring a campaign to a successful issue – наслідок, результат.

4. a) important topic for discussion; point in question, e.g. a vital, political, topical, etc issue – питання, проблема, b) law предмет тяжби (позову); проблема, що складає предмет розгляду.

5. *law* children considered as part of one’s family: die without issue, i.e. childless – потомство, діти.

6. *pl* profit, income – доходи, прибутки.

7. *fin* emission – емісія.

4. **Scare the crap/the life/living daylights/hell, etc out of somebody** = frighten someone very much – лякати, налякати, злякати, перелякати, відлякувати, e.g. The alarm scared the hell out of me.

5. **To lull somebody (into something)**. Calm somebody, esp. by deception – приспати (пильність, підозри тощо), колисати, заспокоювати, пом’якшувати, умовляти, переконувати, навіювати (думку, впевненість, спокій тощо), e.g. to lull somebody’s suspicions; to lull somebody into a false sense of security.

6. **Flunk**, *informal AmE*. The verb may be used in two meanings:

1) fail (examination, academic course, etc) – завалити іспит, e.g. to flunk biology.

2) give a failing mark to (somebody) – завалити когось на іспиті, e.g. to be flunked in chemistry.

7. **Principal**, *n.* The word belongs to the group of *misleading words*. It may mean:

1) *AmE* someone who is in charge of a school (=head teacher *Britain*)/university/college – директор школи/коледжу; ректор університету.

2) a person or entity having the chief authority or responsibility – бос, глава, хазяїн, керівник, принципал тощо. But used only in certain professions, such as the Principal Partner in a legal or accounting company.

3) the main performer in a play or in a group of musicians, dancers, etc – провідний актор (актриса)/виконавець, соліст, зірка, e.g. The audience went especially quiet as the principal took centre-stage.

4) *finance* the original amount of money that is lent to someone, not including any of the interest; capital sum – основна сума боргу; основний капітал, e.g. The interest was paid monthly but the principal could not be withdrawn for two years.

5) *law* a) person directly responsible for a crime – головний винуватець, головний звинувачуваний.

b) person for whom another acts as his agent – довіритель; комітент; замовник.

6) *building* a frame supporting roof or bridge – головний елемент несучої конструкції; кроква.

Recently the noun “principal” has been widely used in the meaning of a) перша особа, керівник, бос, шеф, “патрон”, людина, яку перекладають, клієнт, принципал, e.g.: Interpreters should try to be a little bit more neutral than the Speaker for whom they are interpreting. It is desirable to leave the warmth, strength, cordiality or relaxed manner to the Principal; principal transactions, principal investments – угоди чи інвестиції, здійснювані інвестиційною компанією за рахунок власних коштів.

Ukrainian word-combinations “з принципу” or “з принципових міркувань” should be translated as “on principle”, “Принципова людина” – “a man of integrity”. “Принципове питання” – “a fundamental (basic) question”. “Принципова згода” – “consent in principle (in the main)”.

**Principal**, *adj* is used only before nouns and may mean: “first in rank or importance; chief, main, leading, etc” – головний, основний, провідний тощо. e.g. the principal towns of a country; the principal members of the government; gi: a principal clause.

**Note:** Do not confuse the noun and adjective principal with the noun principle (= a basic rule), which has the same pronunciation but a different meaning.

**Principle**, *n* may mean:

1) a moral rule or belief about what is right and wrong, that influences how you behave – моральні норми й правила, e.g. high moral principles; man/woman of principle; to betray/compromise your principles;

2) the basic idea that a plan or system is based on – принцип, правило; закон, норма; основна ідея. e.g. basic/fundamental/guiding principle; to establish/formulate/lay basic principles; 1) the main performer in a play or in a group of musicians, dancers, etc - провідний актор (актриса)/виконавець, соліст, зірка, e.g. The audience went especially quiet as the principal took centre-stage.

3) a rule which explains the way something such as machine works, or which explains a natural force in the universe – принцип устрою (машини, механізму тощо); закони (фізики тощо), e.g. Archimedes’ principle; the basic principles of physics. These machines both work on the same principle.

8. **Security deposit**, *AmE* – застава. Now often also used in the UK. e.g. When we signed a rental agreement for the apartment, we left a security deposit of one month’s rent with the landlord.

9. **Rip somebody off**, *phrasal verb* meaning “to cheat or steal from somebody” – “обідрати”, e.g. The shop tried to rip me off. Regarded still as colloquial, but now migrating into standard speech.

*Rip something off* a) remove something by pulling sharply – “зідрати”, e.g. rip the cover off (a book);

b) *colloq* to steal something – “поцупити”, e.g. Somebody’s ripped off my wallet!

10. **Pull over**, *phrasal verb AmE* is used in the meaning of “to drive to the side of the road and stop your car, or to make someone else do this” – під’їхати до тротуару чи краю дороги; притиснути до узбіччя, e.g. A cop pulled him over and gave him a speeding ticket (AmE). Cf A traffic policeman stopped him and wrote out a fixed-penalty notice (*Anglo-English*).

11. **Bank loan** – банківська позика, банківський кредит (сума грошей, що видається клієнту банком на певний проміжок часу), e.g. He funded the start-up of his business with a bank loan.

**7. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

**8. Define whether the following statements are false or true:**

1. The book *Stupid White Men* was not a success in the US because of Michael Moore’s strong criticism of American society. 2. When found himself surrounded by white people, Moore has always felt comfortable and safe. 3. According to Moore, white Americans are brought up to respect the people of the other colour. 4. The author would be unjustly insulted, robbed and cheated by his white compatriots. 5. The trouble with lemons was that Moore wanted to buy them singly, but they were sold only by the kilo. 6. Some of Michael Moore’s girlfriends turned out to be empty-headed. 7. Blacks are not as black so they are painted.

## VOCABULARY PRACTICE 2

**9. Study different meanings of the verb to run and find Ukrainian equivalents for them in each of the following sentences:**

1. He stayed late at friends and had to run to catch the last bus. 2. I’ve been running around all morning looking for Christmas presents. 3. There are frequent trains running between London and Leeds. 4. Smugglers run guns, drugs and other prohibited dangerous items between countries. 5. He had a terrible scar running across his left cheek. 6. The story runs that L.B.J. was “an extraordinarily gifted President who was the wrong man from the wrong place at the wrong time under the wrong circumstances”. 7. The Dni- pro runs into the Black Sea. 8. I am afraid the colour ran when I washed your T-shirt. 9. I have no idea of how to run a successful business. 10. George W Bush ran for the Presidency for the second time in 2004.

**10. Translate into English the following sentences with the verb to run.**

1. Я хотіла б здати светр у ремонт. Подивіться, тут біля горловини пішла стрілка. 2. Я дам вам можливість послухати запис іще раз, зараз тільки перемотаю плівку на початок. 3. Я думав, що сльози потекли по її обличчі, коли я зібрався йти. Виявилося, що вона просто різала цибулю в салат. 4. Будь ласка, налий мені

гарячу ванну, а я поки перекладу тобі інструкцію з користування соковижималкою. 5. Контракт чинний протягом одного року. 6. Мій заступник цілком упорався з усіма справами, поки я був у від'їзді. 7. Відчуття відповідальності притаманне усім членам нашої родини. 8. Я відчула, як біль пронизав ногу. 9. Дозвольте підвезти вас до готелю. Ручаюся, вам буде в ньому комфортно. Тут усе чудово організовано, й ви будете задоволені. 10. Він пробіг поглядом книжки на полицях. “Так, нічого особливого, звичайна макулатура”, – зробив він висновок.

**11. From the following list of words choose those that are close in meaning to the noun pattern in each sentence. Translate the sentences into Ukrainian using synonyms as a prompt:** *design, copy, arrangement, instruction, standard, sample, order, norm, type, variety, example, model, decoration, kind, method, plan, system, sequence, shape, scheme, style, sort.*

1. We have witnessed changing patterns of behaviour among students. 2. When I first saw her, she was wearing a smart dress with a pretty pattern of camomiles on it. 3. These sentences all have the same grammatical pattern. 4. Our hostess proved to be a pattern of all the virtues. 5. As a child I used to stare at the patterns made by the frost on the windowpanes. 6. His research set a pattern which others followed. 7. My fellow student talked me into taking a pattern of my favourite dress. She promised she would wear hers only outside the University. 8. A limerick has a fixed a bbb a rhyming-pattern. 9. I saw him leaf through the book of tweed patterns. 10. MPs have thoroughly analyzed the pattern of economic decline in the country.

**12. Complete the sentences with one of the following words and phrases, using the Ukrainian words and word-combinations in brackets as a prompt:** *issue; run before we can walk; flunk, lull somebody into (doing) something; principle; pull over; principal; scare the crap out of somebody; lemon; rip off; pattern; bank loan.*

1. His thunderous voice always (лякати до смерті) me. 2. He would always flatter Ann by praising her figure and (переконувати) that she could become a top fashion model. 3. Being a third-year student he could not realize how difficult it was to combine work with studies, which he did. No wonder he (завалити, не скласти) three subjects last semester. 4. Unless the appropriate reforms are provided, private entrepreneurs (обдирати як липку) by the state. 5. Hearing a strange noise from the engine, the driver decided (з'їхати на узбіччя) to see what the matter was. 6. I had to take (банківська позика) to buy a bigger car to drive my numerous relatives. 7. The car he sold me turned out to be a real (барахло, купа металу): it hasn't got an engine! 8. Parliament will debate the reprivatization (питання, проблема) next week. 9. According to the Archimedes' (закон), an object in a liquid is kept up by a force equal to the weight of the displaced liquid. 10. I like our (директор школи). He taught us (не випереджати подій), to study thoroughly according to his own, time tested (схема, модель).

**13. Give synonyms to the italicized words and expressions in the following sentences. Translate the sentences into Ukrainian.**

1. Her latest *release* is a rock'n'roll version of "My Way". 2. A dot matrix printer creates each letter or number from a *pattern* of dots. 3. He is the *principal* character in the story, but there are a number of interesting minor roles too. 4. If the cops *pull* you over and you're not wearing your seatbelt, you'll be in trouble. 5. He apparently earns his living by *ripping off* young kids who are desperate to get into the music business. 6. – How did you do in English? Did you pass? – No, I *flunked*. Some of the questions were real tricky. 7. I suggested that we should choose a few key *issues* on which to concentrate. 8. I soon realized this shiny Rolls Royce was a *lemon*. 9. Floods here are rare and this *has lulled local people into a false sense of security*. 10. The thought of my exams next week *scares the crap out of me*.

**14. Write out the verbs used in Text 2 that describe every cruel act, every bit of pain and suffering in the life of Michael Moore caused by white people.**

**15. Translate the following sentences into English using the vocabulary of the lesson:**

1. Якщо він керівник такого рангу, тоді він має бути дуже принциповою людиною. 2. Головного обвинувачуваного було звільнено з-під варти в залі суду. 3. Цей фільм уже в прокаті. В принципі, подивитися його можна. 4. Провідні співробітники НДІ відмовилися брати участь у цьому проекті з етичних міркувань. 5. Випийте ці ліки. Ви одразу відчуєте полегшення болю. 6. Зверніть увагу на подвійне заперечення у головному реченні й правильно відобразіть його в перекладі. 7. Всі дійові особи останнього скандалу продовжують звинувачувати одне одного, нібито не бажаючи йти на угоду зі своїм сумлінням. 8. Це підприємство "прославилося" випуском недоброякісної продукції. 9. Я офіційно звільняю тебе від виконання будь-яких зобов'язань. 10. Видати книжку до ювілею великого письменника є для видавництва принциповою справою.

**16. Below are given three translations of the sentence *As white people, we've been lulled' into thinking it's safe to be around other white people*. Consider which option is more faithful to the original. Explain your choice. Give your own alternative.**

1. Ми, білі люди, як нас привчили думати, можемо не остерігатися таких самих білих людей.

2. Як білих людей, нас надійно заколисували навколо інших білих людей.

3. Нам, білим американцям, завжди навіювали, що знаходитися серед людей з таким самим кольором шкіри безпечно.

**17. Comment on the famous quote by Mark Twain "It is by the goodness of God that in our country we have those three unspeakably precious things: freedom of speech, freedom of conscience, and the prudence to practice neither." Do you agree with it?**

**Test your knowledge of English!**

If you are **downcast**, you are ...

a. thrown on the floor; b. always looking at your feet; c. depressed; d. shifty

A **smash-and-grab** is ...

a. an abstract painting; b. a meal of potatoes; c. the launching of a ship; d. a robbery

A single **piece of sand** is ...

a. a pebble; b. a grain; c. a speck; d. a smidgeon

Which of these phrases form a **polite refusal**?

a. taken for granted; b. thanks for nothing; c. no thank you; d. on your bike

## LISTENING AND SPEAKING. VOCABULARY PRACTICE

### *1. Look through the following comments before reading the dialogues.*

#### *Comments*

1. **The Grand Canyon** – Великий Каньйон. An extremely large gorge (= a valley with steep sides) in the US state of Arizona. It is a major tourist attraction, visited by about 3 million people each year. The Canyon was created by the Colorado River and is about 1 mile (1.6 kilometres) deep, 200 miles (320 kilometres) long, and 4-18 miles (6-29 kilometres) wide. It has colourful layers of rock, the oldest of which are about 2 billion years old.

2. **Evel Knievel** (bom October 17,1938) is an American stunt man, best known for his public displays of distance motorcycle jumping, particularly during the 1970s.

3. **The Snake Canyon** – Каньйон Снейк-Рівер. It was created in the US state of Idaho by the Snake River and is about 0.5 mile (800 metres) deep.

4. **Idaho**. A state in the north-western US. Its popular name is the Gem State, because it has many minerals, including silver. It also produces a quarter of all the Potatoes grown in the US. The capital city is Boise. Idaho's attractions include the Rocky Mountains, Craters of the Moon National Monument and Hell's Canyon, "hich is the deepest gorge in North America.

5. **Donald Trump** (1946 -). A very rich US property owner. He built Trump Tower (a large office building) and the Trump International Hotel in New York, and he owns the Trump Castle and Taj Mahal casinos (=gambling clubs) in Atlantic City, New Jersey. Trump also bought the famous Plaza Hotel in New York in 1983.

6. **Barbie doll** – лялька Барбі. A child's toy doll in the form of an attractive young woman with a wide choice of fashionable clothes. In the US a woman who is attractive and well dressed but not intelligent is sometimes described as a Barbie doll.

### *2. Listen to the recording of the following dialogues. Repeat them after the speakers. Try to copy the way they speak.*

#### *Dialogue 1: The Grand Canyon*

Lesya: It's been an ambition of mine since childhood to see the Grand Canyon. Where do we get the best view from?

Clint: Most anywhere along this 10 mile stretch.

L: We're lucky with the weather – it's such a glorious day. Perfect for seeing such incredible landscapes.

C: Not a lot of rain this way. Pretty dry and sunny much of the time.

L: There must have been one hell of a river once to have cut this.



C: That was millions of years. Speaking of ambitions, ever hear of Evel Knievel?

L: Stuntman on a motorcycle, wasn't he?

C: Somewhat – his ambition was always to jump this on a bike.

L: You're pulling my leg – you'd need an aircraft to jump this, not a motorbike.

C: No it's true, he made a jet-powered cycle and jumped the Snake Canyon in Idaho in preparation.

L: You've got to be kidding - how wide was that?

C: Almost a kilometre. Jumped it, then his safety parachute opened and pulled him into the canyon.

L: Did he survive?

C: Yes, but he never did get to jump this canyon after that.

### ***Dialogue 2: The American Dream***

Olya: So what are you going to do when you graduate?

Chuck: No question. I'm going to be the next Donald Trump.

O: What, get married every few years?

C: No, silly, build a business empire. Be the next symbol of the American Dream, like Trump.

O: I can't quite imagine going to work in the Chuck Skyscraper.

C: Don't you like the sound of Chuck Towers and Chuck Casino and Chuck Television Network?

O: But you haven't got the price of a cup of coffee right now.

C: So I'll work and build my way up from nothing. Why not? Trump did.

O: It would help if you could learn to get out of bed before ten each morning.

### ***Dialogue 3: Breakfast in America***

Thelma: What are you having for breakfast, then?

Olexiy: Usually I just have a cup of coffee.

T: Hey, that's no good. We're spending all day rubbernecking, so you need to get fuelled up properly.

O: Okay, so what do you usually eat in the mornings?

T: Depends on my diet and whether I've time to go jogging before work or not.

O: So pretend you look like a Barbie doll and you're hungry.

T: Then it'd always be pancakes with maple syrup.

O: Wow, that'd be a good hit of sugar - plenty of energy for the day, as long as we walk it all off.

### ***3. Listen to the dialogues again. "Shadow" the speakers.***

### ***4. Learn the following vocabulary notes.***

#### ***Vocabulary notes***

1. **Ambition**, *n.* The word belongs to the group of *misleading words*. It may mean:

1) a strong desire to achieve something, e.g. achieve/fulfil/realize an ambition – досягти мети, здійснити бажання/мрії; cherish/nurse/harbour an ambition – плекати

мрії/плани/бажання; secret ambition – потаємна мрія; ambition for wealth/success – прагнення багатства/успіху; life-long ambition – мета цілого життя; burning ambition – пристрасне бажання;

2) determination to be successful, rich, powerful etc, e.g. a lack of ambition – нестача честолюбства; to be filled with ambition – бути сповненим амбіцій. He is obsessed by his ambition – його гризуть честолюбні устремління.

2. **One hell of a** (also a **helluva** sl) something. Used to emphasize the idea that something is very big, very bad etc, e. g. one hell of a row = a dreadful row – страшний скандал. It's a hell of a long way – страшенно довгий шлях. He's a helluva (nice) guy – чарівний хлопець. One hell of a river – страх яка велика річка.

3. **To get to do/doing**, *AmE*. To achieve something, e.g. She never did get to doing what she'd always hoped for. Вона ніколи так і не досягла того, на що сподівалася. Other verbs may sometimes be used to maintain this meaning, e.g. He never did get to jump this canyon after that. Після цього він так жодного разу й не спробував перестрибнути цей каньйон.

4. **To rubberneck**. To look around at something (e.g. an accident while you are driving past); to stare or gape inquisitively (as tourists or sightseers do), e.g. We're spending all day rubbernecking, so you need to get fuelled up properly – Ми збираємося цілий день вештатися, оглядаючи місцеві пам'ятки, тож треба добряче підзаправитися. The term originated in New York where tourists kept looking up at the skyscrapers to the amusement of the locals.

5. **Maple syrup**. A sweet sticky liquid obtained from some kinds of maple tree which is eaten especially on pancakes, e.g. pancakes with maple syrup – млинці з кленовим сиропом.

6. **Diet**, *n*. The word belongs to the group of *misleading words*. It may mean:

1) the kind of food that a person or animal eats each day, e.g. balanced/healthy/poor etc diet – збалансоване/здорове/недостатнє тощо харчування; poor diet – недостатній раціон, e.g. Too rich a diet (= too much rich food) is not good for you – Надто поживна їжа для вас не корисна;

2) a limited variety or amount of food that a person is allowed to eat, e. g. for medical reasons or in order to lose weight, e.g. be/go on a diet – дотримуватися дієти, сидіти на дієті (*розмовне*); put somebody on a diet – призначити комусь дієту, посадити на дієту (*розмовне*); a salt-free diet – дієта, що не містить солі;

3) **a diet of something** – too much of an activity that you think is boring or has bad effects, e.g. Kids today are raised on a constant diet of pop music and television. – Запад діти виховуються під повсюдним впливом поп-музики й телебачення. The constant diet of soap opera on TV – постійне засилля “мильних опер” на телебаченні.

7. **To walk off dinner/a meal** etc. Go for a walk so that your stomach feels less full – “розтрусити калорії”.

### 5. Answer the following questions on the contents of the dialogues.

1. Is the Grand Canyon a major tourist attraction in the US? 2. What river was it created by? 3. What is Evel Knievel famous for? 4. Did the stunt man realize his ambition? 5. What does Donald Trump own? 6. Why do people call Donald Trump the

symbol of the American Dream? 7. What do you think is necessary to become the next Donald Trump? 8. What do Americans usually have for breakfast? 9. When do they allow themselves to get fuelled properly? 10. Why is it sometimes good to walk your meal off?

**6. Learn the following limerick by heart. Translate it into Ukrainian. Comment on the diet the girl was on.**

There once was a girl from New York,  
Whose body was lighter than cork;  
She had to be fed  
For six weeks upon lead,  
Before she went out for a walk.

**7. Read the following sentences with the appropriate sentence stress.**

He never did get to jump this canyon.  
He does look tired.  
She did write to say thank you.  
I know that you didn't expect me to go, but I did go.  
You do look nice in that hat.  
I do think you've behaved badly.  
This train never did arrive on time.  
I did ring you up every night, but you weren't in.  
I do hope we'll meet again.

**8. Translate the dialogues above into Ukrainian. Present them in class close to the text.**

**9. Make the words and word-combinations with their definitions.**

- |                       |   |
|-----------------------|---|
| 1) pancake            | a) a man who is employed to take the place of an actor when something dangerous has to be done in a film.                   |
| 2) symbol             | b) the whole area that you can see from somewhere, especially when it is very beautiful or impressive.                      |
| 3) skyscraper         | c) a strong desire cherished for a long time.   |
| 4) canyon             | d) a group of organizations controlled by one person.   |
| 5) landscape          | e) a group of television stations, which broadcast many of the same programmes, but in different parts of the same country. |
| 6) jogging            | f) at the present time (exactly now).   |
| 7) right now          | g) to make something gradually develop or form (reputation, business, firm, etc).   |
| 8) diet               | h) an area of countryside or land of a particular type, used especially when talking about its appearance.                  |
| 9) incredible         | i) someone or something that represents a particular quality or idea.   |
| 10) a business empire | j) using a jet engine for power.  |
| 11) TV Network        |   |
| 12) glorious          |   |
| 13) to build up       |   |
| 14) jet-powered       |   |
| 15) view              |   |
| 16) ambition          |   |

17) stunt man

k) the activity of running slowly and steadily as a way of exercising.

l) a thin flat round cake made from flour, milk, and eggs, that has been cooked in a flat pan and is eaten hot.

m) a very tall modern city building.

n) sunny and hot.

o) extremely good, large, or great = unbelievable.

p) a deep valley with very steep sides of rock that usually has a river running through it.

q) the sort of food and drink usually taken by a person or group.

**10. Complete the following sentences by using the correct form of the word derived from that printed in brackets in bold type. Translate the sentences into Ukrainian.**

1. We have only one person in our team who is ... (**speak**) in his remarks. 2. The oilman who is financing the expedition expects to recoup expenses through books, movies and... . (**document**) spinoffs. 3. Would Garcia Marquez have become an international... . (**sell**) had he not had good translators? 4. His latest book shows his remarkable...(sight) into human character. 5. It's easy to say now what we should have done then – with the wisdom of ... (**sight**)! 6. We were talking of unusual events, and a little man who was included in the talk told the... (**scare**) ghost story I ever heard. 7. The trend towards worldwide abolition of the death penalty is... (**mistake**). 8. Recently she has been offered a job of an... (**execute**) in a computer company. 9. Dreaming of setting up her own restaurant, she did a correspondence course in... (**count**) and marketing. 10. They... (**charge**) me by \$1 for lukewarm cheap beer. 11. The nurse was like a surrogate mother for the wounded trying to release their pain and... (**suffer**). 12. My husband is in his second...(child), playing with his grandson's toy trains. 13. Do you think that higher education is a good... (**prepare**) for your career? 14. There are several sayings in the English language where the idea of "being safe" is present, e.g.: Better safe than sorry; ... (**safe**) first; there's... (**safe**) in numbers, etc. 15. I don't like being asked about my personal life. The ... (**direct**) of such questions startle me. 16. He was living on easy street, a complete... (**strange**) to hard work. 17. My shoes were so tight that I could hardly move, and when our guide, smiling... (**cheer**), suggested a stunning 10-mile coastal walk, I nearly fainted. 18. Our country is viewed by many foreign investors as a ... (**geography**) favourable area. 19. Every year natural disasters cause... (**spread**) damage. 20. We've had our ... (**different**) in the past, but we get on OK now.

**11. Paraphrase the following sentences by giving synonyms to the italicized words. Translate the sentences into Ukrainian.**

1. To put it *bluntly*, she is not up to the job. 2. How can you *tell* a pirate video from the real thing? 3. She enjoyed the chance *to converse* with someone who spoke her language. 4. I have always appreciated his ability to be quite *guarded* in his comments. 5. He *has taken great pains* to prove his ability to be a conference interpreter. 6. She complained that the question "What do you make in a month?" was an invasion of her

privacy. 7. Fear was the hostage's constant *companion*. 8. This event fully convinced me of the *inscrutable* ways of Providence. 9. His work in the UN and EU adds a wider *perspective*. 10. That day still *stands out* in my memory as the happiest day in my life. 11. Playing the piano can be a form of emotional *release*. 12. Anyone travelling without a passport *runs the risk* of being detained. 13. No one knows what the final *issue* will be. 14. Important *principles* may and must be flexible 15. His *principal* desire is to stay in Kyiv and get a job. 16. Hollywood stars *are* frequently *stalked* by the obsessed fans. 17. In the surge of anger he *slit* the shirt into strips. 18. Two drivers started a mad and dangerous chase, passing and repassing each other. As a result one car *smashed* into the bridge. 19. They were unable to pay the rent, and *were evicted* from their home. 20. The foreign affairs department has denied *claims* that the man was arrested.

**12. Finish the following sentences as close to the texts of the lesson as possible.**

1. One of the ways to tell an American almost anywhere in the world ... . 2. Although geographically many of the Native American nations were widespread and ... . 3. While a Japanese is extremely concerned in making sure that everything said is polite and guarded or ... . 4. Not only language itself may change from origin to origin ... . 5. When Europeans came to America, ... .6. This may be hard for you to understand – considering that I am white ... .7. Every person who has ever harmed me in my life – ... . 8. I have never been attacked by ... . 9. As white people, we've been lulled into thinking ... . 10. Every mean word, every cruel act, ....

**13. Give Ukrainian equivalents to the active vocabulary of the lesson.**

**Vocabulary**

Bluntness, converse, guarded, privacy, companion, ubiquitous, never mind, God forbid, inscrutable, melting-pot, Land of Opportunity, outcome, embedded, frontiersman, perspective, stand out

To tell an American almost anywhere in the world; what do you make in a year?; what do you do for a living?; White Man speaks with forked tongue

Release, run, issue, scare the crap out of somebody, lull into thinking, pattern, flunk, principal, BB gun, stalk, contractor, runway, coincidence, evict, security deposit, rip off, puke, pull over, lemon, bank loan, Caucasian

Ambition, one hell of a river, rubberneck, diet, maple syrup, hit of sugar, walk off, incredible, stuntman, jet-powered

**14. Make up your own dialogues using active vocabulary. The following topics may be used:**

- your realized and frustrated ambitions;
- the kind of diet you prefer;
- what you are going to do when you graduate.

**15. Translate into English the following excerpt from the book “Snow dies on the Earth” by V. Kykot.**

Подорожуючи Флоридою від Маямі до узбережжя Мексиканської затоки, ми зупиняємося час від часу в затишних ресторанчиках, що пропонують морську їжу. Замовляємо смажену рибу різних видів, краби, креветки, омари і навіть м'ясо акули. Коли стіл вкривається апетитною морською всячиною та великими келихами сухого вина, Лю-бомир, як правило, примружує очі, зітхає і своєю, незвичною для нас, українською щоразу лукаво промовляє: "Тяжке життя на еміграції".

**16. Translate the following story into English, using the vocabulary of the lesson.**

Мені з дитинства доводили, що Івасик – розумний, ввічливий та обережний хлопчик і що ми повинні стати добрими друзями. Я б сидів один удома й читав, а мене виштовхували до нього в гості, погратися. Але, відверто кажучи, гратися з Іваном мені завжди було неприємно. Я ріс цілком нормальною дитиною, щоправда був трохи сором'язливим і не претендував на роль лідера. Натомість Івасик звик усюди бути першим і найголовнішим. Якщо озирнутися в часі, в наших дитячих іграх безпомилково вгадується один і той самий сценарій: Іван – від початку позитивний герой; яж-слабка, нікчемна особистість. Він – директор школи, я – двієчник, що «завалює» всі іспити. Він – сміливий, сильний білий колоніст; я – боягузливий індіанець, в якого від страху коліна тремтять. І, звичайно, я стараюся говорити все не приховуючи, ясно й прямо, як мені й було наказано; вибовкую всі секрети свого племені, розуміючи, що мені за це свої ж одноплемінці переріжуть горлянку. Він – суворий поліцейський, я – нездараводій. Він зупиняє мене й здирає з мене штраф десь удвічі більше від встановленого. Якщо я стріляю в нього з уявної духової рушниці, то обов'язково не влучу. Якщо він цілить у мене камінцем, то вже обов'язково влучить в око (й на відміну від рушниці, камінець справжній). Якщо він вирішить мені щось подарувати, то це завжди буде якась туфта. Я ж повинен віддавати йому найкращі модельки машин, які він колекціонує.

Досі не розумію, чому всі вирішили, що він міг слугувати взірцем для наслідування.

Я щосили намагався не показувати своїх почуттів, образ і принижень, але перспектива й надалі товаришувати з цим милим хлопцем мене зовсім не зігрівала. Я збунтувався, навідріз відмовився ходити до нього в гості, захопився читанням і заборонив домашнім порушувати мою горду самотність.

Чому я про все це згадую? Тому що навіть такий досвід не був марним. Я – дитячий письменник. Пишу казки, що закінчуються щасливо. Іван – перспективний бізнесмен. Кажуть, що він дуже жорсткий у стосунках з підлеглими: штрафує, карає, звільнює, виселяє... Так, мабуть, добре потренувався на мені в дитинстві.

**Test your knowledge of English!**

Something which is the **cat's pyjamas** is ...

a. hilarious; b. the very best; c. the very worst; d. impossible

If you're inebriated, you're said to be **drunk as a** ...

- a. dog; b. bear; c. weasel; d. skunk

Someone who is **yacking** (in Britain or **yakking** in the USA) is ...

- a. getting bored; b. being offensive; c. dozing; d. chattering incessantly

The US President who intends to get to the **nitty-gritty** wants to ...

- a. get to the heart of the matter; b. sort through the grit; c. resign; d. delay a decision

## GRAMMAR

**1. Insert articles wherever necessary. Translate into Ukrainian. Example: You can't get to (1) village in (2) winter because of (3) snow.**

You write: 1 the; 2 - ; 3 the.

*King Kong* is (1) famous US film (1933) about (2) very large ape. In (3) story, King Kong captures Ann, played by Fay Wray, when she visits his island. She is rescued, and (4) ape is taken to (5) New York to be presented as (6) show. He escapes and climbs to (7) top of (8) Empire State Building, where he is killed by (9) war planes. (10) second version of (11) film was made in 1976, with Jessica Lange as Fay Wray, and (12) further film, *King Kong Lives*, appeared in 1986. (13) latest version was released in (14) 2005.

**2. Here is an excerpt from Agatha Christie's book *Sparkling Cyanide*, where one of the main characters explains how another character has escaped the threat of being murdered. Thus, the whole plot may depend on the understanding of the a versus the opposition.**

**Insert articles wherever necessary. Translate the excerpt into Ukrainian.**

"And that, Iris, is what happened at the Luxembourg that night. After the cabaret, when you all went to dance, you dropped your bag. (1) waiter picked it up – not (2) waiter, (3) waiter attending on that table who knew just where you had been sitting – but (4) waiter, (5) anxious hurried little waiter with everybody bullying him, running along with (6) sauce, and who quickly stooped, picked up (7) bag and placed it by (8) plate – actually by (9) plate one place to (10) left of where you had been sitting. You and George came back first and you went without (11) thought straight to (12) place marked by your bag – just as Kemp did to (13) place marked by his pipe.

**3. Insert prepositions wherever necessary. Translate into Ukrainian.**

The Empire State Building is an office building (1) Manhattan, New York City, which (2) over 40 years (3) it was built (4) 1931 was the tallest (5) the world. It is 1250 feet (381 metres) high and has 102 floors.

**4. Insert prepositions wherever necessary.**

1. Send this letter ... this address. 2. Do not knock ... the door. 3. Do not find fault ... my work. 4. I congratulate you ... your success. 5. I have no sympathy ... him. 6. The police will inquire ...the real cause of trouble. 7. I have no prejudice ... you. 8. He came here ... my invitation. 9. I am not adapted ... that kind of work. 10. Please credit this sum

... my name, or ... my account. 11. There is another side ... the question. 12. They are spending much money ... luxuries. 13. He has gone ... business. 14. He is blind ... his defects. 15. He will be cured ... fever. 16. He has no money ... him. 17. Open your book ... page 65. 18. I do not agree ... you. 19. I do not agree ... this point. 20. I do not agree ... this proposal.

**5. Translate the following sentences into Ukrainian. Explain the use of Unreal Conditional Past.**

1. If I hadn't been wearing a seat belt, I would have been seriously injured. 2. If he had worked harder at school he would be sitting in a comfortable office now. 3. Had you obeyed orders this disaster would not have happened. 4. If it hadn't been for their goalkeeper, Dinamo would have lost. 5. That was a narrow escape! If I had fallen, I would have broken my leg. 6. If you have written down my directions, you wouldn't have been lost. 7. You know that if I had had any money then, I would have lent it to you. 8. If the Defence Ministry hadn't been interested, the project would have been abandoned. 9. If Mike hadn't refused to work overtime, he would have got promotion. 10. If you hadn't encouraged me, I would have given up.

**6. Put the verbs in brackets into the correct tenses.**

1. I didn't know that he was a vegetarian. If he (tell) me earlier I (cook) him something more suitable. 2. The job is much worse than I expected. If I (realize) how awful it was going to be I (not accept) it. 3. I got lost. If I (have) a map I (be) all right. 4. He proved impractical. If he (patent) his invention he (make) a lot of money. 5. If the weather (be) good they (launch) the rocket at 8.30 instead of at 9.00. 6. I am sorry. If I (know) you were still reading those newspapers I (not throw) them away. 7. We had to stand almost all the way. If you (book) seats we (have) quite a comfortable journey. 8. I didn't recognize him at first. If he (not wear) dark glasses I (recognize) him immediately. 9. If you (tell) me we had run out of bread I (buy) some. 10. Unfortunately we had to go by train. If we (have) enough money we (go) by air.

**7. Complete each sentence with a suitable verb in the correct tense from those given below:**

*not be, not cheer, not rim, not crash*

A group of spectators, including myself, left the stand just before the end of the game. When we were half way down the stairs a goal was scored and there was a great cheer from the spectators. If there ... a goal, the crowd .... If the crowd ..., we ... back up the stairs to see what had happened. If we ... back, we ... into the rest of the spectators on their way down, and there ... this frightful accident.

*be, have, not fall, spend*

The entire history of the world, says French writer Pascal, ... different if Queen Cleopatra of Egypt ... a shorter nose. Presumably he means that Julius Caesar and Mark Antony ... in love with her, and so ... their energies on different conquests.



**8. Read the following text. Translate it into Ukrainian. Then complete the sentences below, using the story as a key.**

Mary's first thought on receiving the invitation to the School Reunion was to ignore it. She had so little time to spare, very little desire to meet up with her former schoolmates, and also she had absolutely nothing to wear. All the "old girls" would be striving madly to impress one another and she was no different.

It was quite by chance she overheard the conversation on the bus; it seemed that the whisperer's brother knew the jockey who had said that "Silver Sparkle" just could not lose. The odds were good and Mary, breaking the habit of a lifetime, put all her housekeeping money on the horse.

The jockey had been wrong! To cover the shortfall in her housekeeping money, Mary pawned her engagement ring. The row that ensued when her husband noticed its absence brought profit only to a nearby glazier.

1. If... , Mary would not have thought about her old schoolmates. 2. If she had caught a different bus,.... 3. Had she not lost all her housekeeping money, Mary.... 4. There would not have been a row if... . 5. And, if they hadn't had that row, the window.... 6. If the same temptation arose today, Mary....

**9. Translate the following story into English.**

Мій знайомий – людина дуже нерішуча. Все нове, все незнайоме лякає його. Він якось примудряється звикнути й до хорошого, й до поганого. І змінювати щось у житті йому дуже складно. Може, це й добре. Але чому ж тоді я все частіше від нього чую: "От якби тоді я наважився перейти на іншу роботу, тоді б я зараз не займався не своєю справою. Якби я тоді не побоявся змінити своє особисте життя, я б зараз жив набагато цікавіше й повноцінніше. Якби я приділяв більше часу своїм близьким та друзям, то був би тепер оточений їхньою любов'ю й піклуванням. Якби я був рішучішим у судженнях і вчинках, то більше б себе поважав."

Що ж тут сказати! Не варто зациклюватися на "якби ж то". Минулого не повернеш. Та й чи треба його вертати? А якби на новому місці начальник вичавив тебе до останнього? А якби особисте життя не виправдало твоїх очікувань? А якби близькі й друзі сіли на шию? А якби тебе, з твоїми судженнями й діями, вважали хамом і скандалістом? Давай вирішимо доступніші завдання. Наприклад, куди ми поїдемо у вихідні, якщо погода стоятиме гарна?

## **WRITING**

**An advertisement** has to be a written form that can be very quickly read with all the key points immediately visible. Since many adverts appear in newspapers or journals which charge for each word, it is important that no unnecessary information appears. Acronyms and shortened words are used when the overall size of the advert decides its price.

1. Imagine you have an apartment that you wish to rent. Using the example below of a typical American advertisement to suggest structure, write for yourself an

imaginative and appealing advert that offers your apartment on Khreshchatik for rent in a style which would attract a foreign visitor. Don't forget that each country has its own style, so the advert you write for Kyiv should use terminology as used in Ukraine. If you're not sure of the differences, look in an English-language periodical such as the Kyiv Post.

Prestigious Apartment to let on Sunset Boulevard	
<ul style="list-style-type: none"> <li>• Magnificent location</li> <li>• Prestigious address</li> <li>• Spacious interior</li> <li>• Car-parking space</li> <li>• Long lease available</li> <li>• 24-hour attended security</li> <li>• Pet-walking service</li> </ul>	
Call today on 555 42 98 and ask for Mary-Lou, Realtor	

**2. Write a series of bullet points to give a presentation on what you appreciate most in the culture, traditions and conventions of the USA as compared to other nations.**

**3. Write an essay of one page in length on one of the following topics:**

1. The happiest day of your life.
2. The day when you were unjustly insulted by the person you respected and considered your close friend.
3. Your experience of travelling in Ukraine or abroad with your travelling companions.

## LINGUISTS' HEADACHES

**Dessert, Sweet, Afters and Pudding.** Each of these words may refer to sweet food or fruit served after the main part of a meal – “десерт”, “солодке”. Fashion dictates which social group uses which word at a given point in history. “Pudding” is currently more fashionable amongst rich, educated people, but only at the time of writing! Words such as “торт”, “кекс”, “пудинг”, “морозиво” or “вареник із солодкою начинкою” all have their specific translations and all are generically puddings, sweets, desserts or afters. The word “sweet” may also mean “цукерка” (usually “candy” in American English).

“Pudding” is also used in a very wide range of specific names of foods, such as “black pudding” – “кров'янка”, ‘Yorkshire pudding’ (which is a baked batter eaten with meat gravy and onions) or ‘steak and kidney pudding (which is a beefsteak and beef kidney filling served in a steamed pastry case similar to the dough used for “вареники”).

In American English the word “pudding” is not often used in the meaning of an *unsweetened dish of a mixture of flour, fat, etc., either covering or enclosing meat and boiled with it. The word is used in the Germanic meaning of a thick, soft, sweet dessert usually made with milk, eggs, sugar, and a little cornflour, and served either hot or cold. e.g. chocolate pudding.*

### **Translate into Ukrainian:**

1. Eating sweets is bad for your teeth.
2. Are we having a sweet? Ice cream is my favourite.
3. – What’s for pudding? – There isn’t a pudding today. – Can’t believe it. I know you have a sweet tooth.
4. Shall we move on to dessert? I suggest fruit salad or sweet dumplings with cherry filling.
5. I find cakes, tarts and biscuits irresistible. No wonder I have a pudding face, never mind the rest of my body.
6. Would you whip the cream? We’ll have it with strawberries for afters.
7. The proof of the pudding is in the eating (proverb).
8. – Have you finished your meal, sweetie? Was the dessert good? – Oh, yummy-yummy!
9. I managed to sweet-talk her into driving me home.
10. This sweetshop assistant is slow and stupid. A real pudding-head!

### **Translate into English:**

- Привіт, ну, як ти, вже звук у Британії?
- Так, цілком. Ось іду з ресторану (ой же ж дорогий виявився), – пообідав, та й з офіціантом вдосталь поспілкувався. Щоправда, не дуже вдало.
- Що так? Не зрозуміли одне одного?
- Спочатку все було добре. Але як дійшли до з’ясування, що мені взяти на десерт, він чомусь говорив виключно про пудинг. Я не дуже люблю пудинги, але вирішив підіграти йому й попросив перелічити все, що є.
- То який же ти обрав?
- Слухай, їх там сила-силенна: йоркширський, молочний, сливовий, рисовий, пудинг “кабінет” та інші. Я ж вибрав чорний пудинг, думав – шоколадний.
- Уявляю собі твій подив, коли тобі принесли кров’янку.
- Та не кажи. Я був упевнений, що всі пудинги солодкі. Нічого, наступного разу замовлю йоркширський.

## **DEVELOPING TRANSLATION SKILLS**

### **(I) Political Correctness**

*Political correctness (PC)* – language, behaviour and attitudes that are carefully chosen so that they do not offend or insult anyone, especially those who belong to the most vulnerable strata of population: elderly people, disabled people, women, representatives of ethnic, religious, language and national minorities etc. In the English language of the US, Britain and Canada there is a tendency to

replace outmoded offensive terms with up-to-date, more appropriate and polite terms. When translating into English.

<b>Do not use, e.g.</b>	<b>Use</b>
Invalid	person with a disability, person with special needs
man (when people of both sexes are meant) she or he	person, individual, human being etc. they
Chairman	chairperson, chair
Fireman	fire-fighter
old people	senior citizens or seniors
Negro, Black	African American (in the USA)
Indian	Native American
Wife, husband	Spouse

Scholars dealing with PC warn us: “To sound politically correct you must watch what you say, not to display any sexist, racist, culturalist, nationalist, ageist, sizeist, ethnocentrist, or other type of bias”. Sometimes, they may go too far in their love of PC. Look at the following examples. Aren’t they ridiculous?! And what is more, some of the PC terms given below have already been considered dated and have been replaced by more intricate ones.

<b>These are considered politically incorrect</b>	<b>Politically correct</b>
A pet	companion animal
A fat person	a person with an alternative body image; a larger than average citizen; a person of size; a person of substance; horizontally challenged person
A girl	pre-woman
A wife	Victim of sexism
A housewife	domestic operative
A woman or man	gender-specified person
Dead	terminally inconvenienced
Amerigo Vespucci	Eurocentric colonialist adventurer
Victim	Survivor
Refugee	Evacuee
Homosexual	OTPOTSS (orientation towards people of the same sex)
Lesbian	Womyn

**1. Read the text below. Comment on PC language. Translate the text into Ukrainian.**

### **Red Riding Hood**

There once was a young person named Red Riding Hood. One day she took a basket of organic food and went to her birth grandparent who was optically challenged and used a wheelchair. Red Riding Hood set off very early because she was differently-sized and not in full physical health, so it as going to take her a long time to get to the matriarch’s. On her way to the house she bumped into a wolf, far from being an animal companion, vertically challenged and obviously a stomach ulcer patient, as he had always sat on a carnivorous diet. The wolf asked her what was there in her basket. Red Riding Hood answered that there was some fat-free, sugar-free, salt-free, ozone-friendly

food. That made the wolf's mouth water; there was a glint in his eye. Being an experienced pre-woman Red Riding Hood immediately realized that there was no use crying for help. The only person who might be nearby was a log-fuel technician. But he was a person with an auditory impairment. He wouldn't hear. Red Riding Hood gave the wolf the basket of food and guaranteed him a daily healthy diet. Her differently-abled relative was also taken care of. The National Council of Senior Citizens (NCSC) and the Salvation Army stand guard over the interests of the people with special needs.

**(II) Culture-specific concept**

The term "culture-specific concept" (lexical lacuna, realia word) implies the idea that an object or a notion exists in both languages but their lexical forms exist only in one of the languages, e.g. fortnight – два тижні; grandparents – дідусь і бабуся; sibling *n* means one of two or more people with the same parents – брат чи сестра; доба – twenty-four hours; окріп – boiling water etc. The noun "privacy" also belongs to *lexical lacunas*. The trouble with the word *privacy* is that it also expresses a *culture-specific concept* (a very "English" one) which is rarely understood by people from other countries. Therefore it is notoriously difficult to translate into other languages.

**1. From the following list of words choose those that are close in meaning to the noun *privacy* in each sentence. Translate the sentences into Ukrainian using these synonyms as a prompt: aloofness, clandestineness, concealment, confidentiality, isolation, one's space, quiet, retirement, retreat, seclusion, secrecy, separateness, separation, sequestration, solitude.**

1. There's not much privacy in these flats because of the large windows and thin walls.
2. When Elizabeth II inherited the British throne in 1952, royal privacy was closely guarded.
3. He preferred to read the documents in the privacy of his study.
4. A high wall round the estate protected their privacy.
5. Newspapers often don't respect the individual's right to privacy.
6. I might have been a gold-fish in a glass bowl for all the privacy I got.

**2. Translate the following word-combinations with the noun *privacy*. Ukrainian words and word-combinations may serve as a prompt, or you may give your own options: таємниця, таємність, самотність, особисте життя, сфера особистого життя, конфіденційність, свобода дій (вчинків), в потаємних куточках серця.**

privacy of deposits  
privacy of correspondence  
to respect someone's privacy  
to disturb somebody's privacy  
to protect somebody's privacy  
to live in absolute privacy  
to say something in strict privacy  
an invasion of somebody's privacy  
in the privacy of one's thought  
the individual's right to privacy

### *(III) Translation transformation of differentiation*

Differentiation can be defined as the replacement of a lexical unit of broad meaning with a lexical unit of narrower meaning. Differentiation is a most frequent device in English-Ukrainian translation due to the misbalance between abstract and desemantized words in the languages.

There is a large group of words in the English vocabulary of wide semantic volume that are sometimes necessary to differentiate or to make them more concrete in translation. Though there can be other possibilities, e.g. you can omit them in your translation. The context and your background knowledge will often help you to make the right choice.

Such words may belong to different parts of speech. The most frequently used nouns are: *thing, point, stuff, affair, man, woman, child, creature, person, party, body, business, drink*, etc. The text “American Racism” contains a number of similar words.

**1. Find in Text 2 the words of wide semantic volume. Write down their dictionary definitions. Use these words in the sentences of your own.**

**2. Match the English word-combinations with their Ukrainian counterparts:**

- |                                 |  |
|---------------------------------|--|
| 1) to address an issue          | a) спірне питання  |
| 2) to bring up issue            | b) уладнувати, вирішувати питання  |
| 3) to bring an issue to a close | c) піднімати питання   |
| 4) to face an issue             | d) вирішити питання  |
| 5) to settle an issue           | e) ставити питання   |
| 6) to straddle an issue         | f) прийняти рішення, запропоноване іншою стороною  |
| 7) the question at issue is     | g) заперечення правового порядку   |
| 8) to join issue                | h) казенного зразка  |
| 9) to take issue                | i) незалежне питання   |
| 10) burning issue               | j) дрібниці  |
| 11) collateral issue            | k) актуальна проблема  |
| 12) side issue                  | l) болюче питання  |
| 13) dead issue                  | m) моральне питання  |
| 14) divisive issue              | n) другорядне питання  |
| 15) moral issue                 | o) нагальне питання  |
| 16) political issue             | p) питання/справа в тім  |
| 17) sensitive issue             | q) дохлий номер  |
| 18) substantive issue           | r) політичне питання   |
| 19) trivial issues              | s) розпочати обговорення   |
| 20) issue of the day            | t) спірне питання, коли один з учасників справи заперечує те, що інший стверджує як факт |
| 21) issue of fact               | u) амер. солдат  |
| 22) issue of law                | v) засперечатися   |
| 23) government issue            | w) розпочати тяжбу   |

### **3. Translate the following sentences into Ukrainian:**

1. Have you seen the Christmas issue of this magazine?
2. There is a new issue of stamps to commemorate V-day.
3. We hoped that our enterprise would have a prosperous issue.
4. She died without issue.
5. If you want to read the whole novel you should buy both the back and the current issue of the magazine.
6. I know a thing or two (= *a lot*) about dogs.
7. How are you going to fit all that stuff into your washing machine?
8. This is the shed where I keep my gardening things.
9. You should trust me. It wasn't really my fault; it was just one of those things.
10. I got down to reading some of my little boy's fairy tales. Goodness Gracious! What frightening stuff when read in retrospect!

### **4. Translate the following sentences into English, using the words in brackets as a prompt:**

1. Я цілком розумію, що ви хочете сказати (point).
2. Вона пішла до лікаря, бо їй в око щось потрапило (body).
3. Вода замерзає при 32° за Фаренгейтом (point).
4. Що вам зараз потрібно, то це добре відпочити (thing).
5. Він почав так екстравагантно фантазувати, бо зайняти думку більше було нічим (issue).
6. Маса холодного повітря, що прийшла до нас з півночі, надовго визначила погоду у столиці (body).
7. Цей політик вміло веде державні справи (affair).
8. Мені видається, що я випустив щось важливе у вашій розповіді (point).
9. Ця брудна історія, яку так довго смакує преса, вже досить-таки набридла (affair).
10. Основною темою сьогоднішньої лекції є загальна характеристика перекладацьких трансформацій (matter).
11. Я просто живу так, як мені хочеться, й роблю те, що мені подобається (thing).
12. Я завжди почувався чужим в Англії, хоча й вільно говорив англійською (matter).
13. Намагайтеся бути гнучкішим. Іноді зовсім непогано піти на компроміс (thing).
14. Жодного сенсу продовжувати суперечку (point).
15. Цей шампунь зробить ваше волосся густішим і здоровішим (body).

## **DEVELOPING INTERPRETING SKILLS**

### **1. For “snow ball” repetition, repeat the following Ukrainian sentences after your teacher..**

1. Лас-Вегас – це численні казино.

2. Лас-Bерас – це численні казино, де люд штурмує ігрові автомати.
3. Лас-Bерас – це численні казино, де люд із усього світу штурмує ігрові автомати.
4. Лас-Bерас – це численні казино, де люд із усього світу оскаженіло штурмує ігрові автомати.
5. Лас-Bерас – це численні казино, де люд із усього світу оскаженіло штурмує ігрові автомати, сидить за рулеткою.
6. Лас-Bерас – це численні казино, де люд із усього світу оскаженіло штурмує ігрові автомати, сидить за рулеткою, освоює інші пристрої та апарати.
7. Лас-Bерас – це численні казино, де люд із усього світу оскаженіло штурмує ігрові автомати, сидить за рулеткою, освоює інші прості чи хитромудрі пристрої та апарати.
8. Лас-Bерас – це численні казино, де люд із усього світу оскаженіло штурмує ігрові автомати, сидить за рулеткою, освоює інші прості чи хитромудрі пристрої та апарати, що допомагають позбутися кровних.
9. Лас-Bерас – це численні казино, де люд із усього світу оскаженіло штурмує ігрові автомати, сидить за рулеткою, освоює інші прості чи хитромудрі пристрої та апарати, що, розпалюючи азарт, допомагають позбутися кровних.
10. Лас-Bерас – це численні казино, де люд із усього світу оскаженіло штурмує ігрові автомати, сидить за рулеткою, освоює інші прості чи хитромудрі пристрої та апарати, що, розпалюючи азарт, допомагають позбутися значної дециці кровних.

**2. For “snow ball” repetition, repeat the following English sentences after your teacher.**

1. Those from the East are regarded as “inscrutable”.
2. Those from the East are regarded by many as “inscrutable”.
3. Those from the East, especially the Japanese, are regarded by many as “inscrutable”.
4. Those from the East, especially the Japanese, are regarded by many as “inscrutable”, since they mask their feelings.
5. Those from the East, especially the Japanese, are regarded by many as “inscrutable”, since they mask their feelings, attitudes and questions.
6. Those from the East, especially the Japanese, are regarded by many as “inscrutable”, since they mask their feelings, attitudes and questions, behind a wall.
7. Those from the East, especially the Japanese, are regarded by many as “inscrutable”, since they mask their feelings, attitudes and questions, behind a wall of politeness.
8. Those from the East, especially the Japanese, are regarded by many as “inscrutable”, since they mask their feelings, attitudes and questions, behind a wall of extreme politeness.

**3. Repeat each group of words after your teacher.**

1. Countries, difference, friend, bluntness, person.



2. Pain, privacy, year, colleague, status.
3. Companion, example, tradition, question, wife.
4. Britain, stranger, information, husband, attempt.
5. Interest, feelings, politeness, income, taboo.
6. Detail, attitude, culture, theory, pot.
7. Nationality, language, group, barrier, opportunity.
8. Change, origin, convention, people, communication.
9. Land, dream, achievement, clarity, tongue.
10. Outcome, rule, factor, structure, freedom.

### *Translator's nightmare*

**Civil Servant, Public Servant** Although there is a single translation for both these terms, *державний службовець*, the concept is somewhat alien to Ukraine. A Civil Servant is an employee of the Civil Service, the State Administration of the UK, excluding the military and judicial branches and elected politicians. All State officials, including Civil Servants, judges, Members of Parliament (MPs) and the Royal Family are Public Servants. In this latter category are also those with a rank of honour given to them by the king or queen for their services to the country (e.g. those who were made knights or dames, such as Sir Elton John or Sir Alex Ferguson).

It's obvious that there are a lot of different ranks, posts, positions, levels, standings and status among Civil and Public Servants. The appropriate correspondence should be found for each of them in translation. The most common terms in Ukrainian being: посадова особа, чиновник, урядовець, співробітник, працівник, службовець державних установ і органів місцевого самоврядування, державна або муніципальна посадова особа, співробітник міжнародної організації, державна особа, etc. Recently Ukrainian interpreters have been loan-translating the term "Public Servant" – "публічний службовець". But it's too early to judge whether it will finally make its way into standard Ukrainian.

Because all Public Servants are expected to be exemplary in their conduct, any infringement of civil or criminal law is dealt with harshly. To give an example from the UK news, Harriet Harman, a Cabinet Minister (міністр Кабінету міністрів), was stopped by the police for driving on a motorway at some 45kph over the speed limit. Rather than be excused, as has happened in Ukraine, she was prosecuted and "to set an example", the judge fined her heavily and banned her from driving.

### **Translate into Ukrainian:**

In earlier times, when **civil servants** were part of the king's household, they were literally the monarch's personal servants and located within the Court of that monarch. As the powers of monarchs and princes weakened and they became mostly symbolic, rather than actually ruling, the appointment of civil servants passed to ministers and heads of bureaucratic departments. The influence of senior civil servants on policy and the need for them to work in close relationship with ministers, led to governments insisting on complete freedom of choice when appointments were made. In some

countries, notably the United States, senior advisers usually are replaced whenever a new administration takes office.

All countries base appointments on some kind of competition. In some countries, great emphasis is placed on formal written examinations, supplemented by interviews. In Great Britain, traditionally one of the great advocates of entry by formal examination, The Civil Service Commission relies more on informal tests and a series of interviews and observations and tends to measure the candidate's intellectual competence by the quality of their university degree.

### **Translate into English:**

#### **Урядовий відпочинок по-українськи: і в морі купаєшся, і місцеву владу контролюєш**

Цього літа урядовці відпочиватимуть “по-українськи”. Звісно, якщо пристануть на пропозицію віце-прем'єр-міністра з гуманітарних питань, який постійно пропагуватиме серед членів Кабміну “український відпочинок”. “Чинovníки повинні присвятити це літо українському народові, а не своїм родинам, потрібно працювати, а не відпочивати”, – заявив невтомний віце-прем'єр, який приходить на роботу за жайворонками і не дає колегам знудитися, постійно вигадуючи їм якісь культурні розваги. Як він відзначив, “члени нинішнього уряду молодші, ніж члени попереднього, а в самому Кабміні нема “чорнобильців” і ветеранів куликовських битв.” Це до того, що майже всі урядовці минулої “каденції” “були пільговиками і тому мали по 45 днів відпустки”.

Це зовсім не означає, що відпустки міністрам не світять. Мається на увазі, що віце-прем'єр активно радитиме їм відпочивати в межах рідної країни – у Криму й Карпатах. Адже “там, на місцях, можна як відпочити, так заодно і проконтролювати, як виконується бюджет у цих регіонах”.

## UNIT 4

**Topic:** Britain and the British London

**Grammar:** Non-factual Past Simple

**Functional Expressions:** Evaluating, comparing, exemplifying

**Writing:** Personal letters, Instructions

### INTRODUCTION

#### **1. Discuss the following points:**

1. The British stereotype and how you see a typical British person.
2. If you've only seen London, you haven't seen the real England yet.
3. The Royal Family are an important attribute of English life.
4. British policemen never usually carry guns.
5. The British National Health Service (NHS) is free. Why is that so important?

**2. Without looking in your text, listen to the recorded dialogue "Isn't tradition great!", until you get its main message, then formulate it in your own words. Then listen to the same dialogue again, and write down the expressions of evaluation, comparison and exemplifying used in it. (Appendix 1)**

**3. Working with your textbook, find among the expressions given below those that were used in the dialogues and other expressions of the same function specifying the speech register for each expression. Try to memorise as many of them as possible.**

Exemplifying	Comparing	Evaluating
Look at...	... better than ...	I would prefer ... to ...
If you consider ...	... not as good as ...	I don't like the first one ...
An example would be ...	That's less of a ...	Which of these would you choose?
For instance ...	There's more than ...	Which strikes you as the better?
If we specify ...	Either/or and neither/ nor	Wouldn't you say they're chalk and cheese?
What about...?	I don't particularly like	They're all much of a muchness
The nitty-gritty is	... is pretty much ...	Isn't it great!
	That's sort of...	It's stunning!
	... more impressive ...	

**4. Fill in the gaps of the dialogue below with the functional expressions you have learnt or similar ones.**

Natasha: Haven't you anything ... to do ... sit on the internet again?

Ian: ... this fantastic photo of Warwick Castle I've found. Isn't it...?

N: It's ....

I: It's one of the ... I've ... seen.

N: It's ... impressive ... the one you took with your own camera.

I: I ... it too, but just... the list of hundreds of Welsh castles on this site.

N: Isn't it ... to have so much history!

**5. Discuss the following quotations giving examples of exemplifying, comparing and evaluating where relevant:**

a) “The whole world is in revolt. Soon there will be only five kings left – the King of England, the King of Spades, the King of Clubs, the King of Hearts and the King of Diamonds” (King Farouk of Egypt, 1948).

b) “England and America are two countries separated by a common language” (G.B. Shaw).

c) “If you had to choose three words to distill the essence of Britain, America and Canada, the words would be island, frontier and survival” (Margaret Atwood).

d) “The truth is, that in London it is always sickly season. Nobody is healthy in London, nobody can be” (Jane Austen).

**6. Translate the dialogue into English using words and word-combinations from the following list: fantastic, great, stunning, impressive, terrific, to sit on the internet, to take photos with your own camera, on the site, to shop online, to visit websites, to surf the net, to email people.**

Natasha: Чи маєш доступ до Інтернету?

Ian: Так, звичайно. Я взагалі вже погано собі уявляю, як раніше жив без нього.

N.: Тепер можна зрозуміти, чому часом до тебе складно додзвонитися. Ти, очевидно, годинами сидиш в Інтернеті.

I.: Трапляється. Іноді спілкуюся з друзями електронною поштою, іноді шукаю потрібну інформацію на веб-сторінках, а буває й просто їх продивляюся для приколу. Нещодавно навіть став замовляти продукти через Інтернет.

N.: Згодна, Інтернет – класна річ. На жаль, я його вдома не маю.

I.: Ну, зараз це – не проблема. Немає можливості вдома – можна скористатися Інтернетом на роботі, в університеті, до друзів піти.

N.: Я хожу до інтернет-кафе. Особисто мене приваблює можливість познайомитися з пам’ятками історії. Вони просто вражають! Аматорські знімки не йдуть в жодне порівняння. Дуже вражає!

I.: Якщо додати: чудово, фантастично, приголомшливо – це й буде Інтернет!

## **READING 1**

**1. Look at the title of the text and say what you think the text is about.**

**2. Think of ten to fifteen thematic words which you are likely to find in following text on ‘The British Character’ and write them down, checking whether the words you predict actually appear.**

**3. Look through the following comments before reading the text:**

*Comments*

**1. Salisbury Plain.** An unusually (for Britain) flat area of land north of the city of Salisbury.

2. **Stonehenge**, an ancient circular monument of standing-stones or megaliths built about 5000 years ago, is located 13 km to the northwest of Salisbury.

3. **Mercia**. An Anglo-Saxon kingdom comprising parts of contemporary central England and Wales. Mercia is thought to have originated from the disputed borders between the Welsh and the Anglo-Saxons, before expanding eastwards and the name 'Mercia' means 'border folk' in Old English.

**4. Read the text “The British Character” and underline the sentences that summarize the main idea of each paragraph.**

### **Text 1: The British Character**

It may be painfully obvious that the British Isles are surrounded by the sea – they are islands, after all. But if you were to wonder how this **affects** the British character, then the first of the two key answers is the “insular” **mentality** of the British, and the second being nearly a thousand years of uninterrupted tradition – the last serious invasion was by the Normans in 1066.

Taking the first, even in the twenty-first century, British people are reserved, aloof and often haughty. Europeans and Americans are usually very surprised by their desire for privacy and the British still use such popular sayings as “An Englishman’s home is his castle” to describe attitude rather than any physical protection. This “insular” or “island” mentality of course varies across the countries that make up the UK. Even so, it is possible to generalise into groups or categories. For example, the Southern English, the Welsh and Highland Scots are the most closed, Lowland Scots and Midlands English are more open and the Northern English are sometimes hospitable and friendly. Or especially suspicious!

If you were to visit Britain, you would immediately notice the almost chilling politeness of the British and the peculiar way that people will apologise continually. If you were to **bump into** a person with, say, a shopping trolley, then the bruised victim will often turn round and say “Oh, I’m terribly sorry”. A person exiting a building would not dream of letting a door slam into a stranger and people politely queuing could not imagine anyone **pushing in** for any reason. Two people at a doorway may spend considerable time saying “You go first” “No, you” “No, you go first” and so on. A plate of cakes on a table after a meal may often have one left after everybody has finished – if you were to take the last one then you would be thought of as being **dreadfully** impolite.

The image of the British Gentleman has spread throughout the world to the confusion of many other cultures. The British view that it is better to participate at a sport and play honourably, than to win, is absolutely incomprehensible to an American. In the USA, to come second, **never mind** third or worse, is humiliation. This British honour of participation may be combined with great patience. A cricket match at international level, (a “Test Match”) takes place over five days.

Americans are usually regarded as boorish by Britons, and perhaps because they often try too hard to be polite in an artificial and insincere manner – repeatedly saying “Have a nice day” and US fast-food café staff have to smile at customers or risk being fined or sacked. Such behaviour is alien to the British.

The second, tradition, is the cornerstone of the British character and another way to realise this is to look at places and their architecture and history. If you were to drive across the southern half of England on the A303, then as you cross **Salisbury Plain**, you would see a remarkable sight that so many have seen over the past 5000 years, as **Stonehenge** comes into view on the horizon.

There are many Neolithic and prehistoric sites around Britain, Roman remains in such cities as Chester, Colchester, Bath and Canterbury, the remains of Viking settlements in York and from the Norman invasion in 1066, many stone castles and fortifications. Very many villages and towns in Britain today still have Norman churches and cathedrals dating from the eleventh century. The locals all think of them as just 'the church' and that it's nearly a thousand years old isn't especially remarkable. People still drink at the 'Old Trip to Jerusalem' pub in Nottingham which dates back to the twelfth century. Tourists flock to Stratford-upon-Avon where Shakespeare's birthplace is, and the cottage where he lived with Ann Hathaway, his wife, in the 16th century, still stands, near many other buildings the same age or older.

*Below* A Victorian Romantic painting of Godiva's ride. Even places off the tourist map such as Coventry have a significant heritage. Lady Godiva rode through the streets of Coventry in about 1050 to persuade her husband, Leofric, Earl of **Mercia** to reduce punitive taxes on the people of Coventry. Legend has it that she rode naked to stress to her husband how important this was to her, but Coventry's townspeople so respected her that nobody looked at her nakedness during her ride. The exception was allegedly 'Peeping Tom' who was struck blind as a result. Whether she was actually naked or not during her ride and whether Peeping Tom existed depends on whether you believe the chronicles dating from 1236.

But the point is that the city was significant even then. The oldest Coventry school, Bablake School, was founded in 1344 and many of the original buildings still exist, although the school moved to a new site not far away in the nineteenth century. That each of the school's pupils knows the age and tradition of the school is certain, yet they often take it for granted.

This acceptance of long-standing and uninterrupted tradition is deep within the British psyche and is one of the explanations why the stand-offish yet confident Brit feels no need to assert his 'superiority' by showing off to his foreign **peers**.

### ***5. Answer the following questions after the first reading of the text:***

1. What are the main features of the British mentality? What objective factors is it related to? Do these features represent the opinion of the author of the text, common knowledge or fact?
2. What is the role of tradition in the British character? Support your answer with relevant points from the text, quoting it if necessary.
3. What are the historical and geographic facts that were not known to you before you read the text? What are the facts that have impressed you most of all?
4. What is the main idea of this text?

**6. Go through the text again and give the Ukrainian equivalents for the highlighted words. Then study the following vocabulary notes:**

### **Vocabulary notes**

1. **Affect**, *v.* This word is frequently confused with “*effect*”, not only by students of English but also often by native speakers. These two words are paronyms. **Affect** is mostly a verb with the following main meanings, although note that the fourth is becoming old-fashioned:

1) to influence, most commonly in a negative context – впливати, діяти (на щось), в тому числі негативно, тобто, шкодити, вадити, e.g. Smoking affects your health.

2) to attack (about an illness) – уражати (про хворобу), e.g. The incessant coughing caused by her cold affected her mood more and more.

3) to move emotionally – хвилювати, зворушувати, e.g. She was strongly affected by the beauty of her surroundings.

4) to pose as or to use for effect – удавати, прикидатися, e.g. She affected a coquettish manner.

**Effect** is usually a noun with the following meanings:

1) specific or concrete result – дія, вплив, e.g. to take effect, to give an effect.

2) non-specific or general result or consequence of an action – наслідок, результат, e.g. effects of war, of no effect, to no effect;

3) purpose, intention – мета, намір, e.g. to this effect;

4) impression – ефект, враження, e.g. general effect, for effect;

5) *pl* property – речі, майно, e.g. personal effects.

**Effect** may also be a verb with the meaning “to bring about” or “to make, to do” and can be translated as “виконувати, здійснювати, проводити в життя”.

See the difference: Living on an island may *affect* (вплинути) the personality of someone, since the *effect* (наслідками) of the isolation is .....

2. **Mentality**, *n.* The most common use of the word is to mean “way of thinking” that may be translated as “склад розуму, ментальність, умонастрій, спрямованість думок”.

Less common but also found is the meaning “degree or kind of intelligence” that can be translated as “розум, інтелект, розумовий розвиток”. This is most often used in scientific writing.

*Synonyms*: character – collective qualities or characteristics, disposition – temperament, personality – a person’s distinctive character or qualities, identity – individuality, nature – innate or essential qualities.

3. **To bump into**. An informal phrase with two meanings, the first of which is literal, as used in the text, and the other metaphorical:

1) to physically collide with someone – налетіти, наштовхнутися;

2) to meet – зустрітися з кимсь несподівано, e.g. You’ll never guess who I bumped into in the supermarket!

4. **To push in.** To cut in front of somebody in a queue. A phrase used to convey anger at rudeness when the protocol of queuing in Britain is not observed. In Ukrainian can be translated as “проштовхнутися, пролізти, втертися”.

5. **Dreadfully**, *adv.* This is one of a series of words that came to mean “very” in the early 20th century and are almost never used in contemporary English except when they are chosen for stylistic purposes, generally in the context of etiquette, to mock the convention. Other than for stylistic purposes the use of the word should be avoided. As amplifiers, such similar synonyms as *awfully*, *rather*, *frightfully*, *terrifically*, popular a century ago, should also be avoided. Contemporary English uses for written phrases such amplifiers as: *very*, *extremely*, *noticeably*, *especially*, *particularly*. Conversational English may also use these but more common are: *really*, *dead*, *totally* or one of a wide variety of swear words.

6. **Never mind.** The two major meanings of this phrase in contemporary English include:

1) let alone, not to mention – вже не кажучи про... e.g. How would he find the time, never mind the money” (Oxford Dictionary of Idioms);

2) it doesn't matter – не звертайте уваги, не турбуйтеся, e.g. Oh never mind, just ignore it.

7. **Peer**, *n.* As a noun, there are two key meanings of the word;

1) equal – рівня, рівний;

2) a formal title – пер, лорд, e.g. The House of Lords is comprised of peers.

As a verb, the word has two main meanings:

1) to look closely or with difficulty – пильно вдивлятися, придивлятися, e.g. He peered, trying to discern the shadowy intruders (I. Murdoch);

2) to appear with difficulty – визирати, з'являтися, показуватися, e.g. The sun peered through the clouds.

**7. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

**8. Answer the following questions from the alternatives given below:**

1. The British Character is often described as being: a) cosmopolitan; b) insular; c) metropolitan. 2. The uninterrupted tradition of Britain is due to: a) frequent invasions over the last millennium; b) occasional invasions over the last millennium; c) no invasions over the last millennium. 3. The English usually act in what kind of manner? a) polite; b) boorish; c) ruthless. 4. A foreigner would probably describe a typical Brit as being: a) temperamental; b) open; c) reserved. 5. A typical Brit believes that you should enter a game or competition: a) to win; b) to participate; c) to lose gracefully. 6. Stonehenge was built by: a) prehistoric people; b) the Romans; c) the Anglo-Saxons. 7. The most noticeable Roman remains surviving in Britain are: a) churches; b) roads; c) city walls, aqueducts, viaducts and villas. 8. Lady Godiva rode naked through Coventry because: a) she wanted to help her people; b) she wanted to annoy her husband; c) she wanted to thrill Peeping Tom. 9. Bablake School in Coventry is a) the same age; b) older; c) newer than Shevchenko National University?



## VOCABULARY PRACTICE 1

**9. Insert the right form of “effect” or “affect” into the following sentences, having read once again the notes to Text 1. Translate the sentences into Ukrainian.**

1. So, how will this new law ... me? 2. What's going to be the ... of this new law on my income? 3. She pleaded to no ... 4. The Gulf Stream ... the climate of Britain. 5. To this ..., he decided to donate some money. 6. The ... of the Gulf Stream is to raise average temperatures. 7. Her cold ... her mood. 8. Pamela was deeply ... by the news. 9. The bank ... the transfer of money between accounts. 10. His mother's death ... him badly. 11. This will have no ... on our chances. 12. This won't ... our chances. 13. We had to go to the deceased man's house to deal with his personal .... 14. He ... the role of an idiot. 15. At last, the antibiotics took ... 16. For ..., she wore an orange scarf.

**10. Translate the sentences into English using the appropriate paronym affect/effect.**

1. Місіс Кері розпитувала прибульців з Гаїті, країни, що постраждала від урагану, про його руйнівні наслідки. 2. Фахівці стверджують, що останні події не позначаються негативно на економіці країни. 3. Насправді, всі мої спроби говорити з акцентом і зійти за іноземця не дали бажаного результату. 4. Концерт справив на нас сильне враження. 5. Паління впливає не тільки на здоров'я курця, але й на тих, хто його оточує. 6. При переїзді всі її пожитки акуратно спакували й доставили цілими й неушкодженими. 7. Що вже й казати, фільм нас вразив. Особливо вдалими є звукові ефекти. Я кілька днів після цього взагалі нічого не чула. 8. Всі наші спроби були безрезультатними. 9. З цією метою збирали теплий одяг. 10. Застосування антибіотиків не дало бажаного результату.

**11. Write out all the adjectives in the text that characterise the British and find their equivalents in Ukrainian, giving synonyms in Ukrainian that may be used for translation. Divide them into two columns; those that are usually regarded as positive characteristics and those which are negative characteristics.**

**12. Continue the following pairs of synonyms with words used in the text and other words known to you. Consult a dictionary of synonyms or a thesaurus if necessary.**

a) reticent, shy; b) ill-mannered, impolite; c) arrogant, disdainful; d) distant, hoity-toity

**13. Complete the following sentences using the Ukrainian adjective in brackets as a prompt with one of the following words: reserved, stand-offish, boorish, haughty, aloof**

1. Since he was so (стриманий) by nature, he kept quiet during the discussion. 2. She took an (відсторонений) attitude and decided not to bother to contribute during the discussion. 3. He was regarded by the Englishman as being (невихований). 4. He was so (зарозумілий) that he refused to listen to the solution. 5. Although she wanted to be friends, she was perhaps too (відлюдний) in her nature. 6. He couldn't understand that his jokes were regarded as (грубий). 7. His (невихований) attitude was irritating the Italian delegation. 8. Despite being acquainted for over ten years, she still found him

(непривітний). 9. He kept (віддалений) even though most of the group were his relatives. 10. His (чванливий) manner came as a surprise to those who thought him their friends.

**14. Make up short dialogues discussing an acquaintance of yours using the adjectives from the above exercise. Work in pairs.**

**15. Translate the following sentences into Ukrainian, to maintain the English literal or idiomatic meaning. Put together several sentences of your own with the same phrase.**

1. I can't walk, never mind run. 2. Never mind me, I only do all the work around here! 3. Never mind, it'll heal soon. 4. The team couldn't pass accurately, never mind score a goal. 5. Never mind the season, going for a run is good for your health. 6. Never mind, we'll buy you another one. 7. But never mind – I shall feel better after Saturday, when I have finished with this examination. 8. Never mind me, I've only been waiting here for over an hour.

**16. Complete the following sentences using the words and expressions from the following list: allegedly, to push in, to bump into, mentality, to peer, peer (n.), foundation stone, site, insular, to slam a door, to sack, Neolithic, to come into view, sights, to take for granted, to show off, cornerstone.**

1. What's the most impressive ... site in the Crimea? 2. She ... that her parents would buy her a new mobile phone to replace the stolen one. 3. He was hurt when he ... the litter bin. 4. The vehicle was ... hit by the crane. 5. The decision was taken ... the employee for always being late. 6. Even though she was late, she did not want ... the queue. 7. After seven weeks at sea, the desert island ... 8. He could not resist ... his new MP3 player. 9. The midfielder had long been a ... of the football team. 10. He ... long and hard at the list of titles. 11. The Japanese tourist could not understand the ... of the Customs Official. 12. The European Union found their... attitude incompatible with their objectives. 13. The tourist group decided it was more important to see the ... than stop for lunch. 14. Being in such a bad mood, she ... into the next person's face. 15. The Ukrainian ambassador was invited to lay the ... of the new building. 16. I believe this prize pumpkin has no ... 17. Where's the ... of the Scythian port?

**17. Complete the following sentences with amplifiers used in contemporary English in written style (A) and spoken style (B). Use the following possible answers for (A): extremely, noticeably, especially, particularly. And for (B): really, dead, bloody, totally.**

**A.** 1. It was found to be ... appropriate. 2. They felt the third stately home they visited was ... impressive. 3. The judges chose the Ukrainian entry, as they thought it was ... better than the rest. 4. He read all the books, deciding that the Pratchett novel was ... witty. 5. After the concert, they all agreed that the bass guitarist was ... talented.

**B.** 6. You know, that curry was ... tasty. 7. I'm impressed, that paint-ing's ... classy. 8. That's ... cool. 9. We all thought the first song was ... brilliant. 10. Good grief,

that wine's ... strong. 11. That's a ... great castle over there. 12. I never realised London was so ... big.

### **18. Translate into English using the vocabulary of the lesson.**

Він: – Завжди цікаво дізнаватися щось нове про людей, що живуть в інших країнах: темпераментних іспанців, елегантних французів, практичних та грубуватих американців, ввічливих та стриманих британців...

Вона: – До речі, про британців. Вони дуже різні, власне кажучи, як і представники будь-якої нації. Думаю, на характер британців сильно впливає їхня “острівна ментальність”. Вважається, що ці люди дещо байдужі, замкнені, зверхні, недовірливі та підкреслено офіційні з незнайомими.

Я з цим не згодна. Мені здається, що вони просто тримаються з гідністю. Британці, з якими мені доводилося зустрічатися, гостинні, дружелюбні та уважні. Я завжди почувалася серед них рівною.

Він: – Я чув, багато британців вельми категоричні у своїх уявленнях про те, що є прийнятним, а що – вкрай неввічливим. Наприклад, якщо ти не вибачишся перед перехожим, що налетів на тебе з-за рогу й штовхнув так, що ти завив від болю, тебе вважатимуть вкрай неввічливою людиною. А що про тебе подумают, якщо, виходячи, ти не при-тримаєш двері, щоб вони не вдарили того, хто входить? Я вже не кажу про випадок, якщо ти спробуєш прорватися кудись поза чергою...

Вона: – Так, я читала, що стояння в чергах – це національна пристрасть британців. Але ж хіба ввічливість та дисциплінованість – це погано? Особливо коли це природні, природжені якості, що сприймаються як самі собою зрозумілі.

Він: – Згоден. Щось “зображати з себе”, демонструвати штучну, нещирі ввічливість, вимучені посмішки, аби не втратити роботу, британцям не властиво.

Вона: – А як британці поважають свої традиції, бережуть пам'ятки історії! І це також одна з найважливіших рис британського характеру. Скільки разів, перебуваючи в Британії, я чула слова: “перший у світовій історії”, “єдиний у світі”, “найдавніший в історії цивілізації”... На жаль, мені не довелося побачити Стоунгендж: кажуть, коли його побачиш, сам можеш закаменіти.

Він: – Так, в Британії є що подивитися, чому навчитися, а чому й просто здивуватися.

### **Test your knowledge of English!**

What is a **four-poster**?

- a. an overworked postman; b. a bed; c. a dog's toilet; d. a heavy club

Where could there be an **Adam's Apple**?

- a. ear; b. nose; c. throat; d. orchard

A **sabre** is ...

- a. an animal bred for its fur; b. an ornamental door-sill; c. a cavalry sword d. a wooden shoe

A **dead duck** is ...

- a. lunch; b. a useless thing; c. last year's fashion; d. Indian parrot curry

**Black pudding** is ...

- a. chocolate blancmange; b. blood sausage; c. cherry cake; d. Irish custard

## READING 2

**1. a) Look at the title of the text. Have you ever heard about the book with such a title? What is meant by “a Small Island”? b) Read the abstract about the author. Have you read anything by him?**

**2. Transcribe and practice pronunciation of the following words from the text consulting the dictionary if necessary:**

sprawl, orchestra, wander, anonymous, pompous, toga, stuccoed, exhilarating, quest, congenial, plaque, kerb, nostalgia, concede.

**3. Before reading the text look through the following comments:**

*Comments*

1. **St. Andrew by the Wardrobe.** Церква Св. Андрія біля гардероба. The origin of the name comes from the King's Wardrobe - a department of a royal household in charge of clothing. In modern English, this name sounds absurd.

2. **St. Giles Cripplegate.** The origin of the name 'Cripplegate' could be from the Anglo-Saxon 'crepe', a burrow, denoting the long, narrow underground or covered way leading to the ancient City gate. Alternatively it could be that more cripples gathered at this particular gate begging alms than at other gates of the city. Either way, today it sounds very strange.

3. **Pockets of quiet.** A figure of speech that may be translated as “острівці тиші”.

4. **A little bell goes off in their heads.** A figure of speech that can be translated as “у них щось перемикає”.

5. **The Knowledge.** When written with capital letters, this is the mandatory examination for London taxi drivers to demonstrate their knowledge of London's geography and buildings.

**4. Read the following abstract from the book “Notes from a Small Island” by Bill Bryson and answer the following questions checking your general understanding of the abstract:**

1. Is there more fact or opinion in this author's text? Demonstrate your answer with relevant quotations. 2. What are the indicators in the text that help the author to develop the argument? 3. What feelings does London evoke with the author? Are they predominantly positive or negative? 4. Are there any explicit attitudes, emotions and opinions of the author in the text? Give examples. 5. What is the theme of the abstract and what was in your opinion the author's objective when writing the text?

### **Text 2: London**

Bill Bryson was born in Iowa, USA in 1952 but lived in England from 1977 to 1995. This has given him an excellent perspective of both the British and the American sides of English language and culture.

Originally a journalist, Bryson is the author of several extremely popular travel books, a book on the evolution and development of American English, *Made in America*, two books on linguistics. *Mother Tongue* and *Troublesome Words*, and the acclaimed *A Short History of Nearly Everything*. This extract is from *Notes from a Small Island* (1995).

**Goodness me**, but isn't London big? It seems to start about twenty minutes after you leave Dover and just goes on and on, mile after mile of endless grey suburbs with their **wandering ranks of terraced houses** and stuccoed semis that always look more or less identical from a train, as if they've been squeezed out of a very large version of one of those machines they use to make sausages. How, I always wonder, do all the millions of **occupants** find their way back to the right boxes each night in such a complex and anonymous **sprawl**?

I'm sure I couldn't. London remains a vast and exhilarating mystery to me. I lived and worked in or around it for eight years, watched London news on television, read the evening papers, **ranged** extensively through its streets to attend weddings and retirement parties or go on **hare-brained** quests for bargains in far-flung markets, and still I find that there are great fragments of it that I have not just never visited but never heard of. It constantly amazes me to read to read the *Evening Standard* or chat with an acquaintance and encounter some reference to a district that has managed to elude my **ken** for twenty-one years.

I do find London exciting... I can never understand why Londoners fail to see that they live in the most wonderful city in the world. It is far more beautiful and interesting than Paris, if you ask me, and more lively than anywhere but New York – and even New York can't touch it in lots of important ways. It has more history, finer parks, a livelier and more varied press, better theatres, more numerous orchestras and museums, leafier squares, safer streets, and more courteous **inhabitants** than any other large city in the world.

And it has more **congenial** small things than any other city I know: cheery red pillar boxes, drivers who actually stop for you on pedestrian crossings, lovely forgotten churches with wonderful names like **St. Andrew by the Wardrobe** and **St. Giles Cripplegate**, sudden **pockets of quiet** like Lincoln's Inn and Red Lion Square, interesting statues of **obscure** Victorians in togas, pubs, black cabs, double-decker buses, helpful policemen, polite notices, people who will stop to help you when you fall down or drop your shopping, benches everywhere. What other great city would trouble blue plaques on houses to let you know what famous person once lived there or warn you to look left or right before stepping off the kerb? I'll tell you. None.

This was the first time in years I'd been in London without having anything in particular to do and I felt a small thrill at finding myself abroad and unrequired in such a great, teeming urban organism. I had an amble through Soho and Leicester Square, spent a little time in the bookshops on Charing Cross Road rearranging books to my advantage, wandered aimlessly through Bloomsbury and finally over to Gray's Inn Road to the old *Times* building where I used to work, now the offices of a company I had never heard of and felt a pang of nostalgia.

I took a cab to Hazlitt's Hotel on Frith Street. Let me say right now that London cab drivers are, without question, the finest in the world. They're trustworthy, safe, generally friendly, always polite. They keep their vehicles spotless inside and out, and they will put themselves to the most extraordinary inconvenience to drop you at the front entrance of your destination.

There are really only two odd things about them. One is that they can not drive more than 200 feet in a straight line. I've never understood this, but no matter where you are or what the driving conditions, every 200 feet a **little bell goes off** in their heads and they abruptly lunge down a side-street. And when you get to your hotel or railway station or wherever it is you are going, they like to drive you all the way around it at least once so you can see it from all angles before alighting.

The other distinctive thing about them is that they cannot bear to admit that they don't know the location of something they feel they ought to know. They cannot concede even fractional ignorance of **The Knowledge**, which I think is rather sweet.

### **5. Learn the following vocabulary notes:**

#### ***Vocabulary notes***

1. **Goodness me!** Slightly old fashioned exclamation, still in use that can be translated as "Господи!", "Боже!". Syn.: Good God! Heavens! Good Lord! Good Grief! My word! Example: Good grief! You'd never believe it!

2. **Wandering ranks of terraced houses.** The phrase is used in its metaphorical meaning and can be translated as "блукаючі ряди (або шеренги) терасованих будинків". The principal meanings of the noun "**rank**" include:

- 1) row or line – ряд, низка, стоянка, e.g. The taxi driver was standing on the rank;
- 2) high social position – високе становище, звання, чин, посада, e.g. Her position required someone of rank act for her (S. Weintraub). My rank is that of a merchant;
- 3) single line of soldiers drawn up abreast – шеренга, e.g. The men groped their way into ranks of twelve outside the barracks;
- 4) pl. common soldiers – рядовий і сержантський склад, e.g. Kerensky opened the officers' schools to the ranks;
- 5) distinct social class – категорія, розряд, клас, e.g. people of all ranks.

*Phrases:* to break rank(s) – виходити зі строю, розірвати стрій; ant. to keep rank; to close ranks змикати ряди; to join the ranks – вступити на військову службу; reduce to the ranks – розжалувати в рядові, rise from the ranks – пройти шлях від рядового до офіцера, also in transferred meaning.

*Synonyms:* row – line of persons or things, range – row, series, etc., especially of mountains, string – set of things strung together, series, or line, chain – sequence, series or set, series – succession, row or set.

3. **Occupant, n.** A person, who occupies, esp. lives, in a place. Мешканець, пожилець, той, хто перебуває в певному просторі, займає щось, e.g. occupant of a cell, occupant of a hospital bed.

*Synonyms:* **inhabitant** – a person who inhabits a place, leaseholder – an occupant of premises on a contractual basis, occupier – a person living in a house as its owner or tenant, tenant – a person who rents land or property, resident – a permanent inhabitant, inmate – occupant of a hospital, prison, institution.

4. **Sprawl**, *n.* Straggling urban expansion. Тут: передмістя. The area of spreading expansion of an urban or industrial area into the adjoining countryside, e.g. Birmingham had grown into one of the biggest industrial sprawls in the Midlands.

5. **Range**, *v.* Traverse in all directions. Блукати, мандрувати, e.g. He ranged far and wide.

*Synonyms:* to wander – to go about from place to place aimlessly, to travel – make a journey, to explore - travel through a country to learn about it.

6. **Hare-brained**, *adj.* Colloq. Rash, wild. Легковажний, необачний, необережний.

*Synonyms:* rash – reckless, hasty; impulsive – tending to act on impulse, thoughtless – careless of consequences or of others' feelings, impetuous – acting or done rashly or with sudden energy, foolhardy – rashly or foolishly bold, reckless – disregarding the consequences or danger, careless – lacking care or attention, madcap – wildly impulsive.

7. **Ken**, *n.* The only contemporary widely used meaning is “range of knowledge or mental perception” that can be translated as “коло, межа пізнання”.

8. **Congenial**, *adj.* Pleasant, agreeable, affable. Сприятливий, приємний. The other meaning is “compatible, suited, well-matched, sympathetic” that can be translated as “близький, споріднений”, e.g. In this village he found few persons congenial to him.

9. **Obscure**, *adj.* Here used in the meaning “not illustrious or famous” and can be translated “невідомий, нічим не ушлюблений, такий, що загубив свою значимість протягом часу”. Other major meanings of this adjective include:

1) dark – темний, похмурий, мало освітлений, e.g. The day misty and obscure;

2) indistinct – fig. неясний, нечіткий, туманний, e.g. The origin of hail is obscure;

3) unintelligible – нечіткий, приглушений, e.g. indeterminate vowel;

4) hidden, unnoticed-прихований, відлюдний, віддалений, e.g. Gumbriel Senior occupied a house in a little, obscure square not far from Paddington.

*Antonyms:* **distinctive**, notable, remarkable, famous.

10. **To concede**, *v.* To admit to be true. May be translated as “поступатися, визнавати, погоджуватися”, e.g. He reluctantly conceded the argument. The other common meaning of the verb is “fail to prevent an opponent in a contest from scoring” that can be translated as “допускати можливість чогось, пропустити (гол)”, e.g. Initially, Dinamo conceded a goal, but then scored twice to win.

**6. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

**7. Define whether the following statements are false or true:**

1. London suburbs each have their own distinct character. 2. It is possible not to know all the fragments of the English capital even after living there for a very long time. 3. In the author's opinion, London is more boring than the other capitals of the world. 4. The city authorities in London care about their citizens in many different ways, which is not usual for other countries. 5. The author felt uncomfortable in the 'great, teeming, urban organism' of London while being there as a tourist. 6. London taxi drivers are, in the author's opinion, the finest in the world. 7. London cab drivers easily admit that they don't know the location of somewhere their client wants to get to.

**8. Comment on the famous quote by Samuel Johnson: "When a man is tired of London, he is tired of life". Do you agree with it?**

**VOCABULARY PRACTICE 2**

**9. Study the different meanings of the word "rank" and find Ukrainian equivalents for them in each of the following sentences:**

1. There must be a taxi rank nearby – there are two theatres here. 2. His social rank demanded that he wore his military uniform to the christening. 3. The assembled ranks saluted the President. 4. He was transferred to a rank-and-file job in the remote consulate. 5. As the enemy attacked, the frightened soldiers broke ranks. 6. To hide the firm's violation of Company Law, the senior management were ordered to close ranks and not talk to the Press. 7. The senior executive always proudly described how he had risen through the ranks, having started work as a car-park attendant. 8. The officer was severely disciplined by the General and made to join the ranks. 9. The pawn advanced to the seventh rank as the result of a clever play. 10. The fiancée to the earl was bom of high social rank.

**10. Insert one of the following synonyms into the sentence where it is most appropriate: occupant, inhabitant, holder, occupier, tenant, resident, inmate. Consider several options if possible.**

1. Only residents' permit-... are allowed to park their cars here. 2. There wasn't a single ... of the block of flats who agreed with the proposal. 3. The ... of the flat above had left a tap running. 4. The landlord was pleased to have found a new ... 5. "I could be the catalyst that sparks the revolution, I could be an ... at a long-term institution" (Ian Dury lyric). 6. As a ... of the building, he had the right to use the attached gardens. 7. The ... of the British Isles are frequently insular in their mentality. 8. Are you the ... of a British passport? 9. Let me just check, ah yes, the ... of room 101 is Ann Simpson. 10. The old lady had been ... in the village for over forty years.

**11. Choose which of the partial synonyms "sprawl" or "spread" fits the context better after having studied their meanings in English dictionaries. Translate each sentence into Ukrainian.**



1. London's urban ... has reached formerly distant villages. 2. The hotel complex ... out along the coast. 3. He ... his legs out on the coffee table. 4. She made herself comfortable and ... on the sofa. 5. This buffet's tremendous. What a glorious ...! 6. The plant ... all over the top of the cupboard. 7. She ... marmalade on her toast. 8. Ian ... the wall with paint.

**12. Translate the words in brackets into English choosing one the synonyms that suits the context best: hair-brained, rash, impulsive, thoughtless, impetuous, foolhardy, reckless, careless, madcap. Make any other necessary grammatical changes while translating.**

1. He made an (імпульсивний) decision to buy the pink jeans. 2. It was a (необачний) decision to bet on the blue team. 3. He drove in a (необережний) manner that made her shut her eyes. 4. Buying a truck-load of Armenian CDs was one of his more (необдуманий) schemes to make money. 5. We were (необачний) and ended up losing all the coins. 6. Forgetting his mother's birthday was one of his most (бездумний) actions. 7. Climbing the statue at midnight to put a hat on the figure was a truly (безрозсудний) idea. 8. You shouldn't have given me this bouquet of flowers! That's so (бурхливий) of you! 9. Deciding to walk back was, in hindsight, a (нерозсудливий) decision. 10. The Charge of the Light Brigade during the Crimean War was one of history's more (відчайдушно хоробрий) actions.

**13. Find out the extract meaning and give synonyms for the phrase to have an amble. Consult dictionaries if necessary. Use them in sentences of your own.**

**14. Translate the following sentences into Ukrainian paying attention to the word "obscure" and its derivative. Write out all the Ukrainian equivalents for it that you can find. Change the meaning of each sentence by using a contextual antonym for each use of "obscure".**

1. Just as we got to the beach, the sun was obscured by clouds. 2. This book is one of his more obscure works. 3. He came from an obscure village far from civilisation. 4. His obscure methods of solving equations baffled his students. 5. He gave some quite obscure reasons for being late. 6. Finding an interesting castle in some obscure corner of Wales would be exciting. 7. The origin of the legend of Robin Hood has faded into obscurity. 8. Obscure shadows moved rapidly around the forest and unnerved them. 9. Her obscure manner was clearly affected, as she thought she was being mysterious.

**15. Give synonyms to the italicised words and expressions in the following sentences. Translate them into Ukrainian.**

1. He would not *concede* that he was wrong, even though it was obvious to everyone. 2. The passengers *alighted* from the bus as soon as it stopped. 3. As she finally realised her ambition to see Stonehenge, she *felt a thrill*. 4. Kate just *cannot bear* to eat anything with apricots in it. 5. It was an *exhilarating* feeling to stand on the cliff and look out over the ocean. 6. You need to be really careful when you *step off the kerb* in Britain, as the traffic does not drive on the same side of the road as in Europe. 7.

Olena spent a very happy couple of hours *wandering* around the shops by the harbour. 8. Many holiday resorts *teem* with life all throughout the night. 9. His *destination* was clear, to reach Nottingham by Thursday. 10. Most statues in London have a *plaque* to describe who is being honoured. 11. He *ranged* far and wide over the valley, searching for where the fossils had been found. 12. She was surprised, but pleased, to *encounter* a copy of her book in the shop. 13. The meaning of the hieroglyphics *eluded* him, even though he had been studying them for years. 14. The hotel bar was *lively* in the evenings. 15. I always go to that supermarket, as the assistants are always *courteous*. 16. Thanks for the lift; can you *drop* me by the traffic lights, please? 17. I hope I haven't *put you to any inconvenience* by giving me a lift.

**16. Write out the adjectives used in the text that characterise a person. Who are they describing? What else is said about these people? Use expressions from the text.**

**17. Translate the following text into English using the vocabulary of the lesson:**

Лондон подібний до велетенського організму з незліченною кількістю людей, машин, будівель, пам'ятників, площ, парків, церков... Приватними машинами тут не дуже поїздиш: суцільні пробки, складна мережа вулиць з одностороннім рухом, заплутані розв'язки... Таке під силу тільки таксистам, що відмінно знають Лондон, його вулиці й будинки. Водії таксі – не лише високі професіонали: вони дуже ввічливі, доброзичливі й надійні. Здавалося б, що тут такого? Не скажи: на багатьох вулицях будинки настільки схожі, ніби вони зійшли з одного конвеєра, особливо у передмістях Лондона. Тут у сутінках можна заблукати серед безликих рядів терасованих будинків.

Якщо ти не маєш жодних термінових справ, краще без поспіху пройди вулицями й площами Лондона. Тоді ти зрозумієш, що тут усе просякнуте історією більше, ніж у будь-якому іншому місті. Парки тут зеленіші, театри чудовіші, оркестрів та музеїв більше, вулиці безпечніші, а мешканці виховані краще. Боюся лише, що на це піде не один десяток років. І все одно Лондон залишиться для тебе п'янкою таємницею. Щоразу ти відкриватимеш для себе нові й нові райони, вулички, крамниці, блошині ринки, чарівні покинуті церковки, тихі куточки, де можна посидіти на лавочці, відпочиваючи... Ти зустрічатимеш милі серцю картини: червоні телефонні будки й поштові скриньки, статуї невідомих вікторіанців у тогах, двоповерхові автобуси, меморіальні дошки на будинках, ввічливі попереджувальні знаки. І все одно щось та й вислизне з твого поля зору. Лондон – це цілий світ. Він ніколи не набридне. А якщо раптом ти стомишся від Лондона, значить, ти стомився від життя.

### ***Test your knowledge of English!***

If something is **hidden away**, it is ...

- a. ferretted away; b. hamstered away; c. rabbitted away; d. squirrelled away

Someone who keeps **rabbitting**, keeps doing what?

- a. breeding; b. talking; c. moving quickly; d. running away

If you are **ferreting around**, you are ...

a. searching; b. running in circles; c. being aggressive; d. looking cute Something which is **dead on** is ...

a. extinct; b. very good; c. exactly right; d. ready for burial

**I don't care. It's no skin off my ...** what?

a. leg; b. arm; c. cheek; d. nose

## LISTENING AND SPEAKING. VOCABULARY PRACTICE

### *1. Look through the following comments before listening to the dialogues:*

#### *Comments*

1. **Loch**, *n.* A rare example of a Scottish word, meaning “lake”, commonly used in English. Note that this word is almost unique in English as the “ch” is pronounced as the Cyrillic “x”, a sound otherwise never used in English. Озеро.

2. **To grace something**. Used in the dialogue as a joke and can be translated into Ukrainian as “удостоїти когось або щось”.

3. **Connection**, *n.* Connecting train etc. The word is usually translated as “пересадка”, e.g. Their connection was in Birmingham, where they had to leave the London train and join the Manchester train. The other meanings include:

1) point at which two things are connected – зв'язок, з'єднання, e.g. electrical connection, in connection with;

2) *pl* relative or associate, especially one with influence – зв'язки, знайомства, e.g. to have connections in high places.

4. **Regular**, *adj.* The primary meaning in English is still “at equally-spaced intervals” and can be translated as “регулярний”, e.g. The regular ticking of the clock was preventing him from sleeping. The principal American use is to mean “standard” or “medium” and can be translated “стандартний”, e.g. They got a regular Coke with their burger. The latter is becoming more and more used in Britain.

5. **Shuttle**, *n.* A vehicle in different forms of transport used to move passengers from one stage of their journey to another, generally for a short distance. Translation in each specific case has to rely on context.

6. **Housing estate**. A group of houses usually built at the same time and often similar in appearance. Can be translated as “житловий масив”.

### *2. Listen to the recording of the following dialogues. Repeat after the speakers trying to reproduce all intonation as best as possible.*

#### **Dialogue 1: Terminal Four at Heathrow Airport**

Bohdan: It's great to be back in England; it's a couple of years since I last **graced** its shores.

Kate: What about me? I haven't been home for months.

B: Trouble is, we've got in to Terminal 4 here at Heathrow' and I can see a lot of redevelopment work going on.

K: Yes, I'd read about this. It's because Terminal 5 is being built and they're changing the infrastructure like you wouldn't believe.

B: Well, we're booked into a hotel in Paddington, so that's where we're off to now.

K: Okay, but I can see that the Tube **connection** from Terminal 4 is suspended during the works. If you look to the right of the Information Desk, there's a big notice saying so.

B: That's brilliant, there's no other sensible way to get into London without spending an arm and a leg. I'm not paying for a taxi driver to go on holiday in the Caribbean. Let's ask at the Desk.

K: Oh no, that's alright, look again at the notice. There's a free, **regular shuttle** bus to the other terminals where we can catch the Piccadilly Line into town. If we go to the bus-stands by the Departures entrance, we'll get the shuttle at Stand 5.

B: That sounds good. How about a burger and some regular fries while we work our way to the bus-stands?

### ***Dialogue 2: In the Highlands of Scotland***

Justin: Well, here we're about as far north-east as you can go in the British Isles.

Roxolana: I'm just disappointed we didn't see the monster as we drove near the shore of **Loch Ness**.

J: But wouldn't you rather see the beauty of the mountains than some scary monster?

R: Of course I'd rather see the Highlands and nature than some **housing estate**. But I still really enjoy seeing animals, even prehistoric reptiles if we can find one.

J: Tell you what we have found if you look more carefully, Highland cattle over there.

R: Hey, are they real? They're little and shaggy and stranger than any cattle I've ever seen before.

J: Let's go up to them and hope they don't decide to use those horns.

### ***Dialogue 3: At Tintagel Castle***

Pierce: This is it, the south-west of England in all its rugged glory.

Marina: I've been dying to see Tintagel ever since I read about the King Arthur stone found there a few years ago.

P: Tintagel's on a headland jutting out from those cliffs.

M: Tell me you're joking. I'm not climbing all those steps up that cliff. I bet even a goat would have trouble getting up there.

P: There aren't many goats but several hundred tourists making their way to the castle every day.

M: And just how many fall to their deaths every day?

P: I bet not one. Come on, from the next crag you can look down and see Merlin's Cave.

M: I'd rather look up at it from the coastal path, thank you very much.

**3. Answer the following questions on the contents of the dialogues.**

1. Heathrow is the main airport for which city? 2. What are three ways of travelling from Heathrow to the centre of London? Which is the most expensive? 3. Where can you get travel or other information at an airport? What letter is used to show its location? 4. Why would you need a shuttle bus to get from Terminal 4 to Terminal 1? Where would you catch a bus? 5. Where is Loch Ness? What does the Scots word loch mean? 6. How do Highland cattle differ from most others? 7. Where is Tintagel Castle located? 8. How is it related to King Arthur? 9. Why is it so difficult to get to the site of the castle?

**4. Practice the reading of the dialogues. Translate the dialogues as best as you can. Present the dialogues in class close to the text.**

**5. Insert prepositions wherever necessary.**

1. It's always a good idea to be booked ... a hotel in advance. 2. To grace ... your presence. 3. To be off... a hotel. 4. The bus connection from the airport is suspended ... the works. 5. If you look ... the Information Board, where the big "i" is, you'll find all the necessary information. 6. How can you get... London from here? 7. You can always catch ... the Piccadilly line if necessary. 8. Is there any other sensible way to get... the town ... the trip costing an arm and a leg? 9. Are you the only arrivals ... the airport? 10.

Why don't we ask your question ... the Information Desk? 11. As soon as the shuttle arrives, we should get... it as soon as possible. 12. You should wait for your bus ... Stand Four. 13. We are as far south as you can go ... the British Isles. 14. What is that group doing ... there? 15. Don't be afraid to go ... to these animals: they are really friendly. 16. ... this weather you can see ... the coast ... all its glory. 17. Can you see that rock jutting the cliffs? 18. Climbing ... to that crag ... this path would be extremely dangerous. 19. Fall ... your death.

**6. Find Ukrainian equivalents for the following words, consulting your dictionary: redevelopment, renovation, reconstruction, repair, redecoration, renewing, replace. Translate the following sentences into Ukrainian.**

1. The redevelopment of Wembley Stadium is a massive undertaking. 2. Renewing the exhibits at Madame Tussauds is a never-ending job. 3. The repair and maintenance of the thousands of kilometres of London's sewers costs several million pounds per year. 4. The complete reconstruction of London's sewers was estimated to cost 3.5 billion pounds in 2004. 5. The owner of Harrods Department Store insists on the contents of the fresh- food hall being replaced daily. 6. The renovation of the Christmas Decorations for Central London starts months before they are hung up in November. 7. We like to redecorate our house from top to bottom every couple of years. 8. London Bridge was reconstructed 1967-1972 while the original was shipped to Arizona. 9. The urban renewal of London Docklands has been taking place for over 20 years and has completely transformed the area. 10. After the fire in 1992, the repair bill for Windsor Castle was about 40 million pounds.

**7. Match words and expressions in the first column to their meanings given in the second column:**

- |                                |   |
|--------------------------------|---|
| a) to book                     | 1) to be banned or stopped temporarily      |
| b) to be off                   | 2) to head in the direction of              |
| c) to be suspended             | 3) to ascend                                |
| d) to catch (a public vehicle) | 4) to spend more than you can really afford |
| e) to work your way            | 5) to protrude                              |
| f) to go up                    | 6) to reserve a hotel room, car or ticket   |
| g) to jut out                  | 7) to use (a public vehicle)                |
| h) to make your way            | 8) to proceed gradually                     |
| i) to grace something          | 9) to go away, to leave                     |
| j) to spend an arm and a leg   | 10) to be present or to arrive (sarcastic)  |

**8. Complete the following sentences using the words from the list of geographically related words: isles, island, shore, lake, loch, mountains, headland, to jut out, cliff, crag, cave, coast.**

1. There are many groups of... off the coast of Britain. 2. The Shetland ... is perhaps the best-known of these. 3. The ... District is one of the largest of Britain's National Parks. 4. Many Americans love the song about "the bonny, bonny banks of... Lomond". 5. A favourite pastime on Sunday for many British people is to go for a walk high up along a ..., looking out over the sea. 5. Many species of gull can be found nesting in a ..., inaccessible from the beach. 6. King Arthur is reputed to have been born in a ... below Tintagel Castle. 7. A lighthouse was often sited on a ... 8. The Grampians are a range of... in Scotland. 9. There are many cafes for tourists on the ... of Lake Windemere. 10. Tintagel Castle and Crimea's "Swallows' Nest" may both be found on large crags that... over the sea. 11. There are Lifeboat Stations on the ... all around Britain.

**9. Broaden your vocabulary by reading the following text on Tintagel. Write out the unknown words. Translate the text into Ukrainian in class.**

The castle of Tintagel lies on a finger of land projecting into the sea from the flat plateau of North Cornwall. Half of the castle is on the mainland; the other part is reached by walking over a narrow neck of land between two inlets of the sea.

For hundreds of years those who sought the castle made their way across the plateau or along the edge of the valley to this point, as the only way into the castle was along the narrow path in front of you.

A medieval writer wrote about the advantages of its location: "The castle is built high above the sea which surrounds it on all sides – there is no other way in, apart from a narrow isthmus of rock. Three armed soldiers could hold it against you, even if you stood there with the whole Kingdom of Britain at your side. With all its natural defences, Tintagel was an ideal spot for an ambitious warlord."

The legend has it that Tintagel was the birthplace of no less a person than King Arthur who is thought to have been a warlord in the sixth century. Wherever his legend is found, so too is the name of Merlin the Magician, whose cave can be found below the

castle. For a long time no proof was found to connect these two with the place, until in 1998 a cover of a medieval drain was found which has a Latin version of the name Arthur on it. But the impression left by the tales of King Arthur in the minds of many generations is truly significant.

**10. Using the description given in the dialogue and in the text above, as well as the picture, present to your fellow students your views on why Tintagel Castle is so romantic and draws so many visitors.**

**11. Dramatize the following situation: one student is a Ukrainian guide translating an excursion for a group of Ukrainians visiting Tintagel, the other student is an English guide in Tintagel. The rest of the class are visitors asking questions. Acting as a guide, make use of the following words and phrases:**

Welcome to ...	Especially noticeable is
We start our tour of	Mind your head
To your right/left	The most dramatic part of our journey is
If you look carefully at	Watch your step
In front of you	If I may draw your attention to
Straight on	Take care on the next stretch of footpath...
Right behind you	This is the end of...

**12. Make up short dialogues using formulaic and shortened phrases you've learnt from the dialogues.**

1. I'd rather ... 2. Tell you what... 3. I've been dying to... 4. Trouble is... 5 like you wouldn't believe. 6. I bet... 7. Tell you... 8. This is it... 9. Come on ...

**13. Discuss with your fellow student what places you would rather visit while in Britain using all the vocabulary and idioms you've learnt.**

**14. Revise this lesson by quickly giving Ukrainian equivalents to the vocabulary of the lesson.**

### **Vocabulary**

Occupant, sprawl, rank, retirement, quest, kerb, double-decker bus, teeming, side-street, privacy, fortification, shopping trolley, confusion, queuing, effect, cornerstone, mentality, psyche, peer, housing estate, reptile, bus stand, shuttle, connection, redevelopment, headland, cliff, crag.

Anonymous, stuccoed, exhilarating, courteous, congenial, teeming, obscure, teeming, odd, fractional, Neolithic, prehistoric, punitive, incomprehensible, aloof, haughty, reserved, stand-offish, boorish, chilling, peeping, alien, hare-brained, allegedly, shaggy, rugged, sensible, regular.

To range, to elude, to encounter, to feel a thrill, to have an amble, to lunge down, to affect, to flock, to come into view, to slam a door, to be taken for granted, to concede, to alight, to bear something, to put oneself to an inconvenience, to have an amble, to

push in, to bump into, never mind, to show off, to assert, to suspend, to be off, to grace, to jut out.

***Test your knowledge of English!***

Which of these animals is said to **oink**?

- a. horse; b. cow; c. pig; d. turkey

What is the name for the bushy **tail of a fox**?

- a. bush; b. brush; c. broom; d. fluffy

A person with **large, gentle, dark eyes** is said to be ...

- a. sheep-eyed; b. cow-eyed; c. doe-eyed; d. vixen-eyed

In Britain you would find **Cat's-eyes** ...

- a. on your breakfast plate; b. in the road; c. up a tree; d. on bedroom walls

In Britain you would most often find **a tiger's-eye** ...

- a. served with chips; b. up a tree; c. set in a ring or a pendant; d. by a pedestrian crossing

**GRAMMAR**

***1. Insert articles wherever necessary.***

1. .. British character has formed under ... influence of... two factors: .. insular mentality and .. British tradition. 2. .. British Isles are surrounded by ...sea on all ... sides. 3. ... Welsh and ...English have ... long and complicated relationship throughout ... history. 4. ... visit to London is often ... highlight of... trip to Britain. 5. ... birthplace of William Shakespeare is ... cottage in Stratford-upon-Avon. 6. ... polite attitude is often ... better way to live ... life peacefully. 7. ... English like to think of their home as being ... castle. 8. Is ... British Gentleman real or is it ... illusion? 9. Have ... nice day! 10. ... Edinburgh Tartan Shop is on ... Princes Street. 11. Did you give ... taxi driver ... big tip? 12. ... Bablake School and ... Eton are two of... older schools in ... England. 13. When you asked ... passer-by for ... directions, did you get ... friendly answer? 14. ... Loch Ness monster is ... favourite subject for ... Hollywood films. 15. ... Lake Windemere is ... biggest of... lakes in ... Lake District National Park.

***2. Insert the definite article where necessary in the description of a tour around London.***

Starting from ... Victoria Station ... coach takes you along ... Buckingham Palace Road to ... Victoria Monument. Here you have a good view of ... Buckingham Palace. ... coach then proceeds down ... Mall, with ... St. Jame's Park on ... right and ... Regency Terraces, which were build in ... early nineteenth century by John Nash, ... famous architect, on ... left. Reaching ... Trafalgar Square you see ... Nelson's column, ... National Gallery, and ... Church of St. Martin-in-the-Fields. Next we drive down ... Whitehall, passing between ... Horse Guards Parade and ... seventeenth century Banqueting Hall, designed by Inigo Jones. At... Parliament Square we pause to visit... Westminster Abbey and see ... Tomb of... Unknown Warrior. We continue past ...



Houses of Parliament and ... famous tower from which ... Big Ben rings ... chime every 15 minutes.

Then we drive along ... Victoria Embankment, where we have a view of ... Thames with ... Royal Festival Hall and ... Hayward Gallery on ... South Bank. Continuing to ... City we visit... St. Paul's Cathedral,... Monument (although there is no longer ... monument there!), and ... Tower of London, with ... Tower Bridge nearby. From here we can see one of... most unusual skyscrapers in ... world, popularly called "... Gherkin" which is ... building that has ... oval shape pointing upwards. We then return to ... West End via ... Fleet Street, famous for its newspaper offices, and ... Strand to ... theatre-land of... Shaftesbury Avenue. Circling ... Piccadilly Circus, we drive up ... Regent Street, along ... Oxford Street, passing ... big department stores such as ... Selfridges, to ... Marble Arch and ... Speakers' Corner. Finally we proceed down ... Park Lane, where ... luxury hotels such as ... Hilton and ... Dorchester look across to Hyde Park. From ... Hyde Park Corner we return you to ... Victoria station.

**3. Find in the text "The British Character" examples of the use of non-factual Past Simple. In what part of the sentence are they used – the principal or the subordinate? Explain them and translate into Ukrainian.**

**4. Explain the use of non-factual Past Simple in the following simple and complex sentences. Is this use different from the sentences in the text? Pay attention to the fact that in Simple Sentences non-factual past simple is used with modal verbs only, except the obsolete formulaic phrase starting with "that...". Note also that in contemporary English, "was" is more often used than "were" in sentences such as (5), (7), (9), (10) and (15) below.**

1. To find the answer, she could look on the hotel's website. 2. He should finish that essay tonight so that he could freely go to the concert. 3. He'd better find his brother's watch or there will be problems. 4. It's about time we went back to our hotel. 5. It looked as though it were about to snow. 6. I wish it could be Christmas every day. 7. "I miss Pierce - I wish he were here with me now." 8. We have never discovered whether it were so or not. 9. Even if it were to snow, we need to go. 10. Oh, that it were hot and sunny today. 11. It's high time you grew up! 12. It's about time for us to have lunch. 13. I wish he would study harder. 14. I wish you might stay with us for another week. 15. He loved the boy as though he were his son.

**5. Put the verbs in brackets into the right form to express non-factual actions in the following sentences:**

1. It's high time we (to move) out to our summer cottage. 2. (to be) it not for his presence of mind, we would be lost. 3. Even if it (to be) raining, we would go out. 4. Even if she (to find) the wallet, I still won't believe her. 5. It's about time we (to go) home. 6. To improve her job prospects he (can) learn a foreign language. 7. To be on time, you (may) start to get ready now. 8. To check the claims, she (can) go on to their website. 9. She looked as though she (to be) ready to burst into tears. 10. I wish you (to spend) more time at home instead of going out all the time.

**6. Paraphrase the sentences using the non-factual Past Simple after the expressions *it's high time, it's about time*.**

1. Have you bought the tickets for Sir Elton John's concert yet? 2. We will go out of the rain now. 3. We should go and get a bite to eat now. 4. The exhibition should be open now. 5. Isn't it time for you to stop wearing those flares? 6. The boarding of the aircraft should begin. 7. The trees should have come into leaf by now. 8. It's time we asked for directions before we get any more lost.

**7. Use the non-factual Past Simple in the following sentences:**

1. It is very kind of you to help us out. 2. Will you wash the dishes now? 3. What will we do without you? 4. It does not make much difference as to which you choose. 5. Anyone will jump at the chance to get free tickets. 6. You can only dream of such an opportunity. 7. We will be sorry not to have enough time to visit Hampton Court. 8. Nothing good will come from this. 9. Will you go to Loch Ness with me next week? 10. It makes good sense to visit the dentist twice a year. 11. You'll find the information in the brochure. 12. Whatever you may say against her, we do not believe you. 13. It is a humbling lesson for both of you. 14. You have reached the point where you really should understand it. 15. After such a long day, it's time for us to rest.

**8. Imagine the situation where you have just arrived in a new town in England while touring the country in a car. Combine the answers to the following questions into a narration. Retell the story in the first person. Don't answer the last question (13) – it's rhetorical!**

1. At what time would you arrive in Castleton if you leave at lunchtime? 2. Would you book a hotel room in advance? 3. Could you afford this hotel or would you look for a Bed and Breakfast? 4. Where would you eat tonight? 5. Would you think you should save money and get some fish and chips or a Chinese takeaway? 6. What do you think the weather would be like tomorrow? 7. Tomorrow morning, would you go first to the Castle or to the waterfall? 8. Would you want to visit the Norman church today before it gets dark? 9. Why would you not fill the tank with petrol before you leave? 10. Would you expect to find petrol stations everywhere in the Peak District National Park? 11. Could you remember where each petrol station is? 12. Would you ask a passer-by where to buy petrol? 13. Is there any hope for you?

**9. Write down a story about your dream holiday using the following words and expressions from the list below. Use the non-factual past simple wherever possible:**

to dream about something, to go on holiday, to queue, to pack, to choose a destination, to hire a car, to book into a hotel, to like the room, to see the sea from your balcony, to go for a swim from the beach, to have a hot cup of cappuccino afterwards.

**10. Translate the following Ukrainian sentences into English using the non-factual Past Simple wherever possible:**

1. Настав час нам закінчити роботу над цим розділом. 2. Якби не його наполегливість, ми ніколи б не впорались із цим завданням. 3. Вона мала такий

вигляд, наче готова була геть усе покинути й поїхати негайно ж. 4. Хотілося, щоб ми могли подорожувати більше. 5. Навіть якщо піде сніг, ми все одно поїдемо на екскурсію. 6. Ти могла би й не брати з собою стільки речей, виїжджаючи всього на тиждень. 7. Пора вже нам вирушати в дорогу. 8. Приблизно зараз нам треба розпочинати підготовку до свята. 9. Якби не його фізична присутність, події могли б розгорнутися інакше. 10. Навіть якщо ти й перекладеш це до завтра, все одно текст ще треба буде вчитати. 11. Якщо вам доведеться відвідати Велику Британію, обов'язково побувайте в сільській місцевості, щоб побачити, яка вона – справжня Англія. 12. Якщо вам колись доведеться їхати машиною півднем Англії, побувайте у всесвітньо відомому Стоунгенджі.

**11. Translate into English using the non-factual Past Simple. Note that the use of “were (was) to” makes an event seem more hypothetical.**

Я заздрю вам. Ви побували в Києві. Хотіла б я бути на вашому місці. Доведися мені поїхати до Києва, я б оглянула всі історичні та культурні пам'ятки міста, погуляла б його вулицями, площами, парками, поспілкувалася з людьми. Хотілося б, що б це було навесні, коли квітнуть каштани. Кажуть, Київ особливо красивий у цей час. На жаль, я не керую автомобілем. Якщо взяти машину напрокат, можна більше всього побачити. Хотілося б, як і ти, говорити українською. Треба пошукати хороші курси української мови. А ще краще, якби ти мені порекомендував, куди піти повчитися. І, звичайно, основна проблема – де взяти гроші на поїздку? Час потроху відкладати, інакше мої мрії так ніколи й не здійсняться.

**Test your knowledge of English!**

Which of these is the name of the **pirate flag**?

- a. Happy Rupert; b. Merry Richard; c. Cheerful Roy; d. Jolly Roger

What is enclosed with a letter if an **SAE** is requested?

- a. a lottery ticket; b. an envelope; c. an invoice; d. a love token

In London Cockney rhyming slang, someone's **trouble and strife** is their...

- a. life; b. wife; c. fife; d. knife

In London **toad-in-the-hole** is ...

- a. a children's game; b. a place to hide from the police; c. a dark secret; d. sausages in batter

A **spud** in the UK is colloquially ...

- a. a potato; b. a small dog; c. a pimple on your nose; d. a fat cat

**WRITING**

A **personal letter** can be of any length and usually never needs to introduce the writer and the purpose of writing the letter itself. This is contrast to a formal letter which demands introduction of the writer and a statement of the objectives of the letter. Informal English is always used and often colloquial and slang terms are used.

1. Write a letter of 15-20 sentences to your friend expressing your strong views about travelling to the European Union using amplifiers from contemporary English.
2. Write a short essay about a friend of yours, describing his or her personal characteristics. Try to use as much of the new vocabulary as possible.

**Instructions** are made in the form of separated points that must be sequential, in the order that the instructions must be followed so that the result of the instructions may be achieved. These points must not be ambiguous or confusing in any way. Usually instructions are written in the imperative mood.

3. Write down short instructions of how to find your way about Kyiv Boryspil airport for those who depart to travel to Britain for the first time. Use as many words and expressions from the lesson as possible. Make sure your reader clearly understands the differences between ‘Arrivals’ and ‘Departures’, between ‘Check-in’ and ‘Passport Control’, ‘Cargo’ and ‘Hand’ baggage, and different Boarding Gates, for example.

## LINGUISTS’ HEADACHES

Spelling can be different in the British and American versions of English. American English frequently drops the second consonant in adverbial nouns or past participles while UK English retains it. One of the more common examples can be seen in Kyiv banks where you can find signs advertising that “**American Express Travelers Cheques**” and “**Thomas Cook Travellers’ Cheques**” may be cashed.

In the USA, a document to transfer money to a payee’s account or to let them receive cash from a bank is called a “**check**”. In this instance, American Express does not use that word internationally, to avoid confusion although in their own country Americans have “**travelers checks**”.

A final point in the example given above is that US English grammar has decided to drop the apostrophe after a plural. So an Englishman may have **two weeks’ holiday** while an American may have two weeks vacation.

**Task:** study these sentences and state why each is labeled/labelled as US or UK. Check your dictionary for the range of meanings of the word “check” and a dictionary of idioms for the meaning of sentence 7 below.

1. The bank cancelled his cheque. (UK)
2. The bank canceled his check. (US)
3. The travelers got off the train at the first railroad station. (US)
4. The travellers left the train at the first railway station. (UK)
5. He wore a check sports coat. (UK) see Year 1, 10/13
6. He wore a check sport jacket. (US)
7. “We’ll take a rain check on that”. (US)
8. She finished after four hours’ work on her essay. (UK)

### Translate into English:

1. – Радий тебе бачити. Може, заїдемо в кафе, поговоримо...

– Я б із задоволенням, але сьогодні абсолютно не маю часу. Якось іншим разом. (Пригощатиму я!)

2. Мене мало не заарештували в банку “Ллойдз”, бо виявилося, що чек із такими самими реквізитами вже було погашено в іншому відділенні того ж банку.

3. Подорож цього американця почалася невдало. Він вийшов з потяга на першій же станції, щоб купити газету. Розбалакався з продавцем, а потяг тим часом пішов.

4. Мій англійський друг постійно носив спортивну куртку в клітинку, успадковану від батька.

5. Двомісячна перерва в навчанні відбилася на результатах його сесії. Він і раніше особливо не виділявся серед студентів Нового коледжу Оксфордського університету.

6. Тобі слід постійно стежити за тиском та приймати відповідні ліки.

7. Вчіться стримувати емоції. В житті вам це знадобиться.

8. Ось ваш номерок і бінокль. Після вистави ви можете отримати свій одяг поза чергою.

9. Шановні американські туристи, прохання позначити в переліку пам’яток Києва ті, які ви хотіли б відвідати. Англійських туристів просимо також зробити свій вибір.

## DEVELOPING TRANSLATION SKILLS

### *(1) Translation transformation of generalisation*

Generalisation is the process opposite of differentiation. Generalisation takes place where a lexical unit of a narrower meaning in the Source Language is replaced by a lexical unit of a broader meaning in the target language. The transformation occurs in both English- Ukrainian and Ukrainian – English translation. When translating from English into Ukrainian many words signifying exact time, size, height, address, etc. may be rendered by words of broader semantic meaning, if (a) no narrower equivalent exists, e.g. *watch, clock* – *годинник*, or (b) accuracy is not required, e.g. *He was six feet two inches tall. Він був високий на зріст.*

When translating from Ukrainian into English you should bear in mind that many Ukrainian words of narrower meaning may, and actually must be, translated by English words of broader semantics. These are used in English significantly more often than their Ukrainian equivalents. Such words include: *a thing, to be, to say, to give, and some others.*

### ***1. Translate the following English sentences into Ukrainian using generalisation.***

1. During the battle, his arm had to be amputated. 2. Sharon’s hand was hurt when she fell over. 3. Ian looked at the clock on the internet to check the time. 4. The accuracy of his watch was very important to Kevin as he couldn’t bear to be even one minute late. 5. The display stand in the sewing department had a broad range of woollen, silk and cotton thread. 6. The pianist extracted every ounce of emotion from Chopin’s Third Piano Concerto. 7. The excitement on Wall Street echoed in the financial centres of the world. 8. He spent ninety days in jail. 9. The horse was sixteen hands high. 10. He was expected to use the workers’ canteen except on the rare

occasions he was invited to the director's dining room. 11. Anne lost her temper by inches.

**2. Translate the following sentences using the word “thing” or phrases with it as an equivalent for the Ukrainian words and word combinations in bold.**

1. У Лондоні є багато приємних **дрібничок**, яких, на жаль, позбавлені інші столиці. 2. Іншою визначальною **рисою** лондонських таксистів є їх небажання в жодному разі визнати, що вони не знають місцезнаходження чогось, з їх точки зору, важливого. 3. Це **єдине**, що має значення. 4. Вранці **перш за все** я роблю гімнастику. 5. **Багато що** у Макса не виходило, але він наполегливо продовжував. 6. **Поміж іншого**, Тоня згадала про чудові канікули в Криму. 7. **Вся ця справа** не така вже й важлива. 8. **Справа** в тому, що в Лондоні ми вже не в перше. 9. Є багато **речей**, які я в цій ситуації не розумію. 10. **І ще одне** ... треба краще подбати про твій гардероб під час поїздки ... 11. **Єдине**, що не вдалося, це переклад деяких складних термінів. 12. Ми повинні переглянути це до кінця. 13. Я б не хотів оприлюднювати **таке**. 14. **Все** може закінчитися й добре, але судити про це ще рано. 15. Як **справи**?

**(II) Choosing the best lexical equivalents**

The combining power of words, i.e. the lexical context in which a particular word appear, represents one of the reasons for lexical transformations. The wider the semantic volume of the word in the Source Language, the wider is its combining power, which opens up different translation possibilities in the Target language. The translator should always choose the best lexical equivalent in the row of synonyms taking into consideration its combining power, semantic and stylistic nuances, e.g. *the worst option* – *найгірший варіант*, *the worst earthquake* – *найсильніший землетрус*, *the worst smell imaginable* – *найнеприємніший запах*, *the worst pain* – *найрізкіший біль*, *the worst mistake* – *найгрібша помилка*, *the worst crime* – *найтяжчий злочин*.

Some Ukrainian words may have rather a wide semantic volume and combining power, in which case a row of English synonyms must be considered for translation.

**1. Translate the following sentences into Ukrainian choosing the best lexical equivalent for the word “good”.**

1. This was thought to be a good option. 2. A good history of Ukraine's foreign policy would be interesting, especially now. 3. She was earning good money at her new job. 4. This bread has a good consistency. 5. There was good soil at my boss's dacha. 6. Most people believe that good looks are very important. 7. She was good at languages from an early age. 8. It was a pleasure looking after such a good child as Ira. 9. This is a good course of lectures. 10. The new edition of the Good Food Guide was very popular. 11. Everyone saw her as being especially good-natured. 12. His credit was good.

**2. Translate the following Ukrainian sentences with the words “ремонт” (A) and “жилець” (B) and their derivatives into English, using your knowledge of the vocabulary of the lesson.**

(А) 1. Капітальний ремонт спортивних споруд – це дуже непросте завдання. 2. Ремонтування тисяч кілометрів системи водопостачання в Києві щорічно обходиться міському бюджету в копійчку. 3. Ми хочемо відремонтувати фасад нашого будинку цього року обов'язково. 4. Рахунок на ремонтні роботи для вашого офісу ми відправили ще вчора. 5. Косметичний ремонт в жилих приміщеннях бажано робити кожних п'ять-сім років. 6. Будівельно-ремонтних фірм та компаній в Києві тепер дуже багато. Як з них вибирати одну?

(В) 1. Жоден жилаць нашого багатоквартирного дому не погодиться на добудову мансарди над останнім поверхом. 2. Хазяйка вже через два тижні здала квартиру в оренду новому жильцеві. 3. Тільки жильцям цього дому дозволяється паркувати свої машини у дворі. 4. Жильці над нами часто пересувають меблі вночі, заважаючи нам спати. 5. Багато літніх людей живуть у цьому селі все своє життя. 6. Психіатричні заклади мають своїх специфічних жильців. 7. Жителі цього міста дуже ввічливі.

### *(III) The use of the verb “to seem” in translation from Ukrainian*

The verb “to seem” is used to translate (a) principal clauses with the words “було таке враження”, or (b) predicate verbs “здаватися, видаватися”, (c) complex sentences with object clauses, (d) sentences containing the word “нібито”, and (e) introductory sentences “як видається”, “як можна припустити”.

#### ***1. Translate words and phrases in bold into English using the verb “to seem” as necessary.***

1. **Здається**, що Лондон тягнеться без кінця та краю на десятки кілометрів. 2. **Можна припустити**, що ці предмети датуються 13-м століттям. 3. Його вчинки **нібито** не мали виправдання. 4. **Як видається**, за язичницьких часів на території Британських островів жінки відігравали важливу роль в суспільному житті. 5. Його аргументи на користь кельтської теорії **видавалися** обґрунтованими. 6. **Як можна припустити**, на цьому місці колись були дерев'яні укріплення. 7. **Було таке враження**, що в цьому замку гуляють привиди. 8. **Нібито** ніхто і не бачив, як дівчата повернулися. 9. **Здавалося**, традиція має неабияке значення для ментальності британців. 10. Лише цей міст, **здавалося**, цікавив американця. 11. **Можна припустити**, що слово “Мерлін” не просто власне ім'я, а означає цілителя, чаклуна, мудру людину. 12. Ці факти **нібито** й не мають між собою ніякого зв'язку.

### **DEVELOPING INTERPRETING SKILLS**

#### ***1. To develop memory skills for oral translation practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking at the text:***

- A. 1. London is more beautiful and interesting than Paris.
2. London is more beautiful and interesting than Paris, if you ask me.

3. London is more beautiful and interesting than Paris, if you ask me, and more lively than anywhere.

4. London is more beautiful and interesting than Paris, if you ask me, and more lively than anywhere but New York.

5. London is more beautiful and interesting than Paris, if you ask me, and more lively than anywhere but New York, and even New York can't touch it.

6. London is more beautiful and interesting than Paris, if you ask me, and more lively than anywhere but New York, and even New York can't touch it in lots of ways.

7. London is more beautiful and interesting than Paris, if you ask me, and more lively than anywhere but New York, and even New York can't touch it in lots of important ways.

**B.** 1. People still drink at the "Old Trip to Jerusalem" pub.

2. People still drink at the "Old Trip to Jerusalem" pub in Nottingham.

3. People still drink at the "Old Trip to Jerusalem" pub in Nottingham which dates back to the 12th century.

4. People still drink at the "Old Trip to Jerusalem" pub in Nottingham which dates back to the 12th century, and tourists flock to Stratford-upon-Avon.

5. People still drink at the "Old Trip to Jerusalem" pub in Nottingham which dates back to the 12th century, and tourists flock to Stratford-upon-Avon, where Shakespeare's birthplace and the cottage still stand.

6. People still drink at the "Old Trip to Jerusalem" pub in Nottingham which dates back to the 12th century, and tourists flock to Stratford-upon-Avon, where Shakespeare's birthplace and the cottage where he lived still stand.

7. People still drink at the "Old Trip to Jerusalem" pub in Nottingham which dates back to the 12th century, and tourists flock to Stratford-upon-Avon, where Shakespeare's birthplace and the cottage where he lived with Ann Hathaway still stand.

### ***Translator's nightmare***

**Militia** In English, this word means "a military force, a body of soldiers, especially one conscripted in an emergency". And in Ukrainian this should be translated from English as "народне ополчення". In the Soviet Union this word was used to mean 'police' and the name has stuck in some Slavic languages. But the translation of 'міліція' into English should be 'police' to avoid the automatic understanding of 'militia' by English speakers *in the military context of that word in English*.

**Task:** translate into Ukrainian the following extract from a news story, paying careful attention to what the writer intended.

Somali businesses have been told to disband the heavily-armed militias many run to protect their interests. That is the message of the country's newly elected leader Abdullahi Yusuf, who is trying to return a unified government to the war-torn nation.

"We promise that the government will help them in terms of security. We want to disarm militias and unify the country."

**Task:** translate into English for a native speaker, again taking care to keep to what the writer intended.



Міліцією розшукується банда з чотирьох чоловіків на автомобілі, яка намагалася в понеділок вранці викрасти банкомат з однієї з АЗС міста Києва. Представник органів міліції заявив, що зловмисники підігнали автомобіль заднім ходом до банкомата і намагалися завантажити його в задню частину кузова автомобіля, який пізніше покинули неподалік. Міліція вважає, що принаймні троє брали участь у цій спробі пограбування.

**Translate into English:**

1. Він вступив до народного ополчення, коли йому було 16 років.
2. У відділенні міліції в нього перевірили документи й відпустили.
3. Викликайте міліцію, вам самим не впоратися з озброєним грабіжником.
4. Юнак гордився своєю новенькою міліцейською формою.
5. Загони територіальної армії продовжують створювати напруженість на півночі країни.

## UNIT 5

**Topic:** Ukraine and the Ukrainians

**Grammar:** Modal verbs

**Functional Expressions:** Asking for, and giving advices

**Writing:** An article, formal letters

### INTRODUCTION

#### *1. Discuss the following points:*

1. What countries border Ukraine?
2. What is the population of Ukraine?
3. What are the main branches of industry in Ukraine?
4. What resources is Ukraine rich in?
5. What are the major achievements of Ukrainian scientists?
6. What modern Ukrainian writers do you know?
7. What is the highest body of state power in Ukraine?
8. What is your native city (town, village) famous for?
9. What are the main rivers in Ukraine?
10. What Ukrainian historical sites impress you the most?

*2. Listen to the recorded dialogue “Making Decisions”, until you get its main message, and then formulate it in your own words. Then listen to the same dialogue again and write down the expressions of asking for, and giving advice used in it. (Appendix 1)*

*3. Find among the expressions given below those that were used in the dialogues and other expressions of the same function specifying the speech register for each expression. Try to memorise as many of them as possible.*

#### **Asking for advice**

I can't make up my mind what to do.  
How would...?  
What course of action would you take?  
What would you do in my place?  
What would you do in my shoes?  
Help me out here...  
How would you go about...?

#### **Giving advice**

Weighing up the alternatives, I'd say that...  
In your place, I'd...  
I would say that the best way of .....  
If I were you...  
I'd go about it like this...  
What I would always do is...

*Note that “You don't want to do it like that. You want to do it like this” is a classic irritator and should be avoided like the plague.*

*4. Fill in the gaps of the dialogue below with the functional expressions you have learnt.*

Wayne: How on earth can I ..... ?

Maria: I ..... about it too much; I'd just follow my instincts.

W: But how can I ..... most of those involved?

M: It's not going to be ..., but ..... I'd ... what's most important to me.

W: That's ....., but how can I go about .....?

M: You can't always – if I had ....., I'd consider what's going to ... less ... in the long term.

**5. Translate the dialogue from Ukrainian into English using the following words and word combinations:** *to make a decision, to avoid upsetting, in your shoes, to prioritize, wouldn't worry.*

Ніна: І як же мені вирішити, який саме телевізор придбати?

Ольга: Просто прислухайся до поради фахівців.

Ніна: Але як уникнути можливих неприємностей?

Ольга: Це буде зробити нелегко. На твоєму місці, я б визначилася з пріоритетами. Що саме для тебе в телевізорі головне?

Ніна: Легко сказати, але я й сама не дуже добре знаю.

Ольга: Так часто буває. Якби мені треба було приймати таке рішення, я б звернула увагу на якість зображення. А іншим би не переймалася.

## READING 1

### 1. Look at the title of the text.

a) Say what you think the text is about. Translate the title of the text.

b) Think of 10-15 thematic words which you are likely to find in the text and write them down. Then read the text and check whether the words you predict actually appear.

### 2. Learn the pronunciation of the following words and word combinations from the text given below. Translate them into Ukrainian.

Simultaneously, voyage, genocide, alluvial, to encourage, the Caucasus, the Carpathians, revival, giant, manganese, titanium, fertilizer, revitalized, Crimean, cereal.

### 3. Read the text “The Breadbasket of Europe” for the first time and answer the following questions.

1. Why is Ukraine called “The Breadbasket of Europe”? 2. What is the predominant kind of soil in Ukraine? 3. What encourages farmers to graze cattle rather than sheep? 4. Why do Ukrainian farmers prefer to plant crops rather than raise cattle or pigs? 5. What famous political figures have called Ukraine “The breadbasket of Europe”? 6. When did the main revival of agriculture occur? 7. What metals is Ukraine a leading producer of? 8. What natural resources is Ukraine rich in? 9. What are the key crops of Ukraine? 10. What fruit and vegetables are grown in Ukraine? 11. Why is forestry important for the development of the economy of Ukraine? 12. What is a typical Ukrainian landscape?

#### ***4. Look through the following comment before reading the text.***

##### ***Comment***

**Duke of Wellington.** Sir Arthur Wellesley, 1769-1852 was the first Duke of Wellington and a famous British general best known for commanding the Anglo-Allied forces at Waterloo, after which Napoleon was finally defeated and permanently exiled to St. Helena. He also served as a Tory Prime Minister of the United Kingdom on two separate occasions.

#### ***5. Listen to the recording of the text, read it aloud in class and translate into Ukrainian.***

##### **Text 1: The Breadbasket of Europe**

Ukraine, Europe's largest country, is mostly flat, with the exception of the Eastern Carpathian mountains in the very west of the country and the Crimean hills forming the southern coast of the peninsula along the Black Sea. In English this is called **Steppe** (from the Slavic word) but Americans call such areas Plains. In some ways this is not especially accurate as 'steppe' implies tree-less **grasslands**, sometimes semi-arid or even desert areas, while Ukraine even today has much **forested** area and a great deal of the area cleared for agriculture, as in England, was once wooded. Indeed the word 'steppe' to many Western minds conjures up an image of Mongol hordes riding across vast panoramas of poor, flat scrubland.

Ukraine is however blessed with some of the richest, most abundant, alluvial black soil in the world, known as "chernozem". Stunningly fertile, chernozem allows both high quality crops to be grown and areas left fallow allow rich **grazing** for cattle. This encourages farmers to graze cows rather than many of the other livestock found around Europe. Many Western Europeans are surprised that one of their most highly-prized meats, lamb, is rare in Ukraine, where small quantities of tough mutton imported from the Caucasus are unlikely to change Ukrainians' eating habits. Quite simply, why raise sheep or goats, who can survive on poor land when cows can be fat and healthy on rich land? The same Western Europeans may queue up to eat some of the best veal found in the world when visiting Ukraine.

The farmers who chose to plant crops, rather than raise cattle or pigs, will first of all consider cereal **crops**, especially wheat, as Ukraine can harvest huge quantities of the very best wheat. Indeed, anyone who isn't sure why the Ukrainian flag is a blue stripe above a yellow stripe need only to look at a typical Ukrainian landscape during the summer to see a blue sky over a field of yellow wheat stretching to the flat horizon.

For centuries, Ukraine has grown wheat as a prime crop and during the Middle Ages, earned itself the nickname "**The Breadbasket of Europe**". Historians argue over when this phrase was first used, but it became a common description during Napoleonic times, when both the infamous French emperor and his British opponent, the Duke of Wellington, used the phrase to describe Ukraine in various speeches.

Today, if you enter the term 'breadbasket of Europe' into a search engine such as Google, you'll get tens of thousands of hits, practically all pointing to Ukraine. Tragically, the strategic and economic value of Ukraine's wheat to the Stalinist Soviet Union means that most of those hits will also guide you simultaneously to information on the genocide of the 1930's when millions died as Russia stamped its authority on

Ukraine. European history has a vast library of material on those times, but nobody will ever know just how many million died during those years. Today we should simply pay our respects to the monument to the famine on Mikhailovskiy Square and pray that we have learnt from such brutal **imposition** of economic policy on a nation.

Happily, today such events are fading into history and the revival of agriculture means that any soul can be touched by the glorious sight of field after field of giant sunflowers. Driving through central Ukraine, or taking a train, through Kirovohrad or Kherson or Mikolayiv counties during the summer, is worth it just to see such vistas of such impressive flowers.

But Ukraine is rich under the soil as well. Ukraine is a leading producer of manganese, used in making steel and also produces nickel and titanium. Coal, where there are still huge **deposits**, iron ore and other such natural resources in the Donbass region to the east of the country provide the raw materials for Ukraine's heavy industries. These produce iron and steel and such finished products as tractors, machine tools, and mining equipment. The heavy machinery industry accounts for a third of Ukraine's industrial output and employs about a quarter of Ukraine's workers. Ukraine also produces cars, trucks, buses, locomotives and railway cars, aeroplanes, and ships.

But still the majority of Ukraine's wealth and production capability is above the ground, in agriculture and crops. Sugar beet remains a key crop, together with the refining capabilities that produce a large portion of Europe's sugar. Sweetcorn, known as maize by Americans, has also become a vast source of revenue for Ukraine, especially since Khrushchev's rule.

Since Independence, an increasing amount of investment is being poured into agricultural industries that produce fruit and vegetable products for supermarket shelves, both domestically and for export. The wealth of tomatoes, apples, pears, strawberries, cherries and all the other natural products allow juices, sauces and jams, for instance, to be produced in vast quantities from organic produce that is becoming more and more prized in countries that have suffered from chemically contaminated produce. The cost of inorganic fertilizers, growth stimulants and chemicals is being counted in the effect on consumer's health abroad, and here Ukraine has a head start in competing with older European producers with revitalized industries and more up-to-date technology.

And a lot of this is due to the flat, **fertile** 603,000 square kilometres that will prove of increasing importance as our planet has to feed a population that has already raced beyond six billion. Even the hilly areas in the eastern Carpathian regions can contribute with **forestry** and wood products and maybe one day add sheep to the picture, for lamb and wool to feed and clothe the tourists that will surely one day come to those areas for both skiing and summer adventure holidays on the mountains.

The funny thing is, tell someone who has cycled or walked up and down the hills of Kyiv that Ukraine is flat steppe and just see what response you get.

**6. Decide whether the following statements are true or false according to the text.**

1. Ukraine has only flat landscapes. 2. Fertile chernozem allows both crops to be grown and cattle to be grazed to be especially productive. 3. Ukraine can't harvest huge

quantities of the best wheat. 4. Even since Napoleonic times, Ukraine was called “The Breadbasket of Europe”. 5. During the genocide of the 1930s millions of Ukrainians died as Russia stamped its authority on Ukraine. 6. Ukraine is not rich under the soil as well as above. 7. Our country is a leading producer of manganese, nickel and titanium. 8. Ukraine doesn’t produce cars, buses, locomotives, airplanes and ships. 9. Sugar beet is no longer a key crop in Ukraine. 10. Since Independence an increasing amount of investment is being poured into agricultural industries. 11. Organic fertilizers are not produced in Ukraine. 12. The Carpathian regions can contribute to the Gross Domestic Product (GDP) with forestry and wood products.

**7. Retell the following text: a) briefly; b) very close to the text; c) as if you were looking from the point of view of a foreigner.**

**8. Write down 15 special questions on the text that you would ask a visitor to the country. Ask and answer the questions. Work in pairs.**

**9. Learn the following Vocabulary Notes.**

### **Vocabulary notes**

1. **Breadbasket**, *n.* Note that the Oxford English Dictionary states that this should be written “bread basket” as two words although the term is written more often as one word in contemporary English. The main meanings include:

1) a basket in which you keep or serve bread – хлібниця, кошик для хліба, e.g. Pass me the breadbasket;

2) the part of the country or area that provides most of its food – головний зерновий район, житниця, e.g. It goes without saying Ukraine is called “The Breadbasket of Europe”.

*Comb.:* bread bin – хлібниця, breadboard – дошка для нарізання хліба, breadcrumb – панірувальні сухарі, breadfruit – плід хлібного дерева, bread-knife – ніж для нарізання хліба, to be on the breadline – жити в злиднях, bread sauce – білий соус, bread-stick – хлібні палички, breadwinner – годувальник.

2. **Steppe**, *n.* A large area of land without trees, especially in Eastern Europe and Asia, the word derived from the Slavic word “степ”.

*Сyn.:* plains (*AmE*) – безлісі рівнини, прерії; savannah (*African*) – саванна, prairie (*Canadian*; in US dialect means “marsh, a swampy pond or lake”) – прерія.

3. **Scrubland/scrub**, *n.* A area of poor quality land comprising of stunted trees and shrubs, roughly halfway between desert and grassland – напівпустеля.

4. **Grassland**, *n.* A large area of land covered with wild grass – район лук і пасовищ, e.g. There were a lot of cows grazing on the grassland.

*Grassless*, *adj.* Позбавлений трав’яного покриття.

*Comb.:* grass roots – прості люди, широкі маси. e.g. We hope for full participation at a grass roots level. Grass widow – солом’яна вдова. An old-fashioned term for a woman living apart from her husband, now only found in literature from the 19th and early 20th century. Grass snake – вуж. Grass court – тенісний корт.

*Phr.:* to let grass grow under your feet – марнувати час, сидіти склавши руки. e.g. Don't let the grass grow under your feet.

*Prov.:* The grass is always greener on the other side. Там добре, де нас немає. У сусіда трава зеленіша.

5. **Forest**, *n.* The current meaning of the word is “a large area of land that is covered by trees” and can be translated as “ліс”, e.g. Much of Scandinavia is covered in dense forest. The archaic English word “forest” means simply a large area used for hunting. Today many place names in the UK refer to such areas, e.g. the New Forest, Sherwood Forest. “A wood” is a small area of land that is covered by trees.

*Comb.:* pine forest – сосновий ліс; oak forest – дуброва; forest cover – підлісок; forest canopy – густа крона лісу, forest fire – лісовий пожежа.

*Der.:* forested, *adj.* Covered in forest – покритий лісом, засаджений лісом, e.g. This territory is densely forested.

Forestry, *n.* The science or skill of looking after large areas of trees – лісівництво, лісове господарство, лісництво.

Forester, forest ranger, *n.* Someone who works in a forest taking care of planting, cutting down the trees – лісник, лісовик, мешканець лісу. e.g. As far as I know his father is a skilful forester.

#### 6. **Graze**, *v*

1) to put (an animal) to feed on growing grass – випасати (худобу), e.g. Farmers grazed their cattle on the fields where they were not growing crops.

2) to eat grass, as a herbivore may eat grass – пастися, скубти траву, e.g. Groups of cattle were grazing on the rich grass.

3) to break the surface of your skin accidentally – подряпати, здерти, натерти (шкіру), e.g. I fell on the gravel suddenly, grazing my knee.

4) to touch something lightly while passing it, sometimes damaging it – торкатися, зачіпати, e.g. A bullet grazed his arm.

#### 7. **Crop**, *n*

1) the amount of wheat, rice, fruit, etc. that is produced in a season, harvest – урожай; a heavy crop – багатий урожай.

2) plants such as wheat, rice or fruit that are grown by farmers and used for food – злаки, пашня, посів; *pl.* crops – зернові культури; main crops, key crop, prime crop – головні посівні культури; cereal crops – хлібні злаки, e.g. The main crops are wheat and barley.

3) *metaphorical* crop of somebody or something – a group of people that arrives or things that happen at the same time – велика кількість, e.g. South Korea's present crop of elected politicians.

#### **Crop**, *v*

1) if a plant crops, it produces grain, fruit, etc. – давати урожай, уродити, e.g. Strawberries usually crop in June.

2) if an animal crops grass or other plants, it makes them short by grazing – щипати траву, об'їдати куші. e.g. Sheep and goats tend to crop grass right down to the ground.

3) to cut one's hair short – підстригати, підрізати, e.g. Stella had her hair closely cropped.

#### 8. **Imposition**, *n*

1) the introduction of something such as a rule, punishment, tax, etc. – впровадження (закону), накладання, обкладання (податком), оподаткування. e.g. The imposition of martial law is greatly disliked.

2) making someone do something – нав'язування, e.g. I know it's an imposition, but could I use your bathroom?

Imposing, *adj.* Large, impressive and appearing important – показний, вражаючий, переконливий, e.g. At the corner of Honchar Road I noticed an imposing building.

#### 9. **Deposit**, *n*

1) an amount of money paid into a bank account – депозит, вклад у банку. e.g. My friend decided to make a deposit into her account at Pravex Bank.

2) a part of the cost of something you are buying that you pay some time before you pay the balance – внесок (грошовий), завдаток, застава, e.g. We put down a deposit on the house last month.

3) a layer of mineral, metal that is left in soil or rock through a natural process – родовище, поклад, e.g. Explorers found rich deposits of gold in the hills.

#### **Deposit**, *v*

1) to put something down in a particular place – викладати, відкладати, класти, вносити, e.g. The female deposits her eggs directly into the water.

2) to put money or something valuable in a bank – класти в банк, депозувати, віддавати на зберігання, e.g. The funds are deposited in banks outside the USA.

3) to leave a layer of a substance on the surface of something – викладати, наносити, наливати, e.g. As a river slows down, it deposits a layer of silt.

10. **Fertile**, *adj.* Able to produce good crops – родючий, що сприяє родючості, багатий, e.g. We could see fertile crop-land everywhere.

*Comb.:* fertile climate – клімат, що сприяє родючості, *fig.* fertile imagination – багата уява, a race fertile in genius – народ, багатий на таланти, e.g. My friend has a fertile and bright imagination.

#### *Der.:* fertility, *n*

1) the ability of the land or soil to produce good crops – родючість, продуктивність (про землю), e.g. At the conference, the renowned scientists discussed the fertility of Ukrainian soil.

2) the ability of a person, animal or plant to produce babies, animals or seeds – плодючість, здатність до відтворення потомства. e.g. They questioned the fertility of the brood mare.

*Der.:* fertilizer, *n.* A substance that is put on the soil to make plants grow – добрива, удобрювач, мінеральне добриво, e.g. Our firm decided to export organic fertilizer.

11. **Desert**, *n.* This noun should not be confused with the word “dessert” – десерт. The main meanings of the noun include:



1) a large area of land where it is always very hot and dry – пустеля, пустиня, e.g. the Sahara Desert;

2) *fig.* a place where there's no activity or nothing interesting happens – пустельна, безлюдна місцевість, глушина, e.g. The railroad yard was a desert;

*Der.:* deserted, *adj*

1) empty and quiet because no people are there – пустинний, пустельний, безлюдний, e.g. The streets were deserted.

2) deserted wife, child, etc. – покинутий, залишений, e.g. The deserted wife felt lonely.

## VOCABULARY PRACTICE 1

**10. Write down all the proper nouns from the text paying careful attention to their English spelling.**

**11. Learn the Vocabulary Notes and give all the derivatives to the following words: bread, grass, a forest, to produce, to impose, flower, land, fertile, a desert. Translate them into Ukrainian and make up sentences of your own.**

**12. Find synonyms to the following words. Consult a thesaurus or dictionary of synonyms if necessary.**

Steppe, flat (adj), area, rich, abundant, to grow, to graze, to be surprised, rare, crop, huge to argue, various, value, brutal, to fade into, to produce, natural, fertile, growth, up-to-date, to increase, to contribute, revenue.

**13. Match the following words to their Ukrainian equivalents. Write down your own sentences to illustrate these words.**

- |                          |              |
|--------------------------|--------------|
| 1) rice                  | a) пшениця   |
| 2) buckwheat             | b) рис       |
| 3) wheat                 | c) просо     |
| 4) sweetcorn (Maize AmE) | d) ячмінь    |
| 5) sunflower             | e) кукурудза |
| 6) millet                | f) гречка    |
| 7) barley                | g) овес      |
| 8) hops                  | h) соняшник  |
| 9) oats                  | i) хміль     |
| 10) oil-seed rape        | j) рапс      |

**14. Sort the following list of fruit, vegetables, herbs and crops into columns. Note that in Britain, tomatoes are considered to be fruit! Translate each word into Ukrainian.**

Potatoes, dill, redcurrants, aubergines (eggplants AmE), sorrel, apples, rice, plums, wild strawberries, beetroots (beet AmE), cherries, buckwheat, sage, lettuce, gooseberries, blackberries, wheat, radishes, grapes, raspberries, tomatoes, pears, parsley, sweetcom (maize AmE), sunflowers, onions, apricots, turnips, peanut, parsnips,

strawberries, millet, blueberries, mint, courgettes (zucchini AmE), cranberries, barley, cucumbers, basil, swedes, blackcurrants, hops, garlic, oats, peaches, oil-seed rape.

**15. Choosing from the list in 14, insert the correct fruit or Vegetable into the following sentences, common set phrases or common idioms. The wrong choice will invariably sound hilarious!**

1. You are the ... of my eye. 2. She had lips like ... 3. I want to send in my CV quick – this sounds like a ... job! 4. British people love to eat roast lamb with ... sauce. 5. The bottom half of the Ukrainian flag represents ... 6. Instead of confetti, the guests threw more traditional ... at the bride and groom as they left the wedding ceremony. 7. He was a genius – he really knew his ... 8. A lot of people use the phrase “An ... a day keeps the doctor away”. 9. He was as cool as a ... 10. She was really embarrassed and turned as red as a ... 11. Did those new shoes really cost you ... in the sales or are you teasing me? 12. Being married, she knew that chasing after young men was forbidden ...

**16. Insert the correct word from the following list into the sentences below: desert, steppe, grassland, forest, wood, scrubland, swamp, field, prairie.**

1. They didn't dare go into the Florida ... as they were afraid of the alligators there. 2. The Mongol hordes swept across the ... 3. The Paris - Dakar car rally is mostly held across the African ... 4. There's little real ... left in Ukraine today. 5. After the farmer failed to establish a herd of cows on the ..., he found that a flock of sheep did well there. 6. The people in the village all shared a ... to plant their potatoes. 7. There's a small ... near our dacha where we look for mushrooms in the autumn. 8. The dairy herd thrived on the ... beyond the hill. 9. It's difficult to imagine today the millions of bison that once lived on the Canadian ...

**17. Translate the following words and phrases into Ukrainian. Make up your own sentences using them.**

Industrial output, revitalized industries, search engine, organic produce, European producers, up-to-date technology, Mongol hordes, highly-prized meat, to stamp authority, manganese, nickel, titanium, iron ore, mining equipment, revenue for Ukraine, an increasing amount of investment, raw material, national resources, abundant, alluvial black soil, eating habits, genocide, revitalized industries.

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

Житниця Європи, район лук і пасовищ, газонокосарка, безкраї степи, марнувати час, самому заробляти на життя, сосновий ліс, лісове господарство, досвідчений лісник, пастися, подряпати коліно, багатий урожай, зернові культури, головні посівні культури, давати гарний урожай, підстригати волосся, нав'язування правил, показний будинок, поступово відходити в історію, зів'ялі квіти, нев'януча слава, вносити гроші на депозит, багаті родовища, віддавати на зберігання, грошовий внесок, родюча земля, багата уява, родючість, мінеральне добриво, пустеля Сахара, смачний десерт, безлюдні вулиці, зробити внесок у

якусь справу, щорічна грошова виплата, сприяти чомусь, вкладник, дописувач газети “Kyiv Post”.

**19. Translate the following sentences from Ukrainian into English using the active vocabulary of the lesson.**

1. Само собою зрозуміло, що Україну називають житницею Європи. 2. Поклади, будь ласка, чорний та білий хліб до хлібниці. 3. Ландшафт України в основному рівнинний, проте на території України можна побачити не тільки безкраї степи, але й густі ліси та високі гори. 4. Прості люди не сидять склавши руки, а самі заробляють на життя. 5. Більшість території Скандинавії вкрита густими лісами. 6. Наскільки я знаю, його батько дуже гарний лісник. 7. Корови паслися на луках, об’їдаючи кущі. 8. Які головні посівні культури в Київській області? 9. Мені незручно нав’язуватися, але чи можу я скористатися твоєю ванною? 10. На розі Володимирської вулиці ми побачили вражаючий будинок. 11. 3 роками краса Мері поступово зникала, але вона все ще залишилась привабливою жінкою. 12. Мій батько вніс гроші на депозит у банку “Надра” минулого тижня. 13. Його сестра зробила грошовий внесок на нову квартиру в банку “Аркада” ще минулого року. 14. Дослідники знайшли багаті родовища марганцю та золота у Львівській області. 15. Без сумніву, українці – це народ, багатий на різні таланти. 16. Наша компанія експортує органічні та мінеральні добрива. 17. Що б ви хотіли сьогодні на десерт? 18. Туристи безслідно зникли в пустелі Сахара. 19. Ця вулиця безлюдна протягом дня, але ввечері вона оживає. 20. М. Амосов зробив великий внесок у розвиток кардіохірургії. 21. Містер Джонсон вніс значні грошові пожертвування до благодійного фонду. 22. З проголошенням незалежності України значні закордонні інвестиції були вкладені в економіку України, що сприяло її поступовому розвитку. 23. На щастя, таке явище як геноцид уже відійшло в історію нашої країни, але ми повинні пам’ятати ці події та мільйони українців, які померли від голоду в 30-ті роки минулого століття. 24. Український блакитно-жовтий прапор символізує голубе небо та жовті безкраї поля пшениці.

**20. Translate the following text from English into Ukrainian in writing. Find Ukrainian equivalents to the underlined words and phrases.**

**The Economy of Ukraine**

Ukraine has highly-developed technological and manufacturing industries. Major contributors to the Ukrainian GDP include the production of heavy machinery, steelmaking, non-ferrous metallurgy, shipbuilding, an automotive industry producing buses, tractors, cars and lorries, agricultural machinery, diesel locomotive manufacture, machine-tool manufacture, the production of aircraft engines and turbines, power plant construction and the production of chemical and petrochemical plants. Ukraine is also a major producer of energy.

Taking just some of these industries individually.

Machine-building is represented by well over a thousand enterprises, some two-thirds of which have already been privatized or are in the process of privatization.

Aviation. Ukraine is one of only eight countries in the world that have the necessary technical capability to research, develop and produce aircraft and aviation equipment. The leading enterprises are **Antonov** which produces a range of passenger and cargo aircraft recognized by the famous “An” prefix, the **Pivdenne** Design Centre in Dnipropetrovsk that works on missile command and control systems, the Pivdenne Plant that now produces such systems, the **Kharkiv State Aviation Enterprise**, the **Kyiv State Aviation Plant** and the **Motor Sich Automotive group**. These capabilities which extend into aeronautics and aerospace manufacture, currently produce the “Zenith” and “Cyclone” rocket carriers and participate in the “Global Star” and “Sea Launch” international space projects.

Shipbuilding. There are nine Shipbuilders in Ukraine, who not only construct vessels, but also do design work and research. Continual innovation keeps these shipyards competitive in world markets. Their joint capability allows almost every type and class of vessel to be built or repaired,

Iron and steel industry. There are 365 enterprises in this sector in Ukraine, including 14 metallurgical complexes, 7 pipe production plants, 16 coke-processing plants, 17 factories making fire-resistant materials, 26 ore-extraction plants, 3 iron alloy plants and 26 specialist plants for non-ferrous metallurgy, supported by 10 factories dedicated to making machinery for these for them. In the overall metallurgy sector, Ukraine is the third largest in Europe and the seventh largest in the world, by volume. Covering the production cycle from the processing of ore to the production of cast iron or rolled steel are several major enterprises, which include: the **Mariupol Metallurgical Factory**, “**Kryvorizhstal**” (in Kryvyi Rih), “**Azovstal**” (also in Mariupol ) and “**Zaporizhstal**” (in Zaporizhzhia).

## *21. Translate the following text from Ukrainian into English in writing.*

### **Подарунок на всі часи**

Гулевичівна Єлизавета Василівна (Галшка) (1575-1642) – одна з засновниць Київського братства, монастиря і школи при ньому. В 1615 році вона склала заповіт, за яким передавала свою садибу з землями в Києві для заснування монастиря, шпиталю та школи для дітей шляхти та міщан.

Ім'я цієї жінки назавжди вписано в історію нашого народу, в нашу науку, освіту й культуру. Це ім'я сусідує з іменами наших найвидатніших добротворців. Назавжди вписалося воно й у наймення Києво-Могилянської академії.

Чому дар Галшки Гулевичівни мав для України таке велике значення?

Перебування у складі Польщі поставило під загрозу сам факт існування українського народу. Перед українським суспільством у ті тяжкі часи постало питання, як зберегти суспільні і культурні традиції й набутки століть, захистити свої політичні права і власне національне “я”. З появою козацтва з'явилася реальна можливість захистити свої права збройно. Але одним мечем свободи не завоюєш: потрібно було витворити власну інтелігенцію, запровадити освіту в значні прошарки українського народу.

Українська культура, як і освіта та наука, в умовах підневільного існування народу не мала жодного – окрім благодійництва – фактора сприяння, що їх

чимало є в умовах державного існування народу. Впродовж довгих століть усе розвивалася саморушно, головним чином об'єднуючись у братства, що групувалися довкола монастирів, які ви-ховали цілі генерації духовної та світської інтелігенції. Думка про те, що тільки просвіта й наука сприятимуть народженню національної гідності народу, виявилася абсолютно правильною.

Галшка Гулевичівна підхопила від Костянтина Острозького дорогоцінну естафету меценатства. Зникла Острозька академія, але народилася Києво-Могилянська. Народилася завдяки таким людям, як Гулевичівна.

### ***Test your knowledge of English!***

**Samohonka** is ...

- a. fire-water; b. fire-play; c. fire-raiser; d. Fire-trap

**Keys** are kept on a ...

- a. keyhole; b. keyboard; c. keypad; d. key-ring

Something extremely **expensive** costs ...

- a. a wallet and a purse; b. a cat and a dog; c. a heart and a soul; d. an arm and a leg

**Marmalade** is...

- a. fruit jelly; b. glace fruit slices; c. citrus fruit jam; d. ice cream topping

**Half a dozen** is ...

- a. five; b. six; c. eight; d. ten

## **READING 2**

### ***1. Learn the pronunciation of the following words from the text given below. Translate them into Ukrainian.***

Speleologist, mountaineer, the Scandinavian Varangians, the Byzan-tine Greeks, Czarina, enthusiasts, Empire, barrier, suspicious, Scythian, Sar- matian, cuisine.

### ***2. Read the text for the first time and answer the following questions.***

1. What is usually meant by someone's "hobby"? 2. What does the Ukrainian flag symbolically represent? 3. Which Ukrainian sailor has made a single-handed round-the-world voyage? 4. What was used to recreate the ship "Bohun"? 5. Why was the recreated ship called "Bohun"? 6. When did the ship "Bohun-2" set sail? 7. Why did the Russian czarina Catherine II disband the Zaporizhya Sich? 8. Who took part in the liberation of the cities on the Black Sea from the Turks? 9. When did the czarina Catherine II give the island of Taman' to the Cossacks? 10. How did the ship commemorate the 11th anniversary of the Independence of Ukraine? 11. When did the ship return to Kyiv? 12. What dishes did the crew of the ship cook?

### ***3. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.***

#### **Text 2: For One's Soul**

**Volodymyr Senchenko**, born in 1929, is one of the most distinguished academic figures of Ukraine. A doctor of economics and social planning, he has received very many honours in his lifetime

and now, as part of his time, writes highly-researched articles on Ukrainian history and culture for the “Ukrainian Observer” monthly magazine.

Everyone has a **passion** for something, whether to a larger or to a greater extent, a passion that reaches to their soul, that satisfies them and brings pleasure – what is usually called a “**hobby**”. That can be something that’s created with your own hands, a puzzle that’s solved (such as a crossword, for example), this may be travel to distant places, climbing a mountain, swimming over a long distance, catching fish, photographing places, people or events, and so on. Psychologists observing us tell us that such passions are usually in the nature of men and that sometimes men can die as though still children – they do not ever leave behind the passions of their childhood.

All this is fully visible in otherwise pragmatic Ukrainians. Since Independence and under extremely tough economic conditions. Ukrainian mountaineers have raised the yellow and blue flag of Ukraine on the highest mountain tops of the world, a brave Ukrainian sailor has made a single-handed round-the-world voyage, Ukrainian speleologists have **explored** the deepest caves, Ukrainian farmers have mastered the art of raising ostriches on their farms and many other **non-profit**, non-commercial wonders have taken place. The very passion of the soul, a hobby, was the motivator for all these achievements.

There are many river sailors on the Dnipro River, who have already pleasantly surprised Ukrainian society many times. Thanks to their efforts, a **replica** was made three years ago of a boat dating from Kyivan Rus times, called the “Princess Olha”. The sailors chose an ancient route to take this boat along – one linking the Scandinavian Varangians to the Byzantine Greeks – which went from the Baltic Sea to the Black Sea.

For the past couple of years, enthusiasts have been happily recreating functional sailing boats from the Cossack era of the 16th century and making **voyages** by these boats on traditional Cossack routes. The first functional Cossack military boat, a “chaika” or “dubok” (from the fact that such boats were built from a single massive oak tree) was called the “Bohun” in honour of the eminent Hetman Bohdan Khmelnytskyi. A 70-year-old oak was used to recreate this ship.

A second ship, a commercial boat, was then recreated from a 147 year-old pine that was 1.8 metres in diameter and 18 metres long, using traditional techniques; however, whereas the Cossacks would have built such a ship in 15 days, it took 105 days to build such a ship today. Equipment and devices from the original period were **installed** on this recreation.

The boat was called the “Bohun-2” and set sail on 22nd July 2002 on its maiden voyage with a crew of 20. The ship sailed a route that had been originally used by the Cossacks over 200 years ago, from Kuban’ (Russia) to Ukraine. This route was along the Dnipro to the Black Sea, and across the Azov Sea to Rostov-on-the-Don, Kuban’, Russia.

For those who may not know the history of the Ukrainian Cossacks, it is important to note that the Russian czarina, Catherine II, **disbanded** the Zaporizhya Sich, the military centre of the Zaporizhya Cossacks located on the island of Khortytsya in 1775. This was done to **remove** military power from Ukraine. However, it soon became

apparent to the Russian Empire that this action was a mistake that removed the protective barrier to Turkish forces. After only five years had passed, the empire was forced to request that the Cossack forces be regrouped in Ukraine. The Cossacks themselves were **suspicious** of such a proposal and insisted that one of the favourites of Catherine, Prince Grigoriy Potyomkin and military commander Alexander Suvurov be guarantors of the word of the czarina regarding the freedom promised to the Cossacks. With that agreement, “The Army of the Free Cossacks” took part in the liberation of all the cities on the Black Sea from the Turks.

On 30th June 1792, the czarina gave a large territory, the island of Taman’, to the Cossacks, together with money, artillery, military regalia and awards. During the next 70 years, 150,000 people relocated officially to Kuban’, as well as tens of thousands of fugitives who had escaped from serfdom or military service in the czarina’s Russian army. Today, many residents of Kuban’ regard themselves as Ukrainians of Cossack origin and this trip by the “Bohun-2” was seen as less of a courtesy visit as a **trip** to see relatives.

But as well as visiting relatives, the ship had a major programme to fulfil; to commemorate the 11th anniversary of the Independence of Ukraine. It visited five key historical Cossack sites on the Dnipro: Mikitinska Sich, Zaporizka Sich on the island of Khortytsia, Tomakivs’ka Sich, Bazaluvska Sich and Stara Chortomlitska Sich. The crew paid tribute to the grave of one of the most renowned Cossack atamans (Cossack military commander), Ivan Sirko. The ship’s crew also inspected the wreckage of one ship which had **sunk** in 1788, from the Cossack flotilla under the command of Anton Holovatiy.

The ship returned to Kyiv in the middle of September 2002, undoubtedly just the first of a series of voyages to the places of our ancestors, whether Slav, Scythian or Sarmatian, to the cities of our defenders on the Black Sea and the water routes used during World War II.

Among the crew on board was an authority on the cuisine of the Middle Ages and an expert on Cossack cooking, who prepared dishes exclusively from the Cossack period during the voyage. Many of these recipes had been lost for over 200 years and among the favourites were Mudryi Borshch (“Wise Borshch”), Dniprovska ribna yushka (Dnipro fish soup) and Khortitskyi Khlib (Hortytsia bread).

This expert was especially fortunate as he had the opportunity to combine different interests and hobbies – the Cossack era, Cossack ships, travel and cuisine – into one complex activity. If only more of us were so fortunate as to be able to combine and fulfil our passions.

#### ***4. Learn the following Vocabulary Notes.***

##### ***Vocabulary notes***

###### **1. Passion, *n***

1) a very strong feeling of sexual love – кохання, пристрась, e.g. His eyes were burning with passion. Syn.: desire;

2) a very strong belief or feeling about something – пристрась, запал, пристрасність, ентузіазм, e.g. He spoke with considerable passion about the importance of art;

3) a very strong liking for something – пристрасне захоплення, пристрась, e.g. passion for football, e.g. Gardening was his passion.

**Passionate, *adj***

1) showing or involving very strong feelings of sexual love – закоханий, палкий, e.g. a very passionate young man, a passionate kiss. He had a brief but passionate love affair with an old woman.

2) if you're passionate about something, you like it or dislike it intensely – пристрасний, захоплений, e.g. She developed a passionate interest in wild flowers. He passionately declared his hatred of war.

*Phr.:* to fly into a passionate state – розлютитися, скипіти, e.g. Suddenly my boss flew into a passionate rage.

*Phr.:* to be passionate about – захоплюватися, e.g. I've always been passionate about football.

Passionless, *adj*. With no strong feelings of love – безпристрасний, e.g. It was really a dull passionless marriage.

Passionately, *adv*. – пристрасно, палко, захоплено, e.g. Peter is passionately involved in environmental issues.

*Comb.:* passion flower. A climbing plant with large attractive flowers – мучениця, пасифлора, e.g. His favourite gift to his lady-friends was a bouquet of passion flowers.

Passion-fruit. The edible fruit of several kinds of passion flower, roughly spherical and from 4 to 8 cm. across, with a wrinkled skin and sweet yellow pulp surrounding small black seeds – пасьон.

2. **Hobby, *n***. An activity that you enjoy doing in your free time – хобі, улюблене заняття, пристрась, e.g. What are your hobbies? Sharon's hobbies include reading, Playstation games and skating.

Related to 'hobby' as an activity is the term "hobbyhorse" which originally meant "коник-гойдалка" and now has come to mean "a subject that someone has strong opinions about and that they talk about too much" – улюблений предмет розмови, e.g. I'm afraid bad driving by Kyiv motorists isn't only Jacques's hobbyhorse.

**3. Explore, *v***

1) to travel around an area in order to find out about it – обстежувати, роздивлятися, e.g. Venice is a wonderful place to explore.

2) to discuss or think about something carefully – досліджувати, з'ясовувати, e.g. I'm going to explore the possibility of a part-time job.

*Phr.:* to explore for something (oil, minerals, gold, etc.) – розвідувати, визначати, e.g. The expedition was exploring for oil in the Black Sea.

*Der.:* explorer, *n* – дослідник, мандрівник, explored, *adj* – досліджений, вивчений.

4. **Non-profit, *adj***. Such that uses the money it earns to help people instead of taking profit – неприбутковий, благодійний, e.g. He founded a non-profit educational organization in Ukraine. Note that non-profit organizations are different from non-



commercial organizations. The latter are not structured and owned by individuals or shareholders, such as a government department, a hospital or a public utility. But often such organizations may be expected to be profitable in America or (sometimes) Europe.

5. **Replica**, *n.* An exact copy of something especially a building, a work of art, a ship – точна копія, репродукція, e.g. In the museum there was a model that was an exact replica of the Taj Mahal.

6. **Route**, *n.*

1) a way from one place to another one – шлях, дорога, курс, e.g. We weren't sure which route to take;

2) a way between two places, that buses, planes, ships, etc. regularly travel – маршрут, e.g. bus route, air route, shipping route. Is your office on a bus route?

3) a way of doing something or achieving a particular result – засіб, шлях, курс, e.g. Kenneth came to the same conclusion by a different route.

Note that in AmE, the word is usually pronounced the same as rout /raut/, which means to force an army to retreat in disarray ("Napoleon's cavalry was routed").

7. **Voyage**, *n.* A rather long journey, esp. by water or air – морська або повітряна подорож, e.g. I'd love to go on a sea voyage. The idea of an Atlantic sea voyage terrified her: she was sure she would be seasick the whole time. Bon Voyage!

The act of travelling can be described by a number of synonyms, which differ by various implications. They all describe the act of going from one place to another one, but differ by length of time taken by the act, by its рифове, destination or by the method of travelling.

1) **travel**, *n.* The act of travelling, esp. a long one in distant or foreign places, either for the рифове of discovering something new or in search of pleasure and adventure – подорож, рух, переміщення, e.g. He's writing a book about his travels in Africa.

2) **journey**, *n.* The act of going from one place to another one, usually taking a rather long time – мандрівка, приємна подорож, e.g. It's three days' journey by train. You'll have to make the journey alone. Going on a journey is always exciting.

3) **trip**, *n.* A journey, an excursion, freq. a brief one, made by land or water – коротка поїздка, подорож, e.g. Did you enjoy your trip to the sea-side at the weekend?

4) **tour**, *n.* A journey in which a short stay is made at a number of places (usually with the objective of sightseeing), the traveller finally re-turning to the place from which he had started – тур, екскурсія, e.g. On our Southem-England tour we visited Windsor, Oxford, Cambridge, Stratford-on-Avon and then came back to Windsor.

5) **cruise**, *n.* A sea voyage from a port, esp. a pleasure trip – морський круїз, морська подорож, e.g. The Nile cruise promised to show many famous landmarks. Many tourists now cruise along the Dnipro, taking ten days to travel from Kyiv to Odessa.

6) **hitch-hiking**, *n.* Travelling by getting free rides in passing automo-biles and walking between rides – подорож автостопом, e.g. Hitch-hiking used to be a way of travelling which gave a chance to see much without spending anything.

8. **Eminent**, *adj.* Famous, important, respected – видатний, знаменитий, визначний, e.g. Derek Johnson is an eminent lawyer.

Eminently, *adv.* To a very high degree, perfectly – надзвичайно, найвищою мірою, e.g. She seems to be eminently qualified for the job.

9. **Install**, *v*

1) to put a piece of equipment somewhere and connect it so that it is ready to be used – встановлювати, поміщати, розташовувати, e.g. 800 Security cameras have been installed in the city centre;

2) to add new software to computer so that it is ready to be used – встановлювати програмне забезпечення, монтувати, e.g. We have installed new anti-virus software.

3) to put someone formally into an important job or position, especially with a ceremony, to appoint – офіційно призначити на посаду, e.g. Professor Kyle Symonds was installed as the new Rector of the University.

10. **Disband**, *v.* To stop existing as an organization or to make something do it – розпускати, розформовувати, розходитися, проганяти, e.g. The regiment was disbanded as peace broke out.

11. **Remove**, *n*

1) to take something away from or out of any place – виносити, забирати, e.g. Remove the old wallpaper and fill any holes in the walls;

2) to get rid of something so that it doesn't exist any longer – змінювати, замінювати, e.g. The college removed archaic rules that prevented women from enrolling.

3) to force someone out of an important position or dismiss them from a job – звільняти з посади, виключати, e.g. Congress could vote to remove the President from office.

4) to take off a piece of clothing – знімати, скидати (про одяг), e.g. He quickly removed his hat and gloves.

*Der.:* removal, *n.* Переміщення, перевезення, e.g. furniture removal.

*Comb.:* removals man – вантажник, removals lorry – фургон для перевезення меблів, removals expenses – витрати на переїзд.

12. **Suspicious**, *adj*

1) thinking that someone might be guilty of doing something wrong or dishonest – підозрілий, недовірливий, e.g. Some of his colleagues at work became suspicious of his behaviour;

2) making you think that something bad or illegal is happening – підозрілий; той, що викликає підозру, e.g. Call the police if you see anything suspicious. His friend died in suspicious circumstances.

**Suspicion**, *n*

1) feeling that someone is probably guilty of doing something wrong or dishonest – підозра, e.g. I don't exactly know, but I have some suspicions.

2) feeling you don't trust someone – недовіра, підозра, e.g. She always treated us with suspicion.

3) a very small amount of something that you can only just see, hear or taste – натяк (на щось), тінь, подоба, e.g. I could see the faintest suspicion of a tear in her eyes.

*Comb.:* on suspicion – за підозрою; to be under suspicion – бути під підозрою; have suspicions about somebody or something – підозрювати когось, щось.

*Der.:* suspiciously, *adv* – підозріло, з підозрою, e.g. He saw two youths acting suspiciously.

### 13. Sink, *v*

1) to go below the horizon or under the surface of water – тонути, потопати, e.g. Wood doesn't sink in water. The overloaded ship began to sink.

2) to become lower or weaker – опускатися, знижуватися, *перен.* погіршати, e.g. The river is sinking. My spirits sank.

3) to fall, to allow oneself to fall – падати, *перен.* слабшати, згасати. She sank into the chair and burst into tears.

*Saying:* "This is a sink or swim situation". Пан або пропав.

**Sink, *n.*** A fixed basin under water taps in the kitchen – раковина, e.g. Put the dirty dishes into the kitchen sink and do the washing up.

### 14. Condition, *n*

1) the state that something is in, especially the physical state – стан, становище, e.g. Our house was in an excellent condition after repairing.

*Phrases:* to be in a good (bad, excellent, terrible) condition – бути в гарному, поганому, чудовому, жахливому стані; to be in no condition to do something – бути нездатному щось робити; to be out of condition – бути не в формі.

2) conditions, *pl* – the situation in which people live or work – обставини, умови, e.g. In May, the staff of the company went on strike demanding better working conditions and increased salaries.

*Phrases:* living (working) conditions – умови життя (роботи); under such conditions – за таких обставин.

3) conditions, *pl* – all the things that affect the way something happens – умови, e.g. The company set strict conditions in the suggested agreement.

*Phrases:* to meet the conditions – виконати умови; under... conditions – при умові; to set (impose, lay down) conditions – встановлювати умови; to meet (satisfy, fulfil) conditions – задовольняти, виконувати умови.

### **Conditional, *adj***

1) an offer, agreement will be done if something else happens first – обумовлений, умовний, e.g. A conditional acceptance. His agreement to buy our house was conditional on our leaving all the furniture in it.

2) *gr.* conditional sentences – умовні речення; conditional mood – умовний спосіб, e.g. In conditional sentences conjunctions "if" or "unless" are used.

## **5. Decide whether the following statements are true or false according to the text.**

1. A hobby is something that you create with your own hands. 2. Since Independence, Ukrainian mountaineers haven't once raised the flag of Ukraine on the highest mountain of the world. 3. Ukrainian speleologists have explored the largest caves. 4. A hobby wasn't the only motivator for all these achievements. 5. The first functional Cossack military ship was called the "Bohun" in honour of Taras Shevchenko. 6. The Cossacks would have built such a ship in 35 days. 7. The boat

“Bohun-2” set sail on the 22nd of July 2004. 8. The Russian czarina Catherine II disbanded the Zaporizhya Sich in 1775. 9. “The Army of the Free Cossacks” took part in the liberation of all the cities on the Black Sea from the Turks. 10. On the 30-th of July 1782 the czarina gave the island of Taman’ to the Cossacks.

**6. Retell the text “For One’s Soul”: a) briefly; b) in detail, very close to the text.**

## **VOCABULARY PRACTICE 2**

**7. Learn the Vocabulary Notes, give all the derivatives to the following words, translate them into Ukrainian and make up your own sentences.**

Passion, condition, to explore, to install, suspicious, to sail, to create, to fulfil, to commemorate, fortunate, to observe.

**8. Give synonyms or explain in English the meaning or meanings of the following words.**

Hobby, route, non-profit, trip, eminent, to disband, to remove, to sink, to install, a puzzle, a ship, a proposal, to promise, courtesy, to inspect, an opportunity, to combine, important.

**9. Fill in prepositions or adverbs where necessary.**

Nina: Fliya, Alex! I remember somebody told me that you had gone... an interesting cruise ... the Black Sea and ..... Russia.

Alex: I had a terrific journey ... Ukraine. The route was ... the Dnipro, ... the Black Sea and ... the Azov Sea ... Rostov-on-the-Don, Russia.

N: And where did you go ... ashore?

A: Oh,... some fascinating spots you are not likely to find ... the map. We visited five key historical Cossack sites ... the Dnipro.

N: So, exactly which places did you explore?

A: The ships crew inspected the wreckage ... one ship which had sunk ... 1788. It was ... the Cossacks flotilla ... the command ... Anton Holovaty.

N: How exciting! What else did you see?

A: We paid tribute ... the grave ... one ... Cossack military commander, Ivan Sirko.

N: That must have been really interesting ... you. So you enjoyed ... the journey, didn’t you?

A: Absolutely. It goes ... saying, every minute ... it, though it wasn’t an easy ride.

*Note: Ride is a similar word to journey, trip, etc. The phrase “it wasn’t an easy ride ” may be used literally but is more often used in a semi-idiomatic way to mean “it was rather difficult”.*

**10. Replace the words in italics with their synonyms from the vocabulary of the text.**

1. The ship *went under* during the vicious storm. 2. The group went into the rain forest to *search* the terrain for the lost city. 3. She had a *feeling* that he hadn’t told her all the truth. 4. After the occupation, the troops *took away* all the opposing military

strongholds. 5. They both had a strong *love* for going to art galleries. 6. The punk rock group decided to *split* when they started to argue too much with each other. 7. The Human Resources Director decided to *appoint* a representative of her department in the overseas office. 8. They could stop him getting onto his *favourite topic of irritation*, shoes with curled-up toes. 9. The students flocked to hear the guest lecturer, the *distinguished* poet and former rock star. 10. The Americans built a *life-size copy* of the Mayflower to attract tourists. 11. The multinational enterprise set up a *non-commercial* organization in Kyiv to support local sport. 12. She *lowered herself* into the huge armchair. 13. He could not help treating her with *mistrust*. 14. Congress voted to *sack* from office the corrupt Senator. 15. He quickly *took off* his clothes and dived into the lake. 16. There were 4,5 million security cameras *put in place* in London by 2004 – so, how many are there *set up* now? 17. What are your *relocation* expenses? 18. I can't wait to *get rid of* this old, unfashionable wallpaper.

**11. Select the best lexical equivalent from the following list using Ukrainian words in brackets as prompts:** *hobby, pastime, recreation, obsession, relaxation, amusement, interest, sport, fad, distraction, passing fancy.*

1. It seemed as though the fashion for shoes with turned-up toes was rapidly dying and the trend was no more than a (скороплива мода). 2. The park had been officially classed as a (відпочинок) ground. 3. She found that collecting mp3 discs had turned into an (настирлива ідея) now that she had so many. 4. He took quite an (інтерес) in watching football when it was on the television and he had an essay to write. 5. His single (хобі) was collecting banknotes and bonds from before the Second World War. 6. They decided that teasing their arrogant colleague was good (заняття). 7. His lips curled up in (здивування). 8. It was no more than a (примха): she wasn't serious about wanting to learn to ride a motorbike. 9. It turned out that the study of international markets was no more than a (відволікання уваги) from their real business objectives. 10. He had collected stamps since childhood as a pleasant (проведення часу). 11. She found that digging flowerbeds at her dacha was truly a (розслаблення).

**12. Insert the appropriate word into each sentence from this list:** *travel, journey, voyage, trip, tour, cruise.*

1. I'd be delighted to go on a sea ... but my wife has never been a good sailor, so we can't join you. 2. Last week we made a wonderful ... to the mountains. It took us four hours by coach. 3. The ... of Italy was really exciting. We visited a number of wonderful towns and then returned to Rome. 4. It is delightful to come ashore after a long ... and to feel solid ground under your feet. 5. Many times on his long ... in the depths of Africa, he faced danger, starvation and death. 6. At the beginning of the last century going from Kyiv to Yalta was described as "...Now it is only a night's ... by overnight train, a six hour's ... by day-train or an air ... of an hour and a half. 7. I'm just reading a very amusing book about a party of Americans making a Caribbean ... on a yacht. 8. Young people are naturally fond of... as a way of visiting new places and seeing things: it is cheap and gives you a feeling of freedom and infinite horizons. 9. I'm told you're going on a ... to the Far East. 10. They're planning a ... of some Baltic

resorts. 11. You're looking pale. A ... to the seaside will do you good. 12. The ... to Moscow by rail took us about three days.

**13. Translate the following words and phrases into Ukrainian and make up your own sentences using each of them.**

To fly into a passion, a passion for basketball, passionless, hobbyhorse, to be on your hobbyhorse, to be in a terrible condition, to be in a condition to do something, to meet conditions, tough economic conditions, conditional sentences (both meanings), to satisfy the conditions, to explore the city, to explore for minerals, an explorer, non-commercial organization, replica, a different route, an interesting voyage, a tour of England, a journey, a short business trip, Mediterranean cruise, hitch-hiking, an eminent scholar, eminently, to install equipment, to be installed as a manager, to disband the Zaporizhya Sich, to remove wallpaper, to move mountains, removal, suspicious behaviour, suspicious circumstances, above suspicion, to be under suspicion, on suspicion, the ship sank, it's sink or swim, a kitchen sink.

**14. Find English equivalents for the following Ukrainian words and word combinations. Make up sentences of your own.**

Пристрасно, палкий, захоплено, байдужий, дерев'яний коник, улюблений предмет розмови, говорити на улюблену тему, бути в гарному стані, бути в формі, жити невідповідно до своїх достатків, умови життя, встановлювати умови, умовний спосіб, умовні речення, обстежувати, дослідник, вчений, благодійна організація, точна копія, автобусний маршрут, різні засоби, морська подорож, мандрівка, приємна подорож, подорож автостопом, Середземноморський круїз, визначний юрист, встановлювати нове обладнання, призначати на посаду, розформувати, розпускати Запорізьку Січ, винести меблі, звільняти з посади, перевертати гори, переїзд до нового будинку, скидати одяг, підозріла людина, бути під підозрою, за підозрою, поза підозрою, підозріло, ку-хонна раковина, пан або пропав.

**15. Translate the following sentences into English using vocabulary of the lesson.**

1. Вчитель говорив пристрасно про необхідність вивчення української мови. 2. Несподівано для мене мій сусід розлютився і почав сильно кричати. 3. Наскільки мені відомо, у його сестри улюблений предмет розмови – вітрильники. 4. Після ремонту наша квартира була у дуже гарному стані. 5. Він був настільки втомлений, що був нездатний поворушити пальцем. 6. В яких умовах ви жили, коли навчались в університеті? 7. Нова експедиція розвідувала корисні копалини на цьому півострові. 8. Відважні мандрівники відкривали нові землі та досліджували їх. 9. Завдяки зусиллям народних майстрів точна копія човна "Княгиня Ольга" була зроблена вчасно та швидко. 10. Іноземні туристи не знали, який маршрут слід обрати, щоб доїхати до площі Перемоги. 11. Як ти ставишся до подорожі по Дніпру від Києва до Канева? 12. Придбавши тур по містах Європи, моя подруга вже відвідала шість країн. 13. Морський круїз Середземним морем приваблює багатьох. 14. Михайло Драгоманов був видатним політичним діячем та

відомим українським письменником. 15. Нова система сигналізації була нещодавно встановлена в Музеї українського мистецтва. 16. Військовий інститут у Львові було розформовано минулого року. 17. Повернувшись із прогулянки, хлопчик швидко зняв свій одяг та взуття. 18. Вона помітила двох підозрілих чоловіків біля свого будинку та негайно викликала поліцію. 19. Насправді ситуація досить складна: пан або пропав.

*16. Translate the following text from English into Ukrainian in writing. Find Ukrainian equivalents to the words and expressions in bold.*

### **The Cossack Republic**

The word Cossack comes from an old Turkish word meaning a free and independent adventurer. Cossacks **were first mentioned** in writing in 1395. In the sixteenth century the Cossacks **united into** a single military organization and their first home was built behind **fortifications** on Mala Khortytsia Island, **in the lower reaches of the Dnipro**. The island is beyond a set of rapids, where the drops and the rocks made navigation extremely hard and risky. **Consequently**, this first fortification was called Zaporizhya which means “Beyond the Rapids”. The word “sich” comes from the Ukrainian verb “sikyti” meaning to chop up or cut – as the Zaporizhya Cossacks made their fortifications of wood, from the surrounding forests.

The **appearance** of the “Zaporizhia Sich” **is inseparably bound to** the formation of the Cossacks as a **separate social stratum** with its own traditions and **way of life**. The process was the direct result of a continuous struggle between settled farmers and the **nomadic tribes** of the Crimean Khan and the Turkish Sultan.

With time, the Sich turned into a kind of **knightly order** in which everyone **was required to observe strict discipline and be absolutely dedicated**. **Insignia** and other symbols of rank and authority (the standard, the mace, etc.) were held in the highest **esteem** by officers and men alike. Fighting the enemies of the Eastern Orthodox faith and for the independence of the native land were the **predominant objectives**. Cossack **identity** and **prestige** became so strong that a nation **took shape**, with elements of Cossack democracy **penetrating** the whole society. Both the Hetman and the Atamans were elected rather than appointed, or coming to power by their **birthright**, which made the Sich one of the earliest **democratic institutions** in the world.

The end of the sixteenth century witnessed **joint peasant-Cossack revolts** against the Polish social, economic, religious and cultural **oppression**. In 1648, a **national war of liberation broke out** in Ukraine, led by Bohdan Khmelnytskyi. Oliver Cromwell, the Lord Protector of Britain (who had replaced the British King after Britain’s Civil War) **establishing good relations** with what was becoming a European Nation, called him a “**generalissimo**”. The same year the Polish army lost several battles to Cossack forces, even though the Polish Kingdom was one of Europe’s strongest powers. The Ukrainian Cossacks played an important role in European political history.

*17. Translate the following text from Ukrainian into English in writing.*

“Обніміться, брати мої...”

Цього року в день перепоховання Шевченка до Канева прибуло в десятки разів більше людей, ніж завжди. Багатьох на відвідини святої української гори надихнув приклад Президента Ющенка, який буває 22 травня на Тарасовій могилі щороку, а цього разу приїхав із візи-том у ролі глави держави. Вперше в такий знаменний день на Чернечу гору пішки зійшла разом верхівка української влади – і Президент, і Прем'єр, і Голова Верховної Ради. Тут же вони вголос заявили про свій намір об'єднати на парламентських виборах 2006 року свої політичні сили.

Президент України заявив, що треба переступити через свою гординю і “об'єднатися заради завтрашнього дня”, та зазначив, що не уявляє, як можна світогляд і цінності, з якими ці три сили йшли на Помаранчеву революцію, зараз “поділити на політичні комірки”. “Я впевнений, нас поєднує, як і в листопаді минулого року, так і сьогодні, надія на те, щоб була вільна, незалежна, багата Україна. Ми не прийшли красти, ми не прийшли ділити чийсь комбінати, чийсь заводи, ми представляємо чесну владу і ми хочемо на правді, на згоді зробити цю справу”, – сказав Віктор Ющенко.

Голова Верховної Ради нагадав, що українці мають сьогодні третій унікальний шанс “витворити державу Україна.” “Ми просто забор'язані, приречені бути разом”. Спікер парламенту додав, що для реалізації великих перспектив України необхідно “не тільки клястися у вірності Тарасу Шевченку, але жити і любити Україну, тому що її любив Тарас Григорович, а також консолідуватися в головному, принциповому”.

Цей день у Каневі став справжнім святом.

### ***Test your knowledge of English!***

What is being taken if you're asked to **say cheese**?

- a. a photo; b. your blood pressure; c. an x-ray; d. an exam

A **tattler** is someone who likes to do what?

- a. eat; b. complain; c. lie; d. gossip

A **piece of cake** is something which is ...

- a. tasty; b. messy; c. easy; d. filling

Which of these is a common **yellow flower**?

- a. yogurtcup; b. custardcup; c. cheesecup; d. buttercup

What is the name given to someone who drops an **easy catch**?

- a. slippery fingers; b. butterfingers; c. oilyfingers; d. wet fingers

## **LISTENING AND SPEAKING. VOCABULARY PRACTICE**

### ***1. Look through the following comments before listening to the dialogues.***

#### ***Comments***

1. **Home town.** For no explicable reason, both Americans and Brits will call their point of origin their home town and never their “home city” – рідне місто.

2. **Mates.** In conversational Anglo-English, the contemporary affectionate name for friends is ‘mates’. The US equivalent would be ‘buddies’ – друзі, товариші.



3. **Postgrad.** Anyone taking a second degree is a 'postgraduate student' (master's or doctor's degree) and in conversation this is almost always shortened – аспірант (розмовний варіант).

4. **Downright.** A synonym for 'absolutely' or 'thoroughly' but more often used in speech – абсолютно.

5. **Victorian redbrick.** UK architecture 1839-1902 (Queen Victoria's reign) with a very large almost Gothic style, literally built of red brick – будинок з червоної цегли, збудований у вікторіанському стилі.

6. **Beaten hollow.** Thoroughly defeated; another similar phrase/idiom in use is *Beaten into a cocked hat* - розбитий вщент.

7. **Classy.** Up-market, higher-than-average quality – класний (розм.).

8. **A lot going for it.** To have advantages over the competition – мати перевагу в чомусь. e.g. *Let's go for it* – that's our decided course of action.

9. **To be (our/your/his/her/their) cup of tea.** Something suitable, interesting and/or preferable – підхожий, придатний.

10. **Spa, n.** A place where mineral waters and/or baths are located – мінеральне джерело, курорт з мінеральними джерелами. *Spa, v.* – лікуватися мінеральними водами, їздити на води.

11. **Balneology, n.** The branch of knowledge that deals with the medicinal effects of bathing and drinking mineral waters – бальнеологія. *Balneological, adj* – бальнеологічний.

**2. Listen to the following dialogues. Repeat after the speaker trying to reproduce intonation as best as possible.**

**Dialogue 1: What's your home town like?**

Alla: It's terrific being back in my **home town**. And to visit the university as a Kyiv Shevchenko **postgrad** with my best **mates** is even better.

Miroslav: I've never been to Kharkiv before – I'm pretty amazed at the architecture.

A: Yes, it is grandiose, **downright** massive in fact.

Yulia: We've nothing like this in Kirovohrad where I'm from. It mostly looks like post-Revolution, built to impress, like all the **Victorian redbrick buildings** we saw in London last year.

M: It's obvious why – this must have all been started when Kharkiv was the capital of Ukraine. Or maybe it's from before then and that's why the city became the capital for a while.

A: It's a bit of both. After all, we're over 350 years old, with a population pushing that of Kyiv and we've always been an important centre. Do you know I've never asked you; where are you from, Slava?

M: Chemihiv. We date back about six thousand years although Slavic tribes only settled around the end of the first millennium. And we were the capital of a principality the size of France.

Y: Okay, okay. Kirovohrad was founded as a fortress in 1754 and was never the capital of anything but I still love my home town. I guess we're all proud of our roots.

## **Dialogue 2: Home towns in the West**

Anya: I won't hear any argument – my home town L'viv is the most beautiful city in Ukraine. And if you want to argue, just look at the loads of picture galleries of our town on the web.

Taras: You might get a few Kyivites questioning that, but I'd have thought we all agree that as a picturesque, powerful city, Lviv's got the rest **beaten hollow**.

Roman: Hold on, we're getting a bit mixed up here. If you're judging a compromise between mighty and pretty, then fair enough, Lviv's got **a lot going for it**. But I'm from Kamianets-Podilskyi and where in Ukraine is there a more picturesque castle than ours?

A: When I was a student at Kyiv Shevchenko, we used to go on the train to spend time there quite a few times – It's a lovely place.

T: My vote is for my home town – Truskavets, where we have countless visitors to our **spa** in the heart of a gorgeous region.

R: If **balneology's** your **cup** of tea and you just need to rest and recuperate then maybe it's the best of the spas in the area – but I bet you'd get a pretty good argument going as to which people prefer.

A: It's really quite simple – they're all a reasonable distance from one another, so why not just go to the west of the country and visit all of them and several of the other beauty spots? Drink the water, touch and feel the history and go to the opera and **classy** restaurants.

**3. Read the dialogues in class paying attention to intonation and pronunciation. Translate the dialogues as best as you can.**

**4. Find synonyms to the following words. Consult the dictionary of synonyms or thesaurus if necessary.**

Terrific, amazed, downright, grandiose, to impress, obvious, important, to settle, mates, beautiful, to argue, classy, picturesque, gorgeous, argument, prefer.

**5. Match words and expressions in the first column to their meanings given in the second column.**

- |                  |   |
|------------------|---|
| 1) Downright     | a) Beaten into a cocked hat   |
| 2) Balneology    | b) Very beautiful and attractive  |
| 3) Spa           | c) Up-market  |
| 4) Beaten hollow | d) A branch of knowledge that deals with the medicinal effect of drinking and bathing in mineral waters |
| 5) Hobby         | e) Absolutely   |
| 6) Classy        | f) Place where mineral waters are located   |
| 7) Mighty        | g) "Your cup of tea"  |
| 8) Gorgeous      | h) Very strong and powerful   |
| 9) Your choice   | i) Pastime  |

**6. Replace the following italicised words with their synonyms from the dialogues.**

1. If parascending *suits your taste* then fine, but don't expect me to try it! 2. This summer we're planning to go to a health *mineral water resort*. 3. I think this new model of car has a *lot of advantages*. 4. My university main building in Manchester is *19<sup>th</sup> century architecture*. 5. I'm going to the nightclub with my *friends* as soon as this TV programme's finished. 6. The number of words in this essay must be *almost* 5000. 7. *The place where I come from* is Coventry in England. 8. The thatched cottage was so *attractive* that all the tourists photographed it. 9. The central administration building from the 18th century could only be described as *huge and imposing*. 10. My *origins* are in the central regions of Ukraine.

**7. Translate the following words and expressions into English. Make up your own sentences.**

Мої друзі, моє рідне місто, курорт мінеральних вод, шикарний, це його улюблена тема, грандіозний, мати перевагу в чомусь, випускник, абсолютно, будинок з червоної цегли, розбитий вщент, класний, це мені підходить, невелика відстань, бути враженим, слов'янські племена, фортеця, поселитися, ставити під сумнів, заплутатися, компро-міс між силою та красою, нескінченні відвідувачі, відновити сили, гарні місця, відчувати історію.

**8. Review the vocabulary of the lesson by quickly giving Ukrainian equivalents to the following words and expressions:**

**Vocabulary**

Industrial output, revitalized industries, search engine, organic produce, up-to-date technology, highly-prized meat, to stamp authority, manganese, nickel, titanium, iron ore, mining equipment, raw materials, national resources, abundant, alluvial black soil, eating habits, genocide, revitalized industries, a spa, a breadbasket.

Grassland, scrubland, desert, forested area, to conjure up, to graze, crop, imposition, deposits, fertile, contribution, rice, buckwheat, sweetcom, sunflower, millet, barley, hops, oats, oil-seed rape, non-profit, to sink, to remove.

To fly into a passion, passionless, hobbyhorse, my cup of tea, to be on your hobbyhorse, to meet conditions, to explore, a replica, a different route, a journey, a short business trip, a Mediterranean cruise, hitch-hiking, an eminent scholar, eminently, to install equipment, to be installed as a manager, to disband, to remove, to move mountains, removal, above suspicion, to be under suspicion, on suspicion, it's sink or swim.

A postgrad, home town, my best mates, to be amazed at, downright massive, Victorian redbrick buildings, obvious, an important centre, to date back, Slavic ties, to settle around, to be proud of your roots, to hear an argument, beaten hollow, a compromise between mighty and pretty, good argument.

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

1. Після закінчення університету я повернуся до рідного міста. 2. Трускавець – відомий курорт мінеральних вод. 3. Стародавнє місто було розбито вщент під

час війни. 4. Цей будинок з червоної цегли, збудований у вікторіанському стилі, привертає увагу туристів. 5. В архітектурному плані Львів має багато переваг. 6. Якщо ви надаєте перевагу бальнеології і вам необхідно відновити сили, їдьте до Кардових Вар. 7. Твої аргументи досить переконливі, треба взяти їх до уваги. 8. Б'юся об заклад, тут ми знайдемо класні ресторани. 9. Якщо ви хочете відчувати історію, відвідайте Кам'янець-Подільську фортецю. 10. Пройдемося пішки, замок не так далеко.

**10. Make up short dialogues using the following phrases you have learned from the dialogues. Discuss your hometowns.**

1. It's terrific... 2. It is even better... 3. I'm pretty amazed at... 4. It's obvious why... 5. It's a bit of both... 6. I won't hear any argument... 7. If you won't to argue... 8. We all agree... 9. It's a lovely place... 10. My vote is for. ..11. But I bet... 12. It's really quite simple...

**11. Dramatize the following situation: one student should be an English guide translating an excursion for a group of British students visiting Lviv, Kamyanets-Podilskyi and Truskavets. The rest of the class are British tourists asking questions. Use the following words and phrases.**

Welcome to... Especially noticeable is...

We start our tour of... Watch your step ...

To your right/left... If you pay our attention to...

In front of you... The most dramatic part of our journey is...

Right behind you... This is the end of...

**12. Discuss with your fellow student what places you would rather visit while travelling in Ukraine using the active vocabulary of the lesson. Work in pairs.**

**Test your knowledge of English!**

If you're told **the coast is clear**, then there are ...

a. no obstacles in your way; b. no ships left; c. no observers; d. no sunbathers

Someone who manages to be silent is said to be **as quiet as a ...**

a. churchyard; b. owl; c. snake; d. mouse

To **end your days** is to ...

a. die; b. go to bed; c. go to a party; d. finish work

Something which is **flaky** is ...

a. unstable; b. crazy; c. breaking up; d. unworkable

If you have a choice from **umpteens**, your choice is ...

a. none; b. impossible; c. small; d. large

## GRAMMAR

**1. Each modal verb has several different meanings. For each of the following sentences two explanations are given. Choose the proper meaning.**

**Example:** I was told I *shouldn't* drive until I was 18 years old. I didn't have permission to drive until I was 18 years old. I didn't learn to drive until I was 18 years old.

1 Passengers *might* smoke once the plane is airborne. There is a *possibility* that passengers will smoke once the plane is airborne. Passengers have *permission* to smoke once the plane is airborne. 2. No one *can* smoke on the London Underground. No one has the *ability* to smoke on the London Underground. No one has *permission* to smoke on the London Underground. 3. You *should* wear contact lenses. My *advice* is that you wear contact lenses. There is a *probability* that you will have to wear contact lenses. 4. *Will* you answer the door? Are you at some time in the *future* going to answer the door? I'm *asking* you to answer the door now. 5. I *couldn't* get the top off the bottle. I did not have *permission* to get the top off the bottle. I did not *manage* to get the top off the bottle. 6. You *must* be tired. I am *sure* you are tired. I *order* you to be tired. 7. Sheila's got an appointment after work so she *may* not make it to the party. Sheila does not have *permission* to go to the party. There's a *possibility* Sheila won't get to the party in time.

**2. Identify when *need* is used as a modal verb and when it is used as a notional verb.**

1. I need to go home. 2. You needn't come if you don't want to. 3. Ian doesn't need to pass all his exams to get a place at university. 4. More mon-ey is desperately needed to protect the world's endangered species. 5. We didn't need to hurry. We had plenty of time. 6. Need I pay now or can I pay later? 7. I needn't have got up so early. I forgot it was Saturday. 8. If you have any problems, you only need to tell us and we'll try to help. 9. I need to water the garden.

**3. Respond to the statements or questions using the words in brackets. Put the verb in its correct form. Present probability.**

**Examples:** Jane's got lots of spots (might, chicken pox). She might have chicken pox. Harry is packing his suitcase (must, go on holiday). He must be going on holiday.

1. Jenny looks really unhappy, (must, miss, boyfriend). 2. Who's at the front door? (must, Tom). 3. Where's Kate? It's eleven o'clock in the morning! (can't, still, sleep). 4. Where are the scissors? (should, the top drawer). 5. Why are all the lights on in their house? (could, have, party). 6. James has been working all night (must, deadline to meet). 7. It's been snowing all night (might, difficult, drive, work). 8. Timmy can't find his little sister (may, hide, in the wardrobe).

**4. Select a word or phrase from each column in order to construct a sentence that may explain each of the sentences (1-8) below.**

**Example:** She might have cut it without me.

Sheila wanted me to go to the hairdresser's with her, but her mobile is turned off.

		cut it	a cake
		been making	my number
		gone	a party last night

He	should have	been doing	by now
She	might have	misaid	to Andy
They	can't have	got engaged	without me
	must have	arrived home	something
		had	for ages

1. Sheila wanted me to go to the hairdresser's with her, but her mobile is turned off. 2. Look at the length of the grass in Rob's garden. 3. The children ran away laughing and giggling. 4. There's flour on grandma's nose. 5. Taras and Geoff said they'd wait for me, but I can't see them. 6. Graham's flat is so clean and tidy. 7. It's after midnight. Justin and Sveta left ages ago. 8. I don't know why Tara didn't ring. 9. Ira's wearing a beautiful diamond ring.

**5. Rewrite the sentences to make them refer to the past.**

**Example:** I must post the letters. *I had to post the letters.*

1. I have to take the pills three times a day. 2. They must be away on holiday. 3. We can't see the top of the mountain. 4. He can't be a millionaire. 5. We mustn't shout in the auditorium. 6. He won't go to bed. 7. That will be John on the phone. 8. You should be more careful. 9. They're joking. 10. He's burning an mp3 selection for you onto a CD.

**6. Complete the sentences, putting the verbs in brackets into the correct form.**

1. 'What are all those people doing with those lights and cameras?' 'They ... (must/make) a film'. 2. 'I wonder how the thief got into our flat?' 'He ... (could/use) the fire escape or he (might/climb up) that tree.' 3. 'I saw Will waving someone off in a taxi.' 'That ... (would/be) his cousin from Australia.' 4. 'Serhiy told me that he'd spent \$50,000 on a birthday present for his girlfriend, but he ... (may/joke). He ... (can't/spend) that much.' 'I think you ... (must/mishear) him.' 5. 'It's five past eleven. Kiril and Nastya's plane ... (should/touch down) in Borispil by now.' 'Your watch... (must/be) slow. It's nearly half past. Their plane ... already ... (will/land). 6. 'Bring very warm clothes. It ... (could/snow) when we arrive. It ... (can/snow) in the mountains even in summer.'

**7. Which of the following modal verbs will fit the sentences? Often there is more than one possible answer.**

*Will, should, can, ought to, could, must, may, have to, might.*

1. You ... get your hair cut. It's much too long. 2. ... I ask you a question? 3. Young children ... be carried on this escalator. 4. You ... never get a seat on this train. It's always packed. 5. I ... be studying Mandarin Chinese next year. 6. I ... already speak five languages fluently. 7. You'll ... work much harder if you want to pass. 8. It's Saturday night. There ... be something good on TV. 9. You ... leave your valuables in the hotel safe. 10. You ... be over 1m 60cm tall to be an air hostess.

**8. Underline the correct option. Sometimes two options may be correct.**

1. You *mustn't/shouldn't* have any problems with Tom. He's such a good baby. 2. You *don't have to/mustn't* use butter in this sauce, but it makes it much tastier. 3. I *couldn't/wouldn't* watch my favourite TV programme because Sue rang up for a long chat. 4. Roman's so stubborn. He just *can't/ won't* do what he's told. 5. I'm afraid I *cannot/may not* come to your wedding as I'm on holiday in the Crimea. 6. I *was able to/could* get 5 % off the marked price by paying in cash. 7. I *should have gone/I had to go* to visit Uncle Henry in hospital after work, but I was too tired. 8. You *don't have to/mustn't* say a word about this to your mother. It's a surprise. 9. You *mustn't/needn't/don't have to* think I'm always this tired and irritable after work. I've just had a bad day. 10. We *mustn't/needn't/don't have to* book a table, the restaurant won't be full on a Tuesday night. 11. Do you really *must/need to/have to* go now? Can't you stay just a bit longer? 12. You *mustn't /don't need to /don't have to* eat all your vegetables. Just have the broccoli. 13. You *didn't need to wake/needn't have woken* me up, I'm not going to work today. 14. The doctor said that I *didn't need to take/didn't have to take/needn't have taken* the medication any longer.

**9. Read the paragraph below carefully and put the correct expression from the following into the gaps in the sentences of the exercise: cannot ride, will not marry, will dress, shall sweep, may not visit, may not travel, must be, must be at home, should command, can only keep.**

At the beginning of the 20th century female teachers had a very restricted life. There was a set of 'golden rules' that they had to abide by or risk instant dismissal. The rules were there to make sure teachers command-ed authority and respect, but for women it meant sacrificing a lot of personal freedom. Nowadays it seems quite incredible that such strict rules should be enforced on female teaching staff.

1. You ... during the term of your contract. 2. You ... company with other women. 3. You ... authority and respect from your pupils at all times. 4. You... between 8 p.m. and 6 a.m. unless attending a school function. 5. You ... ice-cream parlours at any time. 6. You ... in a carriage or automobile with any man unless he is your father or brother. 7. You ... the schoolroom floor at least once daily. 8. You ... in plain colours of grey or black and your dresses ... no more than 1 inch above the ankles. 9. You ... beyond the city limits without the permission of the chairman of the board of school governors.

**10. Translate the following sentences from Ukrainian into English using modal verbs.**

1. Не може бути, щоб він вже повернувся до Києва, адже він тільки вчора поїхав до Лондона. Ви, напевно, помилились. 2. Допомогти вам? – Ні, дякую, я все зроблю сама. 3. Не знаю, чи виконаю я цю роботу за такий короткий термін. – Ви повинні були подумати про це раніше. 4. Ви не повинні були залишати горіти газ, такими речами жартувати не можна, адже може виникнути пожежа. 5. Вам не слід йти на пошту, я сама відправляю вашого листа. 6. Джордж повинен був обідати у нас вчора, але він не прийшов. 7. Я, очевидно, неправильно вас зрозумів і тому прийшов так рано. 8. Мій друг повинен був поїхати до Львова минулого тижня, але наукова конференція затримала його на кілька днів. 9. Вам не слід

брати парасольку сьогодні, на небі немає жодної хмаринки. 10. Мені доведеться залишити Тамарі записку, я її, напевно, не побачу. 11. Моя сестра вчора була у книжковому магазині, вона, можливо, купила мені підручник з англійської мови. 12. Зазвичай я ходжу на роботу пішки, але вчора я вийшла з дому дуже пізно і мені довелося їхати автобусом. 13. Коли Джон був молодим, він міг пробігти кілометр менш ніж за 5 хвилин. 14. Я повинна була закінчити курсову роботу вчора, але не змогла це зробити. Мені довелося дописати її сьогодні. 15. Ця книжка, можливо, здалася йому нецікавою, але він, ймовірно, прочитав її дуже уважно, оскільки він пам'ятає всі подробиці. 16. Мій брат, можливо, приїде завтра, адже він, напевно отримав нашу телеграму. 17. Ви могли б зробити цей переклад, якби у вас було більше вільного часу. 18. Не може бути, щоб мій друг поїхав з Києва, не сказавши мені про це.

## WRITING

**An article** is a short prose composition to briefly describe a topic or present a case or an argument. It is a portion of a longer piece or compilation and as a result may use different structures, providing that they are in keeping with the whole of which the article is a portion. It need not necessarily be in formal written style and the word is additionally used for all journalistic writing.

1. Write an article of 20 sentences about Ukraine for a new book called “Countries of Europe”. Give as many facts as you can about Ukraine’s population, geography, climate, economy, national flag, popular icons, etc.

2. You work in a travel agency. Write a short article of 15-20 sentences giving key information about Ukraine. Try to make this information interesting and attractive to encourage tourism.

**A formal letter** is a communication to briefly, ideally on one page, record in writing something that the writer wishes to have filed or stated for legal or organizational reasons. Such letters may state fact, state opinion, make a request or make a claim. Letters may be addressed to an organization with: a general greeting such as “Dear Sirs” or “To whom it may concern”; to a selected part of an organization “The Marketing Department. For the attention of the Marketing Director”; or a specific individual, although the individual’s title is often given “Ms Karen Singh, Human Resources Director”. All formal letters need to be signed, with a date, by the writer.

3. Write a letter of 15-20 sentences to the President of Ukraine explaining why you agree or disagree with the government’s policy on tourism. Pay attention to the issues our country faces and how any problems may be solved in the future.

4. Write a short essay of 25-40 sentences about Ukraine describing the most typical characteristics of Ukrainian people, their habits, their preferred food and traditional clothes in order to allow a foreigner to better understand the Ukrainian Nation.



## LINGUISTS' HEADACHES

**Science** This is often an extremely difficult word to translate as there is a major cultural difference between “наука” and its apparent translation as “science”. Despite the English word originating from the Latin scio (to know), contemporary use in English is narrowed to observational and experimental ‘physical science’ where objective numerical data is its root. So, ‘sciences’ are such disciplines as Chemistry, Physics, Mathematics (“Math” AmE), Biology, IT and Genetics. There is a category called “social science” where objective data is sought, but within a subjective framework, for such disciplines as Sociology, Anthropology, Business Studies and Psychology. History, Geography, Linguistics and Law are regarded as “arts” subjects. That which is believed to be “ultimate truth”, such as religious teaching, is often regarded as a science, such as Christian Science.

One of the possible alternatives is ‘knowledge’ where the word “знання” in its old-fashioned sense is meant. The humanities, the Arts, may often be translated as “гуманітарні науки”.

**Task:** translate the following sentences from English into Ukrainian paying attention to the words ‘science’ and ‘knowledge’ and their derivatives.

1. Many leading scientists acknowledge that science cannot provide absolutely reliable knowledge. 2. What did you do in science class today? 3. If you want to ask someone, Alex is best at physical science. 4. Foreign Exchange dealing is not an exact science – you are always taking a risk. 5. I keep records of my observations, but I’m not really scientific about it. 6. Many students didn’t have much knowledge of American history during the time of the Soviet Union. 7. Our company needs a specialist with a specific knowledge of bionic engineering. 8. We are going to write a General Knowledge quiz. 9. The equipment is complex and requires specialist knowledge to be repaired. 10. She acted with the full knowledge of her boss. 11. The garage mechanic tried to blind her with science. 12. This species is new to science. 13. Leonardo da Vinci was undoubtedly a man of science. 14. Knowledge can be shared, experience can not. 15. The Christian Science church made a presentation in L’viv to attract followers. 16. London’s taxi drivers need to pass The Knowledge exam before they can work. 17. “Theology is the crown of all the sciences”.

## DEVELOPING TRANSLATION SKILLS

### *Translation transformation of omission*

Omission is the process of omitting certain elements when translating from the SL into the TL and is the opposite of addition (see Lesson 2). It must be remembered though, that the translator can not deliberately take out any elements of the sense, which is also true in the case of addition. The translator may omit only those lexical elements that repeat themselves in a certain way in the SL (tautological pairs) according to its norms and become redundant in the TL when translated according to its norms, e.g. *Equality of treatment in trade and commerce is a required condition. У торгівлі однакове ставлення до сторін є необхідною умовою.* Sometimes omission applies to structural

elements of the sentence in the SL, which become redundant in translation, e.g. *The storm was terrible while it lasted.* *Буревій був просто жахливий.* The whole subordinate clause was omitted in translation as redundant.

**1. Translate the following sentences into Ukrainian applying omission where necessary.**

1. There in the doorway of her bedroom stood Helen, as white as the dressing gown she was wrapped in. 2. The criminal was shot and murdered by his accomplices. 3. They agreed after the presentation that her opening remarks were positive and good. 4. The election was ruled null and void. 5. He was deeply upset when his theory was rejected and repudiated by his Departmental council. 6. This is an apt remark to make. 7. When she started her new job, she was asked to read the rules and regulations of her work-place. 8. He wouldn't leave as he still had a point to make. 9. Curiously, a fact to observe is how the rest refused to follow. 10. She was still at work as she still had so many tasks to do. 11. The committee had to decide which procedures to apply under these circumstances. 12. That's all well and good, but it still doesn't answer the problem. 13. The insurance policy excluded wear-and-tear.

**2. Translate the following sentences into Ukrainian using antonymic translation.**

1. It is not an unusual case. 2. It was not until I reached the farm that I found out what had happened. 3. Joanna Strickland was a woman of character. 4. The undead past will be always in my memory. 5. It seemed there was a very little basis to their conversation at all. 6. Pete was reading a newspaper in his shirt-sleeves 7. Just about all he could find in favour of the army was that it paid well. 8. It was impossible to talk to him without getting involved in an argument. 9. Do you happen to know where the best place for bird-watching is around here? 10. I was too depressed to care about anything at all. 11. In those clothes she was by no means inelegant. 12. Do you mind this? 13. Mind your own business. 14. Take it easy.

**3. Translate the following sentences from Ukrainian into English paying attention to translation of the particle “not”.**

1. Я вважаю, що мої колеги не будуть заперечувати. 2. Думаю, що він не знає цього граматичного правила. 3. Здається, що вони не хотіли зробити якусь шкоду. 4. Я не вважаю, що вони хотіли зробити якусь шкоду. 5. Ми вважаємо, що цій важливій проблемі приділяється недо-статньо уваги. 6. Думаю, тоді я не зразу зрозумів, що мій співрозмовник мав на увазі. 7. Цього не можна передбачити. 8. Цей рух не можна зупинити. 9. Думаю, цього я витримати не можу. 10. Ми гадаємо, що він не знає про це.

**Developing interpreting skills**

**1. Practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking at the text.**

1. Everyone has a passion for something.

2. Everyone has a passion for something, whether to a larger or to a greater extent.
3. Everyone has a passion for something, whether to a larger or to a greater extent, a passion that reaches to their soul.
4. Everyone has a passion for something, whether to a larger or to a greater extent, a passion that reaches to their soul, that satisfies them and brings pleasure.
5. Everyone has a passion for something, whether to a larger or to a greater extent, a passion that reaches to their soul, that satisfies them and brings pleasure – what is usually called a “hobby”.
1. Ukraine, Europe’s largest country, is mostly flat.
2. Ukraine, Europe’s largest country, is mostly flat, with the exception of the Eastern Carpathian mountains.
3. Ukraine, Europe’s largest country, is mostly flat, with the exception of the Eastern Carpathian mountains in the very west of the country.
4. Ukraine, Europe’s largest country, is mostly flat, with the exception of the Eastern Carpathian mountains in the very west of the country and the Crimean hills.
5. Ukraine, Europe’s largest country, is mostly flat, with the exception of the Eastern Carpathian mountains in the very west of the country and the Crimean hills forming the southern coast of the peninsula.

### *Translator’s nightmare*

**County and Shire** A county is an administrative district of a state of the USA, or an administrative region of Great Britain or Ireland. For example, Arizona comprises fourteen counties while New York State comprises fifty counties because of its much greater population. Similar population rules determine the creation and abolition of counties in the UK, and periodically changes are made. For example, such counties as West Midlands or Greater London were created in England in 1974 to cater for the changing concentration of residents and those such as Rutland were abolished at the same time due to diminishing rural populations. Wales has since that time had five Local Government reorganisations.

Australia divides its States and Territories into Shires, and many British counties are also called ‘Shires’, but it is unlikely that Hobbits live in any of them.

In Britain, from Anglo-Saxon times, from about the 7th century to the late 19th century, the original “shires” all gradually became **Counties** as the boundaries were moved with changes in population and demographic profiles. Simply, a County was made up of **Hundreds**, which themselves were made up of **Tithings**.

A **hundred** is an administrative division which historically was used to divide a larger region into smaller geographical units. The name is derived from the number hundred. It was a traditional Germanic system described as early as AD 98 by Tacitus. In England a hundred was the division of a shire for administrative, military and judicial purposes under the common law. Originally, when introduced by the Saxons between 613 and 1017, a hundred was supposed to contain approximately one hundred households headed by a **hundred-man** or **hundred eolder**. He was responsible for

administration, justice, and supplying military troops, as well as leading its forces. Hundreds were further divided into Tithings which contained ten households.

Counties were formed from Shires when the number of households in an area was **counted** and aggregated. Although later some counties had an Earl or a Duke allocated to them, they were never feudal territories ruled by a “Count” as the British or the Americans have never even had the title “Count”. The concept of a “граф” ruling a “графство” was a common misconception in the Soviet Union. The translation of “County” must be “область”, for both the USA and the UK.

**Task:** Which Country do the following statements apply to? Translate them into Ukrainian.

1. The Kent County sheriff pulled up in his marked car.
2. The County of Kent even today has a boundary similar to the ancient Kingdom of Kent.
3. “You from Kent County? Which one? Virginia, Michigan, Maryland or where?”
4. The County of Kent traditionally grew hops, cherries and apples.
5. Kent County Council is sub-divided into Borough Councils and District Councils.
6. Kent County Chamber of Commerce Inc. is located in Chestertown on the east coast of the State.

*Note: Sentence 3 is worded as an American would actually formulate the question, rather than follow the strict rules of grammar.*

**Task:** Translate the following sentences into Ukrainian paying attention to translation of the words: county, shire, district and region.

1. In the USA and in Great Britain county courts are higher courts that deal with more serious offences than regional or town courts. 2. The county town of Lancashire is Lancaster as Manchester is the county town of Greater Manchester County. 3. Kent County Council is supervised by about 100 councillors elected from 12 districts. Each councillor represents one re-gion. 4. The Anglo-Saxons removed the system of Shires from Britain over a thousand years ago and replaced them by counties made up of hundreds. 5. A hundred comprised a hundred households and this was thought to be a manageable unit. 6. The government policy is to persuade employers to relocate jobs from the capital to regional centres. 7. Flooding is likely in some coastal regions of the Northeast at the beginning of March. 8. Australia de-cided to subdivide its States and Territories into shires, while New Zealand decided to use the county system as in Britain and the USA. 9. As far as I know, Jed Black lives in Fairfax County, Virginia.

*Note: The SOED recognizes the word “oblast” and defines it as: “In countries of the former USSR and earlier in Russia, a second-order administrative division, a province, a region. “A first-order administrative division is a republic. To help Americans and Brits to understand what an “область” actually is, it is recommended that ‘county’ is used as its translation.*

## UNIT 6

**Topic:** The Performing Arts

**Grammar:** Non-finite forms of the verb

**Functional expressions:** Constructive criticism and destructive criticism

**Writing:** Critical Review

### INTRODUCTION

#### *1. Discuss the following points:*

1. Describe what you understand by the term 'performing arts'.
2. What are the major concert halls or venues for such events in Ukraine?
3. How would you compare and contrast theatre with cinema?
4. Do you agree that performing live on stage is a lost art ruined by cinema and TV?
5. What is your favourite musical genre?
6. What is your attitude to contemporary dance as opposed to classical ballet?
7. What is the role of music in your life?
8. Describe your favourite operetta or state why you don't like the genre.
9. Do you like opera and ballet? Give your reasons why you like or dislike them.

*2. Listen to the recorded dialogue "After the Rock Concert", until you get its main message, then formulate it in your own words. Then listen to the same dialogue again trying to memorise or write down the expressions of constructive and destructive criticism used in it. (Appendix 1)*

*3. Learn the following expressions and translate them into Ukrainian. Try to memorise as many of them as possible.*

#### **Constructive criticism**

That's excellent. The second part was best though it still needed...  
It would be perfect if they could only improve...  
That shows progress, although... still needs some work.  
If they can get the last section right, it would improve it no end.  
I preferred the third scene, as the ending seemed to be rushed.

#### **Destructive criticism**

That's just rubbish,  
I didn't like any of it at all.  
It was all just hopeless.  
It had no redeeming features.  
None of it was any good.  
I never heard such twaddle  
/twodl/ in my life,  
I tried to stay awake but failed.

*4. Fill in the gaps of the suggested dialogue with functional expressions of appraisal and criticism you have learnt. Which are the two examples of constructive criticism?*

Ian: I thought the concert was ....

Kate: The drummer was ..., although the rest were....

Alex: I never heard ... in my life.

K: The lighting was ... with the music.

I: If the lighting technicians can get the first section right, it....  
A: Nonetheless, I don't think it had any ... at all.  
K: Maybe so today, but if during the next few months ....  
I: So, you think it's worth watching them again next year?

**5. Do you agree or disagree with the following? Express your own opinion using functional expressions of constructive and destructive criticism.**

1. Too often we enjoy the comfort of opinion without the discomfort of thought.  
(John F. Kennedy)
2. No sane man will dance. (Cicero)
3. Art is the lie that makes us realize the truth. (Pablo Picasso)
4. I don't know anything about music. In my line you don't have to.  
(Elvis Presley)
5. He who pays the fiddler calls the tune. (Proverb)

**6. Translate the dialogue into English using words and word combinations from the following list: pretty good, a drummer, to doze off, lighting technicians, lighting of the stage, to play dynamically.**

Іра: На мою думку, концерт був непоганий. Друге відділення було цікавішим, проте й воно потребує доробки.

Катя: Справді, гітарист та барабанщик грали блискуче, інші виконавці поганенько.

І.: Останні пісні треба було грати динамічніше.

К.: Але, на жаль, цього не сталося. Я навіть задрімала наприкінці концерту.

І.: Між іншим, а як тобі освітлення сцени?

К.: Мені здається, що освітлювачам треба краще знати пісні, щоб забезпечити відповідне освітлення.

І.: Згодна. Побачимо, чи будуть зміни на краще на наступному концерті. Ти підеш, якщо вони знову прийдуть?

К.: Мабуть, якщо квитки сильно не подорожчають. Бувай.

## **READING 1**

**1. Look at the title of the text and say what you think the text is about.**

**2. Think of ten to fifteen thematic words which you are likely to find in the text and write them down. Then read the text and check whether the words you predict actually appear.**

**3. Learn the pronunciation of the following words from the text given below. Translate them into Ukrainian.**

Leicester, chimpanzee, cuttlefish, gazelle, species, squid, impala, elaborate, temporarily, availability, repertory, violinist, saxophonist, cruising, bombard, paradise, plumes, aesthetics.

**4. Read the following questions and try to answer them without reading the text.**

1. What performing arts can you list, which are ancient and which are relatively new?
2. Which of the performing arts are the most popular nowadays?
3. Do you consider a play to be an amusement or instruction?
4. What is the role of the theatre in your life? When did you last go to the theatre?
5. Is going to the cinema your favourite recreational activity? In any case, what films have you seen recently that impressed you the most?

**5. Look through the following comments before reading the text.**

*Comments:*

1. **Hollywood and Bollywood.** Hollywood is the heart of the English-language cinema and is well known in Europe and the West. Its turnover is by far the greatest in the world. Bollywood is the generic name for the Indian film industry, whose output is the largest in the world in terms of number of films produced and, possibly, number of tickets sold. The main language is Hindustani, although songs often use Urdu vocabulary, and English is increasingly used in dialogues and songs.

2. **Andrew Lloyd Webber** is a highly successful British composer of musical theatre, now Baron Lloyd Webber, elevated to the peerage after very many years of success. He has specialised in contemporary operatic musicals and has 15 major shows to his credit. These include *Evita*, *Cats*, *Starlight Express* and *The Phantom of the Opera*.

3. London's West End and New York's Broadway are two of the largest concentrations of theatre in the world.

**6. Read the text "Performing Arts" for the first time and answer the following questions.**

1. How do people entertain themselves?
2. Why do many creatures use performances today? Give some examples.
3. What famous cinematographic centres do you know?
4. Why do people enjoy watching the performing arts?
5. What kinds of performance do you prefer live or recorded? Why? Give your reasons.
6. How is contemporary technology influencing the development of the performing arts and even its very existence?

**7. Listen to the recording of the text, read it aloud in class and translate it into Ukrainian.**

**Text 1: The Performing Arts**

Science tells us that humans began to talk and communicate from about ten thousand years ago – at least, that's as far back as it can be proved that we have used language. But it seems probable that we have communicated not only with speech for very much longer than that, but also with song, dance and stories. Today's **performing** arts are the evolved ways in which we **entertain** ourselves watching talented people sing, dance and tell us stories as actors.

Nature shows us how so many creatures use **performances** for many reasons. Not only is there communication through simple sounds but other forms such as **expressions**

(watch the face of a chimpanzee), colour change (see the 'Tight shows' given by cuttlefish and squid as they communicate), songs (listen to a whale cruising through the ocean or just a bird on a branch) or dances (watch impala or gazelles dancing as part of courtship).

Nobody who has seen one of the many species of Birds of Paradise prepare a stage and conduct an **elaborate** dance while **showing off** their startling plumes and highly-coloured feathers can have any doubt that aesthetics are more important than strength or muscle in choosing a **mate** and furthering the species for some creatures.

Humans use song, dance and theatre to not only tell stories but also **convey** mood, emotion and many abstract notions. They also use the performing arts to dream, to live another life – if only temporarily. **Triggering** the imagination and helping us live our dreams is what Hollywood, Bollywood and other cinematographic centres do for a living, and so many authors have aimed to do over the centuries. Song, dance and music may be aimed more at our emotions than at our imaginations – when combined in a musical show, such as those of Andrew Lloyd-Webber they can leave us **shattered** at the end of a performance, our senses bombarded with excitement. Regions of the biggest capitals of the world, such as London's West End and New York's Broadway, each have a very large number of theatres to cater for such demands.

In such musical shows, or the circus, or all events in the past, the performers and the audience were physically close together and the emotion of the performer could be clearly sensed by the viewer. Today there has been a major shift in that most of our time is spent watching television or a computer screen to see song, dance and stories brought to us. This takes us so much further away from the performer and the song or the dance. The violinist or saxophonist or ballet dancer or actor in a tragedy becomes an image on a screen or sound from a loudspeaker.

Are we any the poorer for this distancing? Certainly, a live performance is so much more acute and vivid than many remote equivalents, but recorded performances give us the chance to see and hear very much more, and more frequently, than if we had to wait for a live performer. Choice and **availability** of digital and recorded entertainment have replaced the travelling **minstrel** and the **repertory company**.

Our technology is constantly trying to **re-enact** for us the experience of a live performance. Hi-fi sound, large-screen high-definition televisions and home cinema are steps in that direction. It is expected that in not many years' time we will be able to watch 3-D projected images of performers at the same time as making the equivalent of a **virtual** reality conference call to hold "virtual meetings" for business people and politicians. It is anticipated that it is the domestic entertainment market that will drive such technology, while business will pay for much of its development. But do we really want to think that we see Madonna singing and dancing in our living rooms?

## **8. Learn the following vocabulary notes.**

### **Vocabulary notes**

#### **1. Performance, n**

1) when someone performs a play or a piece of music – виступ, вистава, гра, постановка, e.g. Luciano gave a memorable performance at the last year's festival;



2) the act of doing a piece of work, duty – виконання, здійснення, e.g. The performance of his official duties was excellent;

3) how well a car or other machine works - робота (машини, механізму), e.g. The car's performance on mountain roads was impressive. With only 150 bhp, what can you expect from that model's performance?

### **Perform, v**

1) to do something to entertain people, for example, by acting a play or playing a piece of music – виступати, ставити (п'єсу), грати (на муз. інструменті), e.g. The children perform two plays each school year.

However, to refer to playing a particular part in a play or film, use “play” not perform, e.g. John Wayne played a Roman soldier in the film. Rick Mayall played Vladimir in Beckett's play in the West End.

2) to do something, especially something difficult or useful – виконувати, проводити, здійснювати, e.g. Surgeons performed an emergency operation.

*Syn.:* carry out, fulfil, realize.

*Der.:* performance, performer, performing.

*Comb.:* **performing arts** (dance, music, drama) – виконавчі різновиди мистецтва або сценічне мистецтво.

### **2. Entertain, v**

1) to amuse or interest people in a way that gives them pleasure – розважати, забавляти, e.g. She entertained the children with interesting stories;

2) to invite people to your home for a meal, party – приймати гостей, влаштовувати прийом, e.g. Alex usually does the cooking when we entertain;

3) entertain an idea, hope, thought (colloq.) – плекати надію, думку, e.g. She could never even entertain the idea of living in the country.

*Syn.:* consider an idea (formal).

### **Entertainment, n**

1) things such as films, television, etc. that are intended to amuse or interest people – розвага, забава, e.g. The city provides a wide choice of entertainment.

*Comb.:* the entertainment industry (business) – індустрія розваг, the world of entertainment – світ розваг.

### **3. Expression, n**

1) the act of conveying something in words, feelings, emotions, etc. – вираження, виявлення, e.g. The politician was very skilled at understanding the expressions of public feeling.

2) the manner or means of stating something in words or phrases – вислів, вираз, мовний зворот, фраз, e.g. Because of his unusual dialect, they couldn't understand some of the expressions he used.

3) in music, painting and sculpture, the way of showing character, sentiment or action – виразність, експресія, e.g. Her musical expression was stunning.

4) the capacity of the face, voice or attitude to communicate feeling, emotion or character – вираз (обличчя тощо), e.g. She continued to be very polite, but her expression was one of disgust.

4. **Elaborate**, *adj.* Something which is complex – shown in fine detail, acted out or performed in a complicated way. Складний, старанно розроблений або продуманий, ретельний, старанний, e.g. The elaborate performance deeply impressed the audience.

5. **Mate**, *n*

1) a partner in marriage but more frequently one of a pair of animals or birds – чоловік, жінка або самець, самиця, e.g. The lion's mate roared in the darkness.

2) a helper or assistant to a more skilled worker – помічник, e.g. The plumber's mate busied himself with removing the tap.

3) a way of addressing equals in a friendly way – приятель. Colloquial in some forms of English but standard in others, such as Australian English, e.g. Sure, mate, I'll be glad to help you with your suitcases.

4) a friend in informal English – товариш, друзяка, e.g. I'm going down the pub with my mates later on.

*Phrase:* to be mates with – дружити з кимось.

6. **Show**, *v*

1) let somebody see something – показати, e.g. Show your ticket to the

2) to demonstrate something – показувати, викривати, з'ясовувати, e.g. Figures showed a 9 % rise in inflation;

3) explain with action – пояснювати, показувати комусь, як треба робити щось, e.g. Show him how to do this drawing;

4) let your feelings, attitudes or personal qualities be clearly seen – проявляти почуття, висловлювати ставлення, e.g. Mary showed great interest in her children;

5) to make a film or television programme available on screen – демонструвати, показувати на екрані, e.g. A new film was shown on television last Monday.

*Phrases:*

**Show off**, *v*

1) To try to make people admire your abilities or achievements, to boast – позувати, показувати себе, демонструвати щось, e.g. He couldn't resist showing off on the tennis court.

**Show-off**, *n.* A vain person, one demanding attention – хвалько, e.g. Oh good grief, he is such a show-off.

2) To demonstrate something or emphasise an object – хвалитися, вихвалитися, e.g. She couldn't wait to show off her new car to all her neighbours. He was keen to show off his new trainers.

**Show someone in a good or bad light.** To make people have a good or bad opinion of you – виставляти у вигідному / не вигідному світлі, e.g. Tom managed to show himself in the best possible light during his interview.

**Show somebody the door.** Make someone leave, usually with an unfriendly or negative connotation – показати на двері, вигнати, e.g. John showed the insurance salesman the door.

**Show around.** To go around a place with someone to show them what is interesting – супроводжувати (під час огляду), показувати, e.g. Jamie showed his new mother-in-law around the house.

### **Show up, v**

1) to arrive, turn up (informal) – з'являтися, e.g. Irina finally showed up apologizing for being late;

2) to embarrass – осоромити, збентежити, e.g. She complained that I showed her up in front of her friends.

**To show your face.** To appear, usually with a connotation of embarrassment – з'являтися, e.g. Rob didn't dare show his face around the faculty after he was caught cheating in his exam.

**To show the way.** To be an example – бути прикладом (взірцем), e.g. For many years his father has shown the way to Nick.

**To show willing.** To be ready to help – бути готовим допомогти, e.g. Julia always shows willing.

**I'll show you! That'll show him!** To teach somebody a lesson – провчити когось, e.g. "I'll show you!" – the man cried in anger at his grandson.

### *Combinations:*

**Show-and-tell.** UK and US exercise for schoolchildren when they are made to do a presentation in front of the class – виступати перед класом, e.g. The teacher liked the children to each do a show-and-tell at least once a month.

**Showboat** – плавучий театр, e.g. Showboats were the floating theatres and casinos of the American Wild West.

**Show-card** – рекламний плакат, e.g. The show fixed new show-cards around the store.

**Showdown** – вирішальний поєдинок, сутичка, e.g. The showdown between the two sides was to be the Cup Final.

**Showroom** – виставковий зал, e.g. The furniture in the showroom is not for sale.

**Showtime** (*colloq.*) – *перен.*: початок чогось, e.g. However rough the actors may feel, once it's showtime, the adrenalin rushes.

### **7. Convey, v**

1) to communicate with or without using words – повідомити, передавати (настрій, інформацію), e.g. All this information can be conveyed in a simple diagram.

2) (*formal*) to take or carry something from one place to another one – перевозити, транспортувати, e.g. Your luggage will be conveyed to the hotel in a taxi.

**8. Trigger your imagination.** The verb "trigger" is used here in a figurative sense to mean that someone's imagination is suddenly brought into play and ideas are created and can be translated here as "ввімкнути/підключити уяву".

The basic literal meanings of the verb is to make something happen very quickly – пустити в хід, надати руху, e.g. Certain forms of mental illness can be triggered by food allergies.

*Phr.:* to trigger your memory – швидко пригадати, e.g. Seeing her face triggered his memories of the previous summer.

**Trigger, n.** The part of a gun that you pull with your finger to fire it – курок, спусковий гачок (на рушниці), e.g. He took aim and squeezed the trigger slowly.

9. **Shattered**, *participle*. Used in the text in a figurative sense to convey the emotions of the audience broken into tiny pieces as the result of an onslaught of visual images, sound and light and can be translated as “приголомшений”.

**Shatter**, *v*

1) to break suddenly into very small pieces – розбити на дрізки, розколоти, e.g. The explosion shattered the buildings. The plate shattered into tiny bits.

2) to destroy hopes, beliefs or aspirations completely – руйнувати надії, сподівання, e.g. Their hopes were shattered by the war. His ambitious progress up the career ladder was shattered when he was arrested for possession of cocaine.

10. **Vivid**, *adj*. Intense, full of life, strongly felt – чіткий, ясний, яскравий, e.g. She was looking at his vivid blue eyes.

*Comb.*: vivid memories – яскраві спогади, vivid colours – яскраві кольори, vivid dreams – яскраві сни, vivid imagination – палка уява.

*Der.*: vividly, *adv*. Very clearly, intensely – яскраво, чітко, ясно, e.g. I can vividly remember the day we met.

11. **Virtual**, *adj*

1) effective, in reality – фактичний, дійсний; Car ownership is a virtual necessity.

2) a simulation or substitute for reality on the Internet or on a computer – віртуальний, можливий, гаданий; The website allows you to take a virtual tour of the art gallery. Virtual meetings over the web are very popular with young people.

*Comb.*: virtual office, virtual reality.

12. **Re-enact**, *v*

1) act or perform again, reproduce – відтворити, e.g. At school, children re-enacted the Christmas story. The police have re-enacted the crime step by step;

2) to enact (a law) again – повторно вводити в дію, e.g. Congress refused to re-enact the bill.

*Der.*: re-enactment, *n*. Відтворення (подій), повторне введення в дію (закону).

13. **Repertory Company**. A theatrical, operatic or ballet company that performs works from a repertoire or set programme at frequent and short intervals – постійна труппа з певним репертуаром.

**Repertory**, *n*. A list, catalogue, index or store. Also the French word **Repertoire** has been adopted into English as a synonym – репертуар.

14. **Minstrel** *n*. A person employed by a patron to entertain, usually by singing or reciting poetry to a musical accompaniment. Associated with medieval times. The equivalent name in France was “troubadour” and in Ukraine “kobzar”. Possible ways of translation into Ukrainian are also “менестрель”, “трубадур”.

**9. Read the text carefully and underline the sentences that summarise the main idea of each paragraph.**

**10. Decide whether the following statements are true or false, or you don't know according to the text.**

1. Humans began to talk and communicate ten thousand years ago.

2. We entertain ourselves watching talented people sing, dance and tell us stories.

3. Animals can't communicate using sounds, expressions of the face, colour changes. 4. Humans use song, dance and theatre to convey their mood and emotions.

5. Today there has been a major shift in that most of our time is spent watching television or a computer screen.

6. A live performance is less acute and vivid than many remote equivalents.

7. Travelling minstrels and repertory companies have replaced digital and recorded entertainment.

8. Our technology isn't trying to re-enact for us the experience of a live performance.

9. Hi-fi sound, large-screen high-definition television and home cinema have been replaced by live performances.

## VOCABULARY PRACTICE 1

**11. Learn the Vocabulary Notes, give derivatives for the following words, translate them into Ukrainian and make up your own sentences:**

To perform, to entertain, to show, to communicate, to express, to act, technical, light, image.

**12. Find synonyms to the following words. Consult a dictionary of synonyms if necessary.**

To convey, to express, to show, to perform, to entertain, to shatter, acute, vivid, viewer, a minstrel.

**13. Explain the following phrases as they have been used in the text. Translate into elegant Ukrainian.**

Evolved way, for many reasons, light shows given by cuttlefish and squid, a whale cruising through the ocean, many species of birds, to conduct an elaborate dance, highly-coloured feathers, to convey mood, a major shift, to sound from a loudspeaker, more acute and vivid, a travelling minstrel, a repertory company, large-screen television, virtual reality, the domestic entertainment market

**14. Complete the following sentences using the words and expressions from the following list: mate, elaborate, trigger, shatter, convey, expression, re-enactment, repertory, vivid, to cater for, virtual.**

1. As he felt the blow strike his head, he saw a ... display of colours before he blacked out. 2. Her style of writing was ... and often poetic. 3. They went to the English History Society's ... of the Battle of Naseby. 4. Listening to Nielsen's 4th Symphony would always ... a range of emotions within him. 5. He found a small restaurant that ... a wide range of tastes. 6. I once saw a television programme about how eagles ... for life. 7. She loves playing computer quest games where she can enter new ... worlds. 8. The crystal vase ... as it fell on the parquet floor. 9. He asked the railway carriage attendant to ... a letter to his mother in Vinnitsya. 10. The politician went through his entire ... of

facial expressions as he was making his speech. 11. The letter to the Ministry was recorded as a formal ... of protest by the Town Council.

**15. Read and translate the following text into Ukrainian. Find the best Ukrainian equivalents for the italicized words and expressions.**

West End theatre is a popular term for *mainstream professional theatre* in London, or sometimes more specifically for shows staged in the large theatres of London's "*Theatreland*" area around Leicester Square. Along with New York's Broadway, West End theatre is usually considered to represent the highest level of theatre in the English speaking world. Seeing a West End show is a common tourist activity in London and "*taking in a show*" is a popular activity both for British visitors to London as well as for those from overseas.

Most of the theatres in the West End are late Victorian or Edwardian, and they are privately owned. Most of them have great character, and the largest and best-maintained are splendid, similar to such grand theatres as Kyiv's Shevchenko National Opera Theatre. On the other hand, *leg-room* is often cramped (people were smaller a hundred years ago) and *audience facilities* such as bars and toilets are often much smaller than in modern theatres.

West End shows may run for a varying number of weeks, depending on ticket sales. Musicals tend to have *longer runs* than dramas. The longest running musical in West End history was Andrew Lloyd Webber's "Cats", which closed in 2000 after running for 9.000 performances, whilst the longest running current musical is "Les Misérables". However the non-musical Agatha Christie play "The Mousetrap" is the longest running show in the world, and has been showing since 1953.

New York City has a highly active and influential theatre district, which is centred around Times Square in Manhattan, but best known as Broadway. It serves both as the heart of the American theatre industry, and as a *major attraction* for visitors from around the world. The dozens of theatres in this district are responsible for tens of thousands of jobs, and help contribute billions of dollars every year to the city's economy.

While plays and musicals in New York are often classified as either "Broadway" or "Off-Broadway" (or even "Off-Off-Broadway") to denote theatrical quality or *mass-market appeal*, not all "Broadway" theatres are located directly on Broadway itself.

**16. Translate the following words and word combinations into Ukrainian and make up your own sentences.**

Performing arts, to create, a musical comedy theatre, a drama theatre, a national opera house, an audience, an auditorium, a scene, scenery, a stage, an expression, a mate, audience facilities, to take in a show, elaborate, a mainstream theatre, a rehearsal, a first night, a repertory company, to re-enact, virtual, to trigger, to shatter, a minstrel, to cater for, off-Broadway, an interval, an intermission, a long ran, a stage version, to inspire, to encourage, a curtain, a playwright, a cast, to encore, a script, a mainstream theatre, leg room, mass-market appeal, a long run.

**17. Fill in the spaces with one of the verbs entertain, amuse, charm or please or their derivatives:**

1. Who are you ... at dinner tonight? 2. His jokes didn't ... us much. 3. He could ... the hind legs off a donkey. (Irish saying) 4. Do you know any places of ... in this city? 5. She felt her defences crumble as he turned on the .... 6. The play was not very .... 7. He went to play video games in the .... Arcade. 8. He was very ... by the attention paid to him by the assembled group. 9. The job of a street musician is to ... passers-by. 10. This pendant is my lucky ...

**18. Fill in the gaps using the most appropriate of the following words and word combinations, some of which may be used more than once: show off (two meanings), show the way, show up (two meanings), show someone the door, show your face, show, show-and-tell, show willing, to show round.**

1. He couldn't resist ... at this last exhibition of his. 2. We had 200 people ... for our seminar. 3. The teacher told her class to prepare for a ... morning. 4. Use a light colour which will ... on a dark background. 5. Mr. Jackson became furious and .... 6. We were waiting for the representative for a long time, until at last he .... 7. "I'll ... you!" – the father told his son angrily. 8. Next time you should ... when your manager asks for a volunteer. 9. John always ... for his slower colleagues. 10. My mother took the guest and ... her ... the new house. 11. .... me ... to go home, I'm tired and I want to go to bed. 12. If you ... around here again, you'll regret it! 13. He was ... when it became obvious he didn't know what he was talking about. 14. I can't find this website – would you please ... me? 15. She couldn't wait to ... her new shoes to her mother.

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

Театр оперети, драматичний театр, виконавчі різновиди мистецтва, ляльковий театр, Національна опера України, глядацька зала (аудиторія), чудова вистава, влаштовувати прийом, розвага, проявляти почуття, приголомшувати, театр з постійною трупю, задовольняти смаки, зручності для глядачів, виставляти у вигідному світлі, пустити в хід, з'являтися (накінець), провчити когось, бути готовим допомогти, виступати перед класом, початок сеансу, період часу (коли йде певна вистава), основне русло, виставковий зал, афіша, гучномовець, палка уява, наявність, віртуальна реальність, прем'єра, драматург, склад ви конавців, репетиція, театральні декорації, інсценування, мати великий успіх, занавіс, викликати на біс, сценарій, зал ігрових автоматів.

**20. Translate the following sentences from Ukrainian into English.**

1. Щороку актори Театру української драми ім. І. Франка ставлять нові п'єси. 2. Без сумніву, місця в перших рядах партеру найкращі, але й найдорожчі. 3. Що йде сьогодні в Національній опері України? 4. У столиці України Києві можна знайти багато місць для розваги, які задовольнять будь-які смаки. 5. Мері вдалося виставити себе у вигідному світлі під час розмови з директором театру оперети. 6. На початок вистави глядацький зал Театру російської драми був переповнений. 7.

Мій друг згадав, що він придбав два квитки на балет “Лебедине озеро” заздалегідь. 8. Я дуже чітко пам’ятаю той день, коли я відвідала Шекспірівський королівський театр у Стретфорді-на-Евоні. 9. Олена має звичку вихвалитися. Насправді, якщо треба виступити перед класом, вона може розгубитися. 10. Посол супроводжував представників британської делегації під час огляду визначних історичних місць Києва. 11. Моя подруга плекала надію поїхати відпочивати на Карибські острови. 12. Менеджеру компанії вдалося виставити свій товар у вигідному світлі та продати велику партію обладнання. 13. Мені повідомили, що багаж буде перевезено до готелю. 14. Раптом тарілка випала з рук Кейт та розбилася на дрізки. 15. Яскраві спогади дитинства про святкування Різдва назавжди залишилися в його пам’яті. 16. Нові підручники з англійської граматики можна взяти з університетської бібліотеки. 17. Конгрес СІНА відмовився повторно вводити у дію новий закон про податки. 18. Необхідно ще раз звернути увагу на цей детально розроблений план. 19. Що примусило тебе про це згадати? 20. Вирішальний поєдинок між відомими боксерами було відкладено. 21. Ми йдемо дивитися прем’єру вистави в плавучому театрі. 22. Рекламні плакати цієї вистави були розклеєні скрізь.

**21. Match the people in the left-hand column with the definition from the right-hand column. Find out what they are called in Ukrainian.**

- |               |  |
|---------------|--|
| 1) cast       | a) the main bad character in a play  |
| 2) ham        | b) a set of actors in a play   |
| 3) hero       | c) a company of actors, acrobats in a theatre or a circus                                  |
| 4) heroine    | d) the most important male part in a play  |
| 5) stand-in   | e) a famous actor or actress   |
| 6) star       | f) an actor who learns an important part in a play and can play instead of the main actor  |
| 7) stunt man  | g) a person who takes the part of an actor at dangerous points in a film                   |
| 8) troupe     | h) the most important female part in a play  |
| 9) understudy | i) a person who does dangerous acts in a film so that the actor doesn't have to take risks |
| 10) villain   | j) the actor who acts artificially and unnaturally   |
| 11) prop      | k) a portable object other than furniture or costumes used on the set of a play or film    |

**22. Learn the idioms and idiomatic expressions on the topic “Perform-ing Arts”. Make up sentences using the following idioms.**

A **kitchen-sink drama** is a play about family life which shows domestic reality, without any glamour or concealment of the uglier issues of life – драма (п’єса) на побутові теми.

A **stock play** is a play coming into repertoire – п’єса, що входить до репертуару.

To **pack the house** means to attract an audience until no tickets are left, to fill a theatre or concert hall – заповнити зал глядачами до краю. Syn.: **to be full to the rafters**.



**To raise a laugh (smile)** means to amuse an audience enough to make it laugh (smile) - викликати сміх (посмішку) у глядачів.

**To get a standing ovation** means to get enthusiastic applause or welcome with the whole audience standing up to cheer and clap – отримати гучні оплески від глядачів. Syn.: **to applaud (cheer), to give somebody a big hand** (informal) – гучно аплодувати.

**To get the bird** (informal) means to be booed off the stage by an audience – бути освистаним глядачами.

**23. Replace the Ukrainian words in brackets with English words and expressions from the above sections.**

Our college has an active (драматичний гурток) where the more extrovert students can (виступати) in front of (публіка) while wearing (вишукані костюми) and playing with the large variety of (театральні реквізити) inherited to try a repeat (вистава). Everyone who joins gets some (роль) or other, whether as (зірка), (головний герой), (негідник) or just (театральний дублер). The real reason they do it is because it's fun both for the company and (публіка). They invariably get (переповнений зал) when they finally perform, usually of a rowdy, cheering mob only too ready to (освистали) to anyone who deserves it. Over the past five years I've been around there, they've staged (мюзикл), a surreal Beckett (п'єса), (драма на побутову тему) by Pinter, a modernized Shakespeare play and this year they're attempting (комедія), which from what I've seen, is guaranteed to (викликати посмішку у глядачів).

**24. Read the text, translate it into Ukrainian, summarise it in brief in Ukrainian and then in English. Use the following as prompts: reviser of plays – мой, хто перетісував уже існуючі п'єси, narrative poem – віршована розповідь, partnership in ventures – партнерство в театральних бізнес-проектах, artistic achievements – художні досягнення.**

Shakespeare as Actor and Playwright No evidence has been found as yet to show what were Shakespeare's movements and activities during the years immediately following his departure from Stratford. It has been suggested that he may possibly have taught as a schoolmaster or served for a time in a nobleman's household but the general opinion is that he went to London in 1587 to seek his fortune in a company of players.

Shakespeare can be traced in London from 1592 onwards, first as an actor and then as a reviser and writer of plays. There is evidence to show that as early as this date, when he was still only twenty-eight, his contemporaries were impressed (and some of them indignant), about the quality and popularity of the work of this "upstart crow" (as Robert Greene described him)

Shakespeare's first narrative poem "Venus and Adonis" dedicated to his patron Henry Wrothesley was published in 1593 and met with a warm reception. By this time he had already written the three parts of "Henry VI" and from then onwards, the performances of his plays can be traced and dated. Writing in 1598 Francis Meres praised the work of "mellifluous and honey-tongued" Shakespeare.

Research has established Shakespeare's association with companies of players and his partnership in various theatrical ventures. From 1594 he himself was one of the Chamberlain's Men (called the King's Men from James I's accession), whose duties included the provision of entertainment at the Court, and it was for his company that many of his plays were written. In 1599 Shakespeare was a shareholder in the Blackfriars Theatre and subsequently one of the proprietors of the Globe Theatre, which was built on Bankside in 1599. The poet's business ability clearly contributed to the success of his artistic achievements.

**25. Translate the following text from Ukrainian into English. Use the following words and expressions:** *кобзар – kobzar; грати на бандурі – play the bandura; турецька неволя – Turkish captivity; зрада – treason; озброєні запорозькі козаки – armed Zaporizhian Cossacks; воля до життя – will to live on.*

### **Кобзарі**

Прогулюючись Києвом біля Києво-Печерської лаври або Софіївського собору, ми часто бачимо людей, що грають на бандурі та співають українських народних пісень. Вони часто сліпі, але інколи зовсім нестарі.

В наш час все більше й більше українців цікавляться минулим, шукаючи шляхи вирішення сучасних проблем. Вони відшуковують старі забуті мелодії, намагаючись відновити традиції та відродити українську мову. З далекого минулого вони прагнуть взяти те, що було втрачено.

Колись кобзарями були сліпі люди, які блукали з кобзою за спиною від одного села до іншого, співали пісні на майданах, базарах або біля церкви. Але вони не просто співали. Кобзарі були віруючими людьми і виконували народні казки, псалми та думи. Були вони колишніми вояками, які не могли більше тримати шаблю. Кобзарі оповідали історії про війни та турецьку неволю, про битви, подвиги та зраду. В піснях вони вчили людей боротися за своє майбутнє. Часто їх талант був сильнішим сотні озброєних запорожців, бо давав українцям, хто страждали під чужоземним ярмом, волю до життя.

На жаль, ніхто не знає, чи буде в майбутніх поколінь можливість слухати народних співців. Але без сумніву, без кобзарів Україну не зрозуміти. Нам, українцям, слід починати з найважливішого – збереження культурних цінностей, в яких відбито історію нашої Батьківщини.

### **Test your knowledge of English!**

Which specific term means the **letters sent by admirers** to celebrities?

- a. fan mail; b. chain mail; c. email; d. snail mail

Which of these words was **not invented by Shakespeare**?

- a. manager; b. negotiate; c. surf; d. employer

A **litterbug** is ...

- a. an insect that lives in rubbish; b. someone who litters; c. a dance; d. a food container

**Every cloud has a ... lining.** What exactly?

- a. hidden; b. black; c. white; d. silver

If someone tells you to **keep your hair on** you should ...

- a. put warmer clothes on; b. shut up; c. calm down; d. go slowly

## READING 2

**1. Look at the title of the text and say what you think the text is about. What do you know about Sarah Bernhardt? What is she famous for?**

**2. Think of fifteen thematic words which you are likely to find in the text and write them down. Then read the text and check whether the words you predicted actually appear.**

**3. Learn the pronunciation of the following words and word combinations from the text given below. Translate them into Ukrainian.**

Sarah Bernhardt, bow, tout, triumph, hypnotize, camellia, Parisian, weary, bouquet, melancholy, resonance, extraordinary, technique, exquisite, eccentricities, caricaturised, emphasized, enraptured, enunciation, consciousness, captivate.

**4. Read the text “Sarah Bernhardt’s Three Tours of Kyiv’s Theatres” for the first time and answer the following questions.**

1. What was the first Sarah Bernhardt’s appearance in Kyiv?
2. How was Sarah Bernhardt described?
3. Why did Sarah Bernhardt shock public opinion?
4. What was her motto in life?
5. What were the rumours about the famous actress?
6. Who resold tickets before Sarah Bernhardt’s performance?
7. What were the theatre-goers most impressed by?
8. Why was Sarah Bernhardt regarded as a trendsetter and leader of fashion?
9. When did Sarah come to Kyiv for the second time?
10. What was her acting technique?
11. Why were Sarah’s performances a great success?

**5. Listen to the recording of the text, read it aloud in class and translate into Ukrainian.**

### **Text 2: Sarah Bernhardt’s three tours of Kyiv’s Theatres**

In March 2003, the Ukrainian Observer magazine published an especially well-researched article by Pylyp Selihey on Sarah Bernhardt and the world-famous Parisian actress’s three visits to Kyiv between 1881 and 1908. A prominent figure at the Institute of Linguistics at the National Academy of Science of Ukraine, Pylyp Selihey is the author of a number of academic research papers and a regular contributor to various periodicals.

A small, elegant woman looking weary and with a slightly melancholy face stepped off a railway carriage onto a platform at Kyiv’s train station. A burly man picked his way through the crowd of students, newsboys and bystanders to the woman and presented her with a bouquet of the finest roses before gallantly leading her to a

nearby car. That evening, the 20th November 1881, there was a performance of “The Lady of the Camellias” to a packed **auditorium**, hardly surprising, as one of the most renowned actresses in the history of theatre, the incomparable Sarah Bernhardt, was performing in the leading role.

This was the “Divine Sarah’s” first appearance in Kyiv and she was to return twice. Each time all her performances were sell-outs, the audiences were **enraptured** and the **theatre** critics could hardly contain themselves.

During her lifetime, Sarah Bernhardt was described in many ways, including: The Embodiment of Poetry, The Queen of the Stage, The Star of All the Stars and universally as the most famous actress of all. The crowned heads of Europe bowed to her, the powerful showered her with jewels. Regarded almost as a goddess, Victor Hugo said of her “This is more than an actress, this is a Woman”.

Even before she first appeared in Kyiv, the gossip in the city was about her: her European triumphs, her extraordinary technique, her exquisite costumes, but also her eccentricities. The residents of Kyiv knew that she eagerly performed in men’s roles, that she was not only able to cry on stage but even faint and lose consciousness or even bleed. They had heard that she loved to shock public opinion and create scandals. Some of what was rumoured included that she went fishing, hunting – even hunting for crocodiles – and that she slept in a coffin. She let it be known that her motto in life was “*without regard for anything*”.

By the time she first visited Kyiv, Sarah had assembled her own company of **actors**, and with this **troupe** had started touring extensively around Europe. A year earlier, she had returned from a successful tour of the USA and Canada, first playing New York on 8th November 1880.

Sarah Bernhardt was invited to Kyiv to perform for 5,000 francs for each performance. Even though the prices of tickets to her shows were set extremely high, sales were brisk long before she arrived. When it became apparent how strong ticket sales were, **touts** became to buy up the tickets for four boxes at the theatre. Three days before the performance, when it was announced that tickets were sold out, the touts resold their tickets for 100 karbovanets each and successfully found buyers. Another unusual situation was that some of the audience bought tickets by **clubbing together**, so that several people would occupy one seat, taking turns – one person at each act of as performance.

The theatre critics received Sarah Bernhardt rather cautiously during her first visit, although theatre-goers were immediately impressed by her exquisite and romantic style of acting. Her originality and unique talent were particularly surprising. Reviewing one performance, a Kyiv newspaper wrote “Sarah Bernhardt has the ability to **assume** multiple characters. She can change her **gait**, her voice and even the way she looks for each different role. Only two characteristics are common to each role – **refinement** and taste ... Sarah Bernhardt has a wonderful voice. Everyone can learn something new just by listening to her **dynamics**. Her **resonance** comes from the soul and reaches the soul...”.

Kyivan ladies tended to pay less attention to Sarah’s dramatic art than to her costumes. They regarded her as a **trend-setter** and leader of fashion. This was in the

context of her looks being such that she could not then be called a beauty. She was far from being an ideal of those times but very attractive to modern eyes. She had fluffy hair, a long nose, a pale face, light-green eyes and was extremely slim. So slim in fact that she was subjected to having her build caricatured and joked about.

She herself was proud of being so slim and emphasized this with her clothes. Eventually, Kyiv's well-rounded ladies began to be impressed by her **waif-like looks**.

In the winter of 1992, Sarah came to Kyiv for the second time. It is interesting to note that during her tour, one local theatre owner cancelled his programme so that he and his troupe could be present at Sarah's performances, which were wonderful lessons in acting technique.

This is how a young Kyivan actresses recollected Sarah's performance in the role of Zhiberta in the play "Froufrou" by Henri Meilhac and Ludovic Halevy:

"The curtain opened. The actress was standing with her back to the audience. There was a wide slit in her dress and her half-naked, rather unattractive, skinny back immediately caught your eye. Then on cue, she turned for the audience to see her aged face covered in grease-paint – Sarah was 48 years-old at that time. Her face and figure were in contrast to what was expected for that role. But after several minutes, the audience was enraptured and couldn't take their eyes off her. Her voice, her **enunciation**, her manner and gestures were so charming that it was impossible not to be captivated. The actress filled her role and was carving out her creation like a sculptor carves out a beautiful sculpture from stone. As several more minutes passed, the audience was almost hypnotized by her and completely forget the gap between what they were seeing and what they were feeling emotionally."

By the time of her third visit to Kyiv, Sarah was 64 years old and even though she could not act with the energy of her younger days, she truly knew when and how to focus her incomparable acting techniques into key moments during a performance. Kyiv was honoured to see Sarah during all the stages of her career and how her talent not only remained but indeed became more powerful and wonderful.

## ***6. Learn the following vocabulary notes.***

### ***Vocabulary notes***

1. **Auditorium** (*pl* auditoria), *n*. The part of a theatre where people sit when watching a play, concert – аудиторія, глядацька зала, e.g. The theatre has a stage and an auditorium where spectators sit. Note that "університетська аудиторія" should be translated as "a university lecture-room" in contemporary English, e.g. Our first lecture will be in a lecture-room number 2–1.

*Comb.:* packed auditorium – заповнена глядацька зала, e.g. She was surprised at seeing a packed auditorium.

### ***2. Audience, n***

1) a group of people who come to watch and listen to someone speaking or performing in public – публіка, аудиторія, e.g. The audience began clapping and cheering after the performance finished;

2) the people who watch or listen to a particular programme or who see or hear a particular artist's, writer's work – радіослухачі, телеглядачі, e.g. The TV show attracts a regular audience of about 20 million.

3) a formal meeting with a very important person (VIP) – аудієнція, e.g. He was granted an audience with the Pope.

*Phr.:* to have an audience with – мати зустріч з, to give an audience to – надати аудієнцію.

### 3. **Theatre** (*AmE* theater), *n*

1) a building or place with a stage where plays and shows are performed – будівля театру, e.g. Let's have a look at the new theatre;

2) the profession of acting in, writing and organizing plays – театральне мистецтво, театр, e.g. She has been working in theatre for over 30 years. Masha's really interested in literature and theatre;

3) a performance, play, show or just an event as a form of entertainment – розвага, e.g. You have to admit, footballers arguing and falling about dramatically is good theatre;

4) a place where specific activity takes place, used in particular set phrases, e.g. theatre of war - театр військових дій, lecture theatre – навчальна аудиторія, operating theatre - операційна, theatre workshop – театральна майстерня, film theatre (*movie theater AmE*) – кінотеатр.

Compare: будівля – theatre or playhouse (now archaic); оперний театр – opera house; театр одного актора – one-man show. e.g. English actor James Burbage erected the first theatre in London. The one-man show was a great success. In the National Opera House the ballet "Raymonda" was performed.

*Comb.:* theatre-goer – театрал, e.g. My best friend is a keen theatre-goer.

*Der.:* theatrical, *adj*

1) relating to the performing of plays – театральний, сценічний, e.g. A Parisian theatrical company performed a new play;

2) behaving in a loud or very noticeable way that is intended to get people's attention – неприродний, показний, e.g. She gave a theatrical sigh;

*Der.:* theatrically, *adv.* Театрально, неприродно, напоказ, e.g. Every time her husband acted theatrically at dinner parties, she became exasperated.

Compare: She made a theatrical entrance once she realized that the audience was ready.

4. "**Without regard for anything**". A motto that means that everything is irrelevant except the desired object. Не дивлячись ні на що.

5. **Actor**, *n*. Someone who performs in a play or film – актор, e.g. Who is the leading actor in the new play?

*Comb.:* leading/principal actor – провідний/головний актор.

**Actress**, *n*. A woman who performs in a play or film – актриса, акторка, e.g. The famous French actress Sarah Bernhardt was called the Queen of the Stage. This word is often now regarded as politically incorrect and many Hollywood actresses now call themselves 'actors' to remove any connotations of gender.

**Acting**, *n.* The job or skill of performing in plays and films – гра, виконання, e.g. His remarkable acting won him the Oscar for best Supporting Actor.

*Comb.:* acting technique – акторська майстерність, e.g. Her acting technique was really wonderful.

**6. Contain**, *v*

1) to control strong feelings of anger, excitement, etc. – стримувати почуття; to contain yourself – стримувати себе, e.g. He was so excited he could hardly contain himself;

2) to control an item from spreading or escaping – стримувати, призупиняти, e.g. Doctors are struggling to contain the epidemic.

**7. Troupe**, *n.* A group of singers, actors, dancers etc. who work together – труппа, e.g. The troupe of the National Opera House is well known all over Europe.

**8. Box**, *n.* A small area of a theatre or court that is separated from where other people are sitting - ложа. e.g. the jury box, a box at the Palace Theatre. We were sitting in a box at the theatre.

**Stalls**, *pl n.* The seats on the main level of the theatre – партер, e.g. We were sitting in the front row of the stalls.

**Dress circle**, *n.* (*AmE*) first balcony. The lowest of the curved rows of seats upstairs in a theatre – бельетаж, e.g. The seats in the dress circle are not very expensive.

**Pit**, *n.* Sunken area in front of the stage where an orchestra may play – оркестрова яма. The word was once used as a synonym for ‘stalls’ but has not been widely used in this meaning for almost a century, e.g. The conductor made an entrance as he went into the orchestra pit.

**Balcony**, *n.* The highest upper floor in a theatre – балкон, e.g. The seats in the balcony are the cheapest.

**9. Tout**, *n.* (*AmE*) “scalper”. Someone who buys tickets for a concert, play, etc. and sells them at a higher price – маклер, спекулянт, e.g. There were some ticket touts near the Drama Theatre.

**10. To club together.** For two or more people to get together, to share the purchase of something. Об’єднатися, щоб разом придбати один квиток.

**11. Assume**, *v*

1) To take on the persona, character or attributes of someone – набирати, набувати (вигляду, характеру, якостей), вживатися в роль, e.g. After he was promoted, he assumed the style of a director.

2) To take upon yourself a job, duty or obligation – приймати командування, брати (на себе) відповідальність, e.g. He assumed command. She assumed the responsibility.

3) To suppose, to take for granted, to take as being true – вважати, припускати, e.g. She assumed that he would be at home by midnight, He assumed that what he read was true.

*Der.:* Assumed. Simulated or pretend – вигаданий, несправжній, e.g. an assumed name – псевдонім.

12. **Dynamics, resonance.** Two terms from physics that describe the physical properties of a voice or sound. Динаміка і резонансність (голосу).

13. **Refinement, n**

1) an improvement or process of improving something – покращення, удосконалення, e.g. The article needs substantial refinement;

2) the process of making a substance more pure – очищення, рафінування, e.g. Sugar refinement is a complex technological process;

3) the quality of being polite and well-educated – витонченість, делікатність, e.g. It is apparent that she is a woman of great refinement.

*Comb.:* refined taste – витончений смак.

14. **Trendsetter, n.** Someone who starts a new fashion or makes it popular – законодавець моди, e.g. Angelina Jolie is regarded as being a trendsetter and leader of fashion.

15. **On cue.** At the right time. When a cue or signal is given backstage; a literal moment during the course of a play to tell the actors and technicians when something is supposed to happen. За командою, за підказкою.

16. **Enraptured, adj.** The quality of making someone enjoy something so much that they can think of nothing else – захоплений, заглиблений, e.g. The orchestra played before an enraptured audience.

*Phr.:* to be enraptured – бути в захваті, захопленні.

17. **Enunciation, n.** Pronouncing words clearly and carefully – вимова, дикція, e.g. I couldn't help admiring her charming voice and her enunciation.

18. **Waif-like looks.** The appearance of a homeless or abandoned skinny child. In this context can best be translated as “Вона виглядала як безпритульна дитина”.

The noun “waif” can mean:

1) a homeless and helpless person, especially a child – бездомна людина, бродяга, безпритульна дитина, e.g. She took pity on the tiny waif standing in a city alleyway.

2) *legal* A piece of property found to be ownerless – нічия річ (викинута морем тощо), безгосподарне майно, e.g. The bam was deemed a waif and subsumed into the farmer's estate.

3) *poetic* a puff of smoke, a streak of cloud – клуб (диму тощо), e.g. a waif drifted across the clear, blue sky.

19. **Gait.** A manner of walking – хода, поступ, e.g. As he left the hospital, his gait betrayed his discomfort.

## **7. Decide whether the following statements are true or false according to the text.**

1. On the 30th of November 1881 there was a performance of “The Lady of the Camellias”. 2. The incomparable Sarah Bernhardt was performing in the leading role. 3. Each time all her performances were not sell-outs. 4. Sarah Bernhardt was described as the Embodiment of Poetry, the Queen of the Stage and the Star of all Stars. 5. Sarah Bernhardt didn't like to shock public opinion and create scandals. 6. Touts began to buy up the tickets for two boxes at the theatre. 7. Theatre-goers were impressed by her romantic style of acting. 8. Kyivan ladies disregarded Sarah as a trendsetter and leader



of fashion. 9. Sarah was ashamed of being so slim. 10. In winter 1882 Sarah came to Kyiv for the third time. 11. Her voice, her enunciation, her manner and gestures were very charming. 12. By the time of her third visit to Kyiv Sarah was 22 years old.

**8. Retell the following text: a) close to the text in indirect speech; b) as if you were a spectator of Sarah's performances; c) as if you were Sarah Bernhardt; d) as if you were a theatre critic.**

## **VOCABULARY PRACTICE 2**

**9. Explain the following phrases as they have been used in the text. Translate them into elegant Ukrainian.**

A slightly melancholy face; waif-like looks, the crowd of students, newsboys and bystanders; the audiences were enraptured; to contain themselves; to be regarded almost as a goddess; to assume multiple characters; her dynamics and resonance come from the soul; eventually; on cue; to be clubbing together; in the context of her looks; to be subjected to having her build caricaturized; to catch your eye; face covered in grease-paint

**10. Write down all the adjectives used in the text to describe Sarah and find their Ukrainian equivalents, giving synonyms in Ukrainian for each of them that may then be used for translation.**

**11. Find synonyms to the following words and word combinations, consult the dictionary of synonyms if necessary.**

A tour, elegant, a performance, to be enraptured by, to describe, extraordinary, to assemble, refinement, brisk, eccentricity, to arrive, leading, to regard, to be impressed by, immediately, slim, triumph, to research, famous, gossip, a costume.

**12. Translate the following words and word combinations into Ukrainian and make up your own sentences.**

A burly man, the most renowned actress, a packed auditorium, to perform the leading role, to be sold out, to be enraptured, Embodiment of Poetry, extraordinary technique, exquisite costumes, eccentricities, to lose consciousness, to shock public opinion, to create scandals, without regard for anything, touts, eventually, her exquisite and romantic style of acting, gait, refinement, a trendsetter, a leader of fashion, fluffy hair, extremely slim, to catch an eye, enunciation, to be captivated, to focus on her incomparable acting techniques, key moments, to carve out a sculpture.

**13. Find English equivalents for the following Ukrainian words and expressions and make up your own sentences.**

Заповнена глядацька зала, виконувати головну роль, втілення поезії, зірка всіх зірок, європейський триумф, надзвичайна виконавча майстерність, публіка

(аудиторія), влаштувати скандал, шокувати суспільну думку, незважаючи ні на що, глядацький зал, театр одного актора, напоказ, трупа, стримувати себе, лежа, бельетаж, балкон, оркестрова яма, партер, спекулянт, перепродавати квитки, законодавець моди, дикція, бути в захваті, театрал, змінити ходу, чудовий голос, надзвичайно струнка, пишне волосся, бути враженим чимось, незрівнянна акторська майстерність, привернути увагу, витісувати прекрасну скульптуру, головні моменти, займати одне місце, взяти за душу.

**14. Match each part of the theatre in the left-hand column with its definition from the right-hand column. Give their Ukrainian equivalents.**

- |                  |  |
|------------------|--|
| a) balcony       | 1) a ticket office                                     |
| b) dress circle  | 2) the hall at the entrance to the theatre             |
| c) box           | 3) small enclosed area of a theatre                    |
| d) foyer         | 4) the seats on the main level of a theatre            |
| e) box office    | 5) the raised area in a theatre where actors perform   |
| f) stalls        | 6) line of seats for people side by side               |
| g) orchestra pit | 7) the highest upper floor in a theatre                |
| h) row           | 8) sunken area before the stage where an orchestra may |

**15. Translate the following sentences into Ukrainian using the active vocabulary of the lesson.**

1. Коли ми прийшли до Національної опери України, глядацька зала була вже заповнена. 2. Після закінчення вистави в театрі одного актора, публіка почала аплодувати. 3. Незрівнянна, елегантна, чарівна Сара Бернар виконувала головну роль у виставі “Дама з камеліями”. 4. Її надзвичайна виконавча майстерність, вишукані костюми, чарівна зовнішність справили велике враження на київських глядачів. 5. Коли провідний актор Театру російської драми ім. Л. Українки з’явився на сцені, вся увага публіки була зосереджена на його блискучій грі. 6. Як тільки після фінальної сцени завіса опустилася, глядачі були настільки збуджені, що не могли стримувати себе і почали гучно аплодувати. 7. Оскільки всі білети в партері та ложі на прем’єру вистави “Король Лір” були вже продані, нам запропонували місця на балконі або в бельетажі. 8. На всякий випадок, не купуй білети у театральних спекулянтів, вони можуть легко обвести тебе навколо пальця. 9. Ця провідна американська актриса має витончений смак, неабиякі акторські здібності та надзвичайно привабливу зовнішність. 10. Ця модель вважається законодавицею сучасної моди. 11. Навіть заядлі театрали були вражені романтичним стилем виконання, оригінальною манерою та унікальним талантом актриси Ольги Сумської. 12. Критики називали Сару Бернар втіленням поезії, королевою сцени, зіркою всіх зірок. 13. Не дивлячись ні на що, актор-початківець продовжував вдосконалювати свою дикцію. 14. Динамічність та резонансність голосу актора приголомшили публіку. 15. П’єса Чехова “Чайка”, вперше поставлена в Александринському театрі у Петербурзі, була освистана глядачами і не мала успіху. 16. Вона займається театральним мистецтвом вже більше двадцяти років. 17. Отримати аудієнцію у кардинала було нелегко. 18. Всі

присутні звернули увагу на його театральну поведінку. 19. Лікарі багатьох країн намагалися стримати епідемію грипу. 20. Дівчинка з цікавістю зазирнула в оркестрову яму. 21. Її вигляд безпритульної дитини завжди викликав співчуття. 22. Речі з затонулого корабля вважалися нічийними і були підібрані селянами. 23. Балерину можна завжди впізнати за її легкою ходою.

**16. Translate the following text from Ukrainian into English. Use the following keywords:** “Лебедине озеро” – “Swan Lake”, афіша – a playbill, увійти в історію – to enter history, балетмейстер і керівник групи – choreography director, незважаючи на невдачу – in spite of failure, прем'єра – first night or premiere, партія – the role of, суха музика – unimaginative music, постановка (в значенні хореографічної інтерпретації) – choreography or interpretation, нова постановка (у значенні нового спектакля) – new presentation, балетна класика – classical ballet, перенести на сцену – to transfer to the stage, звернутися до шедевру – to return to a masterpiece.

### **“Лебедине озеро” Петра Чайковського**

Навесні 1876 року Петро Ілліч Чайковський завершив роботу над своїм першим балетом. Радість і піднесення охопили композитора, який серцем і розумом відчув, що музика вдалася.

Захоплено взялася за роботу й трупа Московського Большого Театру. Через 10 місяців афіша сповістила про прем'єру. 20 лютого 1877 року увійшло в історію музичної культури. У цей день вперше було показано “Лебедине озеро”. Однак постановка вийшла невдалою. Для публіки, що прийшла на прем'єрну виставу, музика Чайковського видалася сухою й монотонною. Та, незважаючи на невдачу першої постановки, балет П. Чайковського не забувся. Правда, минуло немало років, поки до нього звернуться такі визначні хореографи, як Лев Іванов, Маріус Петіпа та Олександр Горський. Вони зуміють прочитати “Лебедине озеро” по-справжньому глибоко й дати друге вічне життя балетному шедевру.

Сценічна біографія “Лебединого озера” у Києві розпочалася у двадцяті роки ХХ століття. Балетна трупа підготувала й показала виставу “Лебедине озеро” у 1926 році. Леонід Жуков, запрошений до Києва балетмейстром і керівником трупи, зі знанням справи переніс на київську сцену постановку О. Горського, здійснену Московським Большим Театром. Партію Зігфріда виконав Леонід Жуков, а роль Одилії – молода київська балерина Віра Мархасіна.

В 1937 році Галина Березова здійснила нову постановку “Лебединого озера”, вона створила хвилюючу романтичну драму з чітким розвитком сюжету. Згодом театр ще тричі звертався до неперевершеного шедевру російської балетної класики. В 1970 році кияни ознайомилися з постановкою Роберта Клявіна, у 1980 році побачили інтерпретацію твору, здійснену хореографом Анатолієм Шекерою. У 1986 році під час гастролей київської трупи в Іспанії відбулася прем'єра “Лебединого озера” в постановці Валерія Ковтуна, яка мала великий успіх.

**17. Hold a round-table discussion on the following topics:**

1. Art speaks a universal language.

2. Art is a powerful medium of the expression of the national soul and culture.
3. Youth and modern art.
4. What makes good art?

### ***Test your knowledge of English!***

If things are **higgledy-piggledy**, they're ...

- a. lost; b. just discovered; c. dirty; d. scattered everywhere

If you're having an **argy-bargy**, you're involved in ...

- a. an argument; b. a war; c. a rush for the exit; d. a scramble for limited supply of goods

If you do something **willy-nilly**, you do it...

- a. carelessly; b. quickly; c. wrongly; d. superbly

If something's **wishy-washy**, it's ...

- a. clean; b. bland; c. dirty; d. overused

A **nitwit** is a ...

- a. bird; b. fish; c. fool; d. large sandwich

## **LISTENING AND SPEAKING. VOCABULARY PRACTICE**

### ***1. Look through the following comments before reading the dialogues.***

#### ***Comments***

1. **Werewolf** (*pl* werewolves), *n.* A person who changes into a wolf every month when the moon is full – перевертень, вовкулака, e.g. Werewolves are the main characters of this new film.
2. **Wild West Shows** can be translated into Ukrainian as “шоу дикого Заходу”.
3. **Caterwauling**. A loud, discordant screeching or screaming noise, originally from the noise a cat on heat makes. Верещання, крик, тут: безладна гра оркестру.
4. **I've just got to**. Formal spoken English to mean “I find it necessary to”, which itself would usually only ever be formal written English.

### ***2. Listen to the recording of the following dialogues. Repeat after the speakers trying to reproduce all the intonation as best as possible.***

#### ***Dialogue 1: Hollywood legends***

Tanya: There it is! The Robin Hood statue, I'm glad we came to Nottingham to see it.

Ian: Well yes, but I don't really think there ever really was such a person.

T: What do you mean? Have you any idea how many films and TV series have been made about him?

I: Quite – cinema and television have created a legend.

T: Thanks for spoiling my illusions, but you could well be right. **Werewolves** were created by Hollywood, as I read recently.

I: That's right – it just seems as though it's history. It's actually entertainment.

T: Then there are cowboys – or perhaps I mean to say, there weren't. That was a whole culture created by Hollywood.

I: A lot of that came from the “**Wild West Shows**” that were more like circuses

travelling around the USA around the time the motion picture industry was being created.

T: Still, it makes you wonder. Do you think Robin Hood really looked like Kevin Costner?

### **Dialogue 2: Listening to music**

Ira: **I've just got to** listen to music all the time – as soon as I wake up, in fact.

Richard: Don't we all know it? I was woken up by some unearthly **caterwauling** coming from your room early this morning.

I: That was a classic track – Stairway to Heaven by Led Zeppelin.

R: Any other time of the day I'd almost agree with you. Did you know that song was voted top rock track ever in a massive poll they did in the USA in 2004?

I: Why almost? What's your favourite track?

R: The one that was voted number two, Free Bird by Lynyrd Skynyrd. I love playing that in the car when I'm driving.

I: There you are. That's the same thing. I listen to music when I'm waking up, you listen when driving.

R: Yes, but you invariably wake everyone else up. I only run the risk of waking up a traffic policeman.

### **Dialogue 3: Swan Lake**

Darren: You know, that's the first time in all my forty years that I've ever been to a ballet performance.

Nina: That's really amazing. I try to get to the theatre to the ballet at least once a month and I've been going since I was little.

D: No, I'd only ever seen little bits on the telly and it just looked stupid there.

N: So what did you make of it on stage?

D: Fantastic – Tchaikovsky from an orchestra, the lighting, the costumes, and you could see, almost feel, the skill of the dancers. Totally different.

N: So why isn't there more ballet in Britain?

D: Not a clue, except maybe it's just too expensive to stage, like opera, since you need so many highly skilled musicians and dancers.

N: Mmm. I really hope our Opera Theatre can continue to give such performances at reasonable prices.

### **5. Find English equivalents to the following words and expressions from the dialogues:**

вовкулака, шоу “дикого Заходу”, безладна гра оркестру, статуя Робіна Гуда, створювати легенду, ковбой, кінематографія, звукова доріжка, телевізійний серіал, поставити оперу, досвідчені музиканти, розвіяти ілюзії, нестерпне верещання, незмінно, помірні ціни, зробити фільм про, запис рок-музики, який зайняв найвищу сходинку в гіт-параді, грати музику, даїшник, досвідчений музикант.

**6. Match the following phrases from the dialogue with their possible translations into Ukrainian.**

There it is!	Це дивує!
I've just got to ...	Ну ти даєш! або Справді?
That's really amazing.	От бачиш!
It makes you wonder!	А ось і вона!
So what did you make of it on stage?	Жодної уяви!
Not a clue!	Ну і як тобі це сподобалось на сцені?
There you are!	Точно!
That's right!	Я маю на увазі...
I mean to say ...	Я просто повинен...
You could well be right!	Ти дійсно маєш слухність!

**7. Practise reading the dialogues. Translate the dialogues as best as you can. Retell the dialogues in class close to the text.**

**8. Review the vocabulary of the Lesson by quickly giving Ukrainian equivalents to the following words and expressions:**

**Vocabulary**

Performing arts, to create, a musical comedy theatre, a drama theatre, a national opera house, an audience, a packed auditorium, a scene, a stage, an actor, an actress, a star, the stalls, a box, a circle, a balcony, an orchestra pit, an upper-circle, scenery, a rehearsal, a first night, a box-office, an interval, a stage version, to inspire, to assume, a long run, mainstream theatre, to encourage, a curtain, a playwright, cast, to encore, to entertain, to show off, to trigger, to shatter, to convey mood, vivid, a minstrel, a repertory company, to re-enact, virtual, a mainstream theatre, gait, a script, a tout, a trendsetter, enunciation, to be enraptured by, a leading role, to be a sell-out, acting techniques, a theatre-goer, grease-paint, to carve out, to contain oneself, waif.

**9. Make up your own dialogues on the following topics:**

1) Going to the National Opera House; 2) Listening to your favourite music; 3) Discussing the first night at the Ukrainian Drama Theatre.

**10. Dramatize the following situations.**

1. You are a famous actor (actress). You have just returned home from the first night of the play in which you starred. Share your impressions with the members of your family.

2. Your friend and you are planning to go to the theatre together. Discuss what theatre in Kyiv you would like to attend and what performance to see.

3. You have bought a ticket to the theatre but now you find you won't be able to go. Telephone your friends to ask who would like the ticket.

4. You are at a ticket agent's window and you want to see either the play or the ballet of "Romeo and Juliet", but you want to find out which is the better performance

and what is being performed when your cousin is visiting you.

5. You are accompanying a Swedish visitor who would like to go to the Operetta but doesn't know most of the composers popular in Ukraine. Describe to him who are the most popular and why.

***Test your knowledge of English!***

What can't you teach **new tricks** to?

- a. fat cat; b. heavy horse; c. lazy cow; d. old dog

Something which is **low-brow** is ...

- a. intelligent; b. stupid; c. sad; d. happy

If you **go Dutch** in a restaurant, you ...

- a. share the bill; b. run away without paying the bill; c. eat Edam cheese; d. eat nothing

The **ins and outs** are ...

- a. the exits; b. the ideas; c. the doors; d. all the details

Complete the saying **One swallow doesn't make** ...

- a. for a full stomach; b. you drunk; c. a spring; d. a summer

**GRAMMAR**

***1. Find in Text 1 "The Performing Arts" all the examples of non-finite forms of the verb. State which are gerunds, infinitives or participles.***

***2. Fill each gap with an appropriate preposition from the following list: about, at, for, in, of, on, with. Translate the sentences from English into Ukrainian.***

1. I do apologize... bringing Rachel but she insisted... coming. 2. Most politicians are extremely skilled ... speaking in public. 3. Even though he had become bored ... doing the same thing day in and day out, he was nervous ... making a change. 4. A good salesperson is clever ... persuading people to buy things they don't really need. 5. I'm not responsible ... breaking the vase. It was Greg's fault. 6. Due to the increasing number of burglaries in the area, the police are warning people ... leaving their windows open during the day. 7. Although Adrian is perfectly capable ... getting good marks, he never does. 8. The examiner congratulated Graeme ... passing his driving test first time. 9. Despite the strong wind, we succeeded ... putting up our tent. 10. David is good ... drawing but he isn't really interested ... becoming an architect.

***3. Put the verbs to wonder, to make, to buy, to give, to see, to repair, to think into either the Infinitive or the Gerund form and fill in the blanks. Translate the dialogue from English into Ukrainian.***

A: Where's your new hi-fi?

B: Oh, It went wrong. It kept... a funny noise. I took it back to the shop.

A: Did you get your money back?

B: Well, first they offered ... it, so I asked ... the manager. In the end she agreed ... me back the money.

A: And are you going to get another one?

B: I don't know. I want... about it. I can't help ... if I really need a hi-fi after all. And I can't afford ... a very good one.

**4. Complete the sentences, repeating the verb. Use either Infinitive or Gerund.**

1. My sister went to college and I hope ... there too. 2. Will you apply for university? ~ Well, I am considering .... 3. Where would you like to work? In an office? – No, I don't fancy ... indoors. 4. When are you starting your job? ~ Next month. I am really looking forward to it. I can't wait .... 5. I can operate the machine on my own now. It took a few days to learn ... it properly. 6. How much will you earn? ~ I don't know. I want... more than I do now. 7. I shouldn't miss this opportunity of getting another qualification. If I don't take it now, I risk ... my chance of promotion.... 8. I saw Live8 live on the television. I wouldn't mind ... it again on DVD. 9. I found the vocabulary complex. Now that I've been checking in the dictionary, I'm ... it easier. 10. I ate chicken for lunch. I'd like ... chicken again tomorrow.

**5. Complete the story about this Hollywood musical by inserting the Gerund. Translate it from English into Ukrainian.**

*(To sing) in the Rain*, a 1952 Gene Kelly musical film, chronicled Hollywood's transition from silent films to "(to talk) pictures".

The movie has an intelligent plot, which contributes to the work (to be) often classified as the best musical comedy ever. (To focus) on themes of how certain arts may be viewed as (to be) inferior to others, or the immortal if you've seen one of them, you've seen them all are today as vivid as ever. The film was directed by Gene Kelly and Stanley Donen. Kelly was also responsible for the choreography – all the (to dance). (To shoot) for the film began on June 18, 1951 and was completed on November 21, 1951. The audio commentary on the movie's "Special Edition" DVD, (to describe) the (to film), includes a claim that the original negative was destroyed in a fire. (To take) into account such problems, the movie has nevertheless been digitally restored to an impressive standard of picture and sound quality.

**6. Write the correct form of the verb in brackets. If two forms are possible, write both. Translate the text into Ukrainian.**

Christine enjoys ... (to visit) her cousin, Kate, at least every few months. Kate can't resist.. (to do) exciting, even scary, things. She just has ... (to experience) new thrills. Christine decided ... (to ascend) with Kate in a hot-air balloon to experiment with (to take) photographs of the region from the air. Unfortunately, and typically, she didn't ... (to remember) ... (to take) her camera. Kate ... (to shoot) photographs by the dozen so that she would never ... (to forget) the wonderful view. After about an hour, they could see lightening ... (to flash) and ... (to hear) the crash of thunder on the horizon. When the hot-air balloon was ... (to force).... (to land), several people down below stopped ... (to goggle). People shouted and began ... (to wave) to the hot-air balloon. Christine and Kate ... (to be) happy ... (to be) on the ground. Kate couldn't wait... (to go) parascending.



### 7. Put the verb in brackets in either Gerund or Infinitive.

1. Remember (to lock) the door when you leave the house. 2. I remember (to fall) out of my pram when I was a baby. 3. Stop (to make) such a terrible noise. 4. Carol stopped (to light) a cigarette. 5. I mustn't forget (to buy) Jane a birthday card. 6. I'll never forget (to meet) my husband for the first time. 7. I always try (to do my best). 8. If you can't do this exercise, try (to ask) a friend for help. 9. Ian started (to play) golf last year. 10. Oh, look! It's starting (to rain). 11. I need (to speak) to you. 12. The house needs (to paint). 13. Do you like (to cook)? 14. I like (to cook) something special when guests come. 15. I like (to pay) bills on time. 16. Mandy isn't speaking to me because I forgot (to get) her a birthday present. 17. I don't remember (to wish) her Happy Birthday either. 18. If you don't stop (to waste) time, at least try (to get) the other finished today, the boss will be furious. 19. British Rail regrets (to inform) passengers of the cancellation of the 10:06 to Glasgow Queen Street. 20. It's good (to visit) lots of different countries because (to travel) broadens the mind. 21. I meant (to get up) earlier but I forgot (to set) my alarm clock. 22. I hope Sharon won't regret (to leave) school at 16. 23. My uncle didn't give up (to smoke) even after the doctor told him he risked (to have) a heart attack if he continued. 24. I can't help (to wonder) how Andy manages (to afford) such an expensive car on his salary. 25. Pleased (to meet) you. Glad (to hear) that you're enjoying your stay. 26. Can you imagine (to be) famous and (to have) enough money to do whatever you like?

### 8. Replace the parts in bold type by gerundial phrases.

1. **When the girl entered the room**, she glanced a little wonderingly at the faces of the three men. 2. He felt much better **after he had been operated on**. 3. **Just before I got into my apartment** I was approached by a man who asked me if I was a doctor. 4. This woman's face attracted his attention as familiar for he remembered **that she had passed by several times**. 5. Roberta insisted **that Clyde should marry** her as she had realized she was pregnant. 6. **While he was writing his report**, he remembered that he had forgotten to mention some facts. 7. When she saw him she stopped reading at once and put the letter away and **even did not comment in any way upon what she was reading**. 8. The whole neighborhood was so dreary and run-down that he hated the thought **that he would have to live there**. 9. When Tom Griffith came back from Leeds on that particular day, **after he had concluded several sales there**, he was inclined to feel very much at ease.

### 9. Translate the following sentences from Ukrainian into English using either Gerund or Infinitive.

1. Джорж ненавидить, що його турбують під час перегляду телевізійних новин. 2. Маленькі діти дуже люблять, коли їм читають. 3. Ви не заперечуєте, щоб провітрити кімнату? Тут дуже жарко. 4. Моя тітка збирається їхати поїздом, оскільки вона не може переносити подорожей літаком. 5. Його бабуся не любить приймати гостей. 6. Ви не проти показати свої картини? 7. Я купив своєму брату в подарунок книгу Дена Брауна. – А що, він захоплюється читанням детективів? 8. Я не люблю перебивати людей, і не люблю, коли мене перебивають також.

**10. Translate the sentences into English using either Gerund or Infinitive constructions.**

1. Дуглас заперечує, що бачив цього чоловіка раніше. 2. Лікар сказав, що він ще досить слабкий, і порадив відкласти поїздки на декілька тижнів. 3. Намагайтесь бути на сонці не дуже довго – це шкодить вашому здоров'ю. 4. Не дивлячись на те, що він увійшов у кімнату, Мері продовжувала говорити по телефону. 5. Читаючи цю розповідь, ми не могли не сміятися. 6. Я так стомилася, що мені зовсім не хочеться прибирати в кімнаті. 7. Йому слід цінувати те, що в нього такі батьки, але він не дуже уважний до них. 8. Погода була чудова, і мама запропонувала пообідати на свіжому повітрі. 9. Дивно, чому він уникає говорити на цю тему. 10. Не можу терпіти, коли зі мною розмовляють таким тоном. 11. Почувши кашель Сема, містер Потт перестав читати газету й подивився в його сторону. 12. Як довго ви тренувалися грати цю мелодію на скрипці? 13. Уявіть, що вас запросили до Букінгемського палацу. 14. Під час суду підзахисний визнав, що розбив вітрину, але заперечував, що чинив опір арешту. 15. На жаль, цього тижня я пропустила перегляд свого улюбленого шоу. 16. Він так і не кинув палити, не дивлячись на поради лікаря й благання матері.

**11. Use the correct form of the infinitive of the verb in brackets in active or passive voice.**

1. This tree should (to cut) down. It is dangerous. 2. We agreed (to meet) each other outside the cinema. 3. It's great (to finish) our exams. 4. She's late. She must (to forget) our appointment. 5. He hopes (to select) to play in the next week's football match. 6. I offered (to pay) for the meal, but she refused. 7. I'd like (to meet) Prince Charles. 8. I sent my suit (to dry-clean). 9. Sue and Richard are always arguing. They seem (to have) a few problems. 10. I'm sorry (to disturb) you, but can you tell me the time? 11. You should (to work), not still watching the television. 12. I'd like (to see) her face when you told her the news! 13. I'm glad I'm not famous. I'd hate (to recognize) all the time. 14. You should (to tell) me you were coming. 15. This essay is overdue. It was meant (to hand) in last week.

**12. Insert the particle to where, and only where necessary.**

1. The brave boy helped the partisans ... find the way to the railway line in the dead of the night. 2. He would sooner ... die than ... betray his friends. 3. Suvorov was never known ... retreat. 4. Why not ... start out now? We cannot wait for the weather ... change. 5. Have you ever heard him ... complain of difficulties? 6. He was never heard ... complain of difficulties. 7. You'll be lonely tomorrow. You'd better ... come and ... dine with us. 8. Don't let us ... waste time. 9. I have never known him ... do such things. 10. I know him ... have been an actor once. 11. We'd better ... make haste. 12. You ought not ... sit up so late. 13. What made you ... think so? 14. "Thanks," Andrew answered, "I'd rather ... see the cases for myself." 15. He was made ... do this work independently. 16. He seems ... know a great deal about music. 17. I thought I would rather ... get to the gallery alone, but I was obliged ... accept his company. 18. ... have gone through what you have gone through is the lot of very few. 19. I'll have him ... tell

the truth. 20. All I have now time ... do is ... send them a telegram.

**13. Put the following infinitives with and without to: look, be, have, buy, stay, read, get, leave, change, forget, feel.**

A: Are you sure you'll ... all right on your own?

B: Yes, of course. I can manage ... after myself. I'm pleased Kate invited you ....

A: We're going ... some fun, I just know it.

B: It's a long journey. Let me ... you a magazine ....

A: Not when I'm travelling. You know it makes me ... sick, even in a train. I'd rather just ... out of the window.

B: OK. Well, you'd better ... in. I think it's about.... Oh, did I remind you ... at Birmingham?

A: Yes, you did. I won't....

**14. Fill the gaps with one of the following adjectives: sorry, delighted, safe, kind, nice, interesting, impossible, mean. Use the Infinitive constructions.**

1. It's ... to cut with this knife. It's blunt. 2. It was very ... to meet you. I hope we meet again soon. 3. Is it ... to walk here alone at night? 4. It was very ... of John to buy such a cheap present. 5. We were all ... to hear your good news. 6. It was very ... of you to give me a lift. 7. I'm ... to hear that your mother isn't well. 8. She's very ... to talk to. We had some good chats.

**15. Translate the sentences into English using active or passive infinitives.**

1. Ймовірно, що вони братимуть участь у цій роботі. 2. Неможливо підтримувати порядок у будинку, маючи п'ятьох дітей. 3. Олена була дуже здивована, коли зустріла його на конференції. 4. Японці – дуже працьовита нація. В Японії незвично мати довгі відпустки. 5. Ймовірно, що будинок був збудований на початку XIX сторіччя. 6. Я не маю права забороняти тобі. Ти вільний робити, що хочеш. 7. Він сподівається, що йому пощастить виграти джек-пот у лотерею. 8. Туристи впевнені, що їм запропонують цікаві екскурсії. 9. Не хвилюйтеся, ви неодмінно отримаєте відповідь найближчим часом. 10. Діти були розчаровані, що їм не купили морозива.

**16. Change the sentences using one of the forms of the Participle.**

1. As he was a skilful engineer, he managed to do the job in a short time. 2. As she was tired, she made up her mind to stay at home. 3. There were no mistakes, as the report had been checked carefully. 4. He often leaves his keys in the office, as he is absent-minded. 5. Are they engaged? – No! He is so shy, that he hasn't proposed yet. 6. She can't go for a walk, as she is grounded. 7. He hasn't got much money, because he is unemployed. 8. He organized charity dinners, as he took pleasure from being a philanthropist. 9. He tends to be invited to each concert, as he has become very famous. 10. He could easily catch thieves, as he was very athletic. 11. The flowers look fresh and beautiful. The gardener waters them every morning. 12. He couldn't refuse, because his mother asked him to help. 13. This dress suits you much better, now that the

tailor has shortened it. 14. I can't go with you, as my father told me not to. 15. I mustn't use my boss's computer. He prohibited me. 16. My sister doesn't eat much. The doctor advised her to keep to a strict diet. 17. The goods were damaged. They have been transported badly by train. 18. She couldn't pay the bus fare, as pickpockets stole her purse. 19. He stayed alive. A skilful surgeon operated on him. 20. They showed him a beautiful diamond. He couldn't overcome the temptation to buy it. 21. All his relatives criticized his work; that's why he didn't publish his book.

**17. Fill the gaps with one of the following verbs feel, borrow, explain, say, direct, study, finish, take, know, steal in either its Present or Past Participle form.**

1. After ... her exams, Shirley went out to celebrate. 2. Antique silver ... in the robbery has never been recovered. 3. I got an email from the Electricity company ... that I owe them £345. 4. ... hungry, I decided to make myself a sandwich. 5. Books ... from the library must be returned in three weeks. 6. Not ... what to do, she burst out crying. 7. I had a long talk with Jed, ... why it was important for him to work hard. 8. ... everything into consideration, I've decided to give you a second chance. 9. The War of the Worlds, ... by Stephen Spielberg, was released in 2005.

**18. Choose a verb to use in each pair of sentences. Note that in each pair of sentences the same verb is used twice as Participle I and as Participle II.**

1. I hurt my leg ... football. Canasta is a game ... by four people. 2. On my iPod there is a sticker, which says ... in Japan. I have a job in a fast-food restaurant ... sandwiches. 3. I've spent the whole morning ... an essay. On the wall, there was some graffiti ... in big black letters. 4. Goods ... in the sales cannot be exchanged. I've spent all my money ... Christmas presents. 5. The police caught the burglar ... into a house. Careful! There's a lot of ... glass on the floor. 6. Books ... from the library must be returned within three weeks. My relatives all seemed to come at once, ... money to pay their bills.

**19. Translate the following sentences into English using Participle I.**

1. Він попросив її продовжувати розповідь, обіцяючи більше не перебивати її. 2. Не отримавши листів від свого батька, вона послала йому телеграму. 3. Товари, що виробляються на текстильній фабриці, користуються попитом. 4. Боб стояв, спершись на стіл. 5. Катаючись на ковзанах, хлопчик впав і злавав ногу. 6. Розповідаючи тему, слід вживати якомога більше нових слів. 7. Листя, що лежало на землі, нагадувало нам про осінь. 8. Є багато книг, що описують пригоди відважних людей. 9. Переходячи через міст, ми побачили Пітера, що розмовляв з якоюсь дуже гарною дівчиною. 10. Коли я йшов до інституту, я зустрів одного із своїх давніх друзів. 11. Всі студенти, що приймають участь у цій роботі, повинні прийти до інституту в суботу. 12. Ви повинні бути більш уважними, граючи в шахи. 13. Капітан стояв на палубі, даючи розпорядження матросам. 14. Вони йшли дуже швидко, розмовляючи про щось із цікавістю. 15. Де я можу знайти список журналів і газет, що отримує наша бібліотека? 16. Залізниця, що з'єднує це село з містом, була збудована минулого року. 17. Вивчаючи вимову слів, ми

запам'ятали їх значення. 18. Не знаючи нічого про небезпеку, ми продовжували наш шлях через ліс.

**20. Translate the sentences into English. You have to decide whether to use Infinitive or Participle.**

1. Коли я повертався додому, я побачив, як вона стояла на зупинці та чекала на автобус. 2. Джон сидів у вітальні й спостерігав, як його сестра дочитала останню сторінку й закрила книжку. 3. Ти чув, що мій племінник вступив до художньої школи? – Дивно, я ніколи не бачив, як він малює. 4. Федір чув, що дзвонить будильник, але не міг прокинутись. 5. Викладач почув, як продзвенів дзвоник, і відпустив студентів на перерву. 6. Я б хотів побачити, як він грає у теніс. 7. Дівчина відчувала, що над ним сміються, але не могла йому нічим допомогти. 8. Я чув, які його зарахували до футбольної команди нашої школи. 9. Ти чуєш, що хтось плаче? – Так, я щойно бачив, як маленька дівчинка впала. 10. Ти чув, що Марк і Джейн розлучились? – Дивно, але ж ніхто ніколи не чув, щоб вони сварились. 11. Я бачив, як вона заходила на пошту, мабуть, щоб відправити листа своїй тітці. 12. Кейт не побачила, як Том увійшов до кімнати, й продовжувала розповідати смішні історії про нього.

**21. Translate the sentences into English using the non-finite forms of the verb.**

1. Було дуже приємно гуляти в лісі в такий спекотний день. 2. Ніколи не пізно визнати свої помилки. 3. Я відчуваюся досить погано, щоб їхати з ним до міста. 4. Чи є хто вдома, хто міг би доглянути за хворим, поки приїде сестра? 5. Він чекав, що вона заговорить, але здавалося, що він ніколи не почує її відповіді. 6. Я хочу, щоб ви сказали мені, що ви знаєте про ці події. 7. Пізніше, увечері, вони пішли до кафе, щоб до них приєднався молодий художник, з яким вони зустрілись у студії. 8. Я досить поганий шахіст, щоб давати вам поради. 9. Коли ми вийшли, ми побачили, що таксі вже поїхало. 10. Газетні заголовки іноді дуже важко перекладати. 11. Олівер почув, як відкрилася хвіртка, і, виглянувши у вікно, він побачив, як Джон ішов через садок. 12. Чи з вашим другом легко мати справу? 13. Чи може бути щось зроблене для того, щоб попередити такі випадки? 14. Він отримав записку, де говорилося, що його чекають на сімейний обід. 15. Вона попросила, щоб їй дозволили взяти участь у цій експедиції. 16. Я написав йому листа, щоб нагадати йому про його обіцянку. 17. Хто прийшов до фінішу другим? 18. У нього був шанс поїхати за кордон, але він не використав такої можливості. 19. Мене дуже здивувало, коли я побачив його на морі, адже лікарі не дозволяють йому бувати на сонці.

## **WRITING**

A **critical review** is a piece of writing that is usually in a journalistic style in order to appear on a web-site, a newspaper or a magazine. It tends to be short, sharp and punchy, often even more so than standard journalistic writing, as it gives more opinion than fact. The form generally uses spoken, informal English, sometimes with selected colloquial phrases, and even slang being used to hammer home key points.

**1. Analyze this brief critical review of a play that was published on the website of a major British newspaper. Write down the example of “journalese” and informal writing. Recreate this style in a short review (7-10 sentences) of a play you have recently seen at the theatre or on television.**

**Mary Poppins** – Prince Edward Theatre, London. December 2004

It has the largest advance sale in West End history, a built-in guaranteed family audience, and the combined marketing power of Cameron Mackintosh and the Disney corporation behind it. If ever there was a critic-proof show, this is it.

And, if anyone cares, it’s actually pretty good.

The logical point of comparison is Chitty Chitty Bang Bang, another show aimed at families and people who do not ordinarily go to the theatre. But, where Chitty oozes with contempt for that audience, giving them the absolute minimum necessary to keep them coming in, Mary Poppins is a well-made, thoroughly entertaining musical. It’s not My Fair Lady, but it is real value-for-money for its chosen audience.

The musical has a new script by Julian Fellowes that draws on both the original P. L. Travers stories of the magical nanny and the somewhat softened 1964 Disney movie, and eight new songs by George Stiles and Anthony Drewe to supplement the Sherman Brothers film score.

**2. Prepare a presentation on these actors in writing and present it to the class, choosing one personality from each of the following two lists.**

Clarke Gable	Mel Gibson
Laurence Oliver	Samuel L. Jackson
Richard Harris	Sean Connery
Gary Grant	Anthony Hopkins
John Wayne	Denzel Washington
Rudolph Valentino	Pierce Brosnan
Alec Guinness	Clint Eastwood

**3. Write an essay (about 15-20 sentences) describing your first visit to the ballet (opera, drama) performance. Try to use as many new words and expressions as possible.**

**4. Imagine that you have seen a very bad production of a play that you really like as a work of literature. Write a letter to the Stage Director pointing out your appraisal of the play and asking him to make changes to the cast and scenery.**

## **LINGUISTS’ HEADACHES**

**Special and especial** The former is mostly used in conversational English, while the latter is generally used in formal written English. They are frequently confused by Ukrainians, even those with a very good understanding of English. The example given in the Longman Dictionary of Contemporary English for the former word is “Take

*special care on the roads tonight – it's icy*", while the equivalent example for the latter is *"The weather forecast advised motorists to take especial care on the roads tonight due to the icy conditions"* The most common equivalent in Ukrainian for both words is "особливий".

**Task:** insert either *special* or *especial* (or a derivative) into the spaces in the following sentences:

1. I'm in love - she's really ...
2. Take ... care to choose correctly either the gerundive or infinitive form.
3. It was ... dangerous on the mountain, as the weather was changing.
4. You'd better take ... notice of potholes on that lousy road.
5. That's a ... edition of the DVD – it's got extra scenes added.
6. It was a rare example of medieval clockmaking and ... valuable.

## DEVELOPING TRANSLATION SKILLS

### *Transformation of substitution (replacement)*

Substitution or replacement is a kind of grammatical transformation, where a grammatical unit in the Source Language is transformed into a unit with a different grammatical meaning. Grammatical replacement may occur at any level of the language and affects practically all types of linguistic units: word forms, parts of speech, sentence elements, sentence types, types of syntactic relations. It can be observed in both English-Ukrainian and Ukrainian-English translation. Typical substitutions include:

1) changes of voice, e.g.: *The door was opened by a middle-aged woman.* Двері відчинила жінка середнього віку.

2) changes in grammatical tenses due to the sequence of tenses in English, e.g.: *Вона поскаржилась, що почувається втомленою.* *She complained that she was tired.*

3) changes in the number of a noun, e.g.: *They demand higher wages.* Вони вимагають підвищити заробітну плату.

4) the replacement of a noun by an adjective, and vice versa, e.g. *збільшення прозорості – greater transparency, гранична швидкість – speed limit.*

5) the replacement of a noun by a gerund, e.g.: *Читання – моє улюблене заняття.* *Reading is my hobby.*

6) the replacement of an "adjective + a noun" construction by "a noun + preposition of + a noun" construction, e.g. *добра справа – act of kindness, правовий акт – Act of law, державні справи – affairs of state.*

### ***1. Translate the following sentences from English into Ukrainian paying especial attention to substitution.***

1. Last month I read a novel about the lives of Cornish miners. 2. My friend said he knew this person perfectly well. 3. It is our hope that we will pass English Grammar. 4. The workers demand higher wages. 5. Ukrainian acceptance of this proposal to the United Nations is without any doubt. 6. The teacher wanted him to speak English fluently. 7. In Kirovohrad, the fog stopped the traffic. 8. Unlike all his friends, he is an early-riser. 9. The performer could be clearly sensed on the dark stage by the audience. 10. Are we any poorer for this distancing from nature? 11. We entertain ourselves watching talented people sing, dance and tell us stories as actors. 12. People can see

“light shows” given by cuttlefish and squid. 13. We also can watch impala or gazelles dancing as part of courtship. 14. She wanted someone to console her, to assure her, to tell her that it was not worth worrying about. 15. What shall I do? 16. You’ll always get a lot of damned fools to shout themselves silly. 17. Constantine stopped to smoke his umpteenth cigarette of the day. 18. It was as easy as that.

**2. Translate the following English sentences paying attention to the specifics of using singular and plural forms of nouns in two languages.**

1. It took a great effort to complete the journey. 2. The graduate students all decided to start their careers in Kyiv. 3. Each of the company’s Board of Directors proposed their policies for the way the company should be run after privatization. 4. There was a good choice of food at the new supermarket. 5. The lives of the explorers were detailed in the documentary film. 6. There was a sharp increase in police numbers after the series of riots. 7. She chose to study economics at university. 8. There was a wide difference in the economies of the member nations of the EU. 9. The Kenyan government began a policy of mass repression. 10. The work of Jean Sibelius is very highly regarded in Britain. 11. The police began to search for evidence of the activities of terrorists on London. 12. The British Prime Minister called a General Election on May 5th.

**3. Translate the following sentences into English. Pay attention to replacement of the parts of speech during translation.**

1. Скажіть, будь ласка, яка гранична швидкість вашої машини. 2. Де краще зробити зупинку на ніч? 3. Він встає дуже рано. 4. Це не означає, що уряд перестав турбуватися про соціальну справедливість. 5. Існує декілька показників зростання державної сфери у країнах Європи. 6. Вибачте, я не маю вільного часу. 7. Моя бабуся погано спить. 8. Вчителі вимагали виплати заробітної плати, покращення умов навчання і, зокрема, зменшення числа учнів в класі. 9. Збільшення прозорості цієї речовини було вкрай важливим. 10. Конструктор ще на початку добре уявляв собі можливості використання свого винаходу. 11. Ці рослини плетуться.

**4. Translate the following Ukrainian sentences into English.**

1. Зараз офіс цієї компанії знаходиться в іншому місті. 2. Багато письменників починали свою кар’єру в журналістиці. 3. Петру ніколи не подобалося жити у столичному передмісті. 4. Пошуки найдешевших магазинів зайняли багато часу і сил. 5. Обсяг інвестицій у цю галузь економіки зростає. 6. Багато зусиль було покладено на організацію цієї подорожі. 7. Кількість жителів Британських островів постійно зростає. 8. Експорт товарів українських підприємств легкої промисловості продовжує зростати. 9. Україна прагне участі у СОТ та розширення торговельної діяльності. 10. Свобода слова в Англії має давні традиції. 11. Історія цих двох сусідніх країн має багато спільного. 12. Життя мешканців цього острова опинилося в небезпеці. 13. Професійна діяльність деяких випускників нашого факультету заслуговує на окреме вивчення. 14.



Нестача основних продуктів харчування часто призводила до голоду. 15. Смерть потерпілих настала внаслідок довгого перебування в холодній воді.

## DEVELOPING INTERPRETING SKILLS

**1. For “snow ball” practice repeat the sentences after your teacher without looking at the text.**

**A.** 1. Humans use song, dance and theatre.

2. Humans use song, dance and theatre to not only tell stories.

3. Humans use song, dance and theatre to not only tell stories but also convey mood and emotions.

4. Humans use song, dance and theatre to not only tell stories but also convey mood, emotions and many abstract notions.

5. It goes without saying that humans use song, dance and theatre to not only tell stories but also convey mood, emotions and many abstract notions.

**B.** 1. We have communicated not only with speech.

2. But it seems probable that we have communicated not only with speech.

3. But it seems probable that we have communicated not only with speech for very much longer than that.

4. But it seems probable that we have communicated not only with speech for very much longer than that, but also with song.

5. But it seems probable that we have communicated not only with speech for very much longer than that, but also with song, dance and stories.

### ***Translator's nightmare***

**Week** Many misunderstandings arise from such phrases as *I'll see you in a week* which means that the meeting will be seven days from now (через тиждень). Phrases such as *I'll see you in a fortnight* (UK only) or *I'll see you in two weeks' time* (US) (через два тижні) also should be thought about. A similar but looser phrase is *I'll see you sometime next week* (на тому тижні) which states that the meeting will probably be next week but on a specific day yet to be agreed.

***Translate the following into Ukrainian. Make up your own sentences using each phrase:***

1. The week after next. 2. During the week. 3. During the weekend. 4. In a week's time. 5. After a few days. 6. In a couple of days' time. 7. After several days. 8. The weekend after next. 9. Wait at least a fortnight. 10. Days turned into weeks.

**Translate the following into English:**

1. Побачимося протягом цього тижня.

2. Обіцяю, що стаття буде дописана через тиждень.

3. Зробимо це наступного тижня.

4. Міжнародна виставка відбудеться цього тижня.

5. Запланована зустріч відбудеться через два тижні.

**Critical** Native speakers usually never confuse the different meanings of this word but it has been noticed that many Ukrainian translators and interpreters automatically assume that the use of this word is always to mean *expression or involvement of criticism* (критичний) irrespective of the context. It is more likely that a native speaker will use this word to mean *decisive or crucial* (вирішальний, визначальний), whether in commercial, technical, political or diplomatic contexts. As a result, such phrases as “A critical point” (вирішальний момент) will almost always mean ‘*a stage at which crucial or decisive decisions must be made*’ and very rarely ‘*a topic of criticism*’ (предмет критики).

**Translate the following sentences into Ukrainian:**

1. It was critical that a decision be made by tomorrow.
2. The development of critical thought is a very important part of education.
3. The project reached a critical stage.
4. Their need for international aid was critical.
5. The bridge support reached a critical angle and fell.
6. The relationship between the two governments was critical and much work had to be done to avoid war.
7. She was critical of his choice of career.

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ  
СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

## CAREERS AND PROFESSIONS

### READING 1

#### *1. Read the following text and do the true/false activity that follows it*

##### **Choosing your way in life**

**Mary Glass** is thirty-nine years old and she is a doctor. She chose the medical profession because she wanted to help people and at the same time to make good money. When Mary was younger her wish was to become a teacher or a nurse but she soon realized that there was not much money in either of those professions. Mary's parents were rather old-fashioned people and thought that a woman's place is at home. So they wanted their daughter to become a secretary, marry a respectable young man, have several children and stay at home working about the house and bringing up the kids. When Mary applied to a medical college, her parents refused to give her any financial support and she had to work as a waitress in a restaurant to earn money for her college fees. She specialized as an optician, made a good career in the hospital she works, got married, had two children and is very much satisfied both with her family life and her business career. '

**Billy Blackthorn** left school when he was sixteen. He didn't study well and had no qualifications. He just wanted to earn some money and got himself a job in a factory. He didn't mind being a blue-collar worker, all he wanted was enough money to take his girl friend out on a Saturday night. But soon he and his-fellow-workers were replaced by robots who could do their job and Bill was sacked. He was out of work for eighteen months and understood how terrible it was to be unemployed. The days seemed so long and the dole that he got was enough only for the cheapest food and second-hand clothes. Bill finally got a job as an unskilled labourer, working for a builder. He is twenty-five now and thinks that it is not too late to start attending night classes and get some extra training so that he can earn more money as a skilled worker.

**John Rushton** is a businessman. He is fifty years old and he has been working for the same company for twenty-seven years. He thinks that he has a very successful career. He started working for the company as a poorly paid clerk and was one of those nine-to-five white-collar office workers who spend all day with a pencil in one hand and a telephone in the other. He hated it and asked to be transferred to sales where he became one of the company's sales representatives. John travelled all over the country selling the company's products and eventually became the most successful salesperson on the staff. In ten years he was promoted to manager of the sales department; He has got a good salary and, benefits. He might retire in another ten years and then his pension will allow him to live comfortably in his country house enjoying his hobbies that he has no time for now while he still works.

**Joan Evans:** This month I am leaving school to face the real world. My main ambition is to live and work abroad. I want to work with people and see the world. I hope to go to college and do a tourism course. When I'm in college, I will learn at least two foreign languages. I think that by the time I'm 30 I'll be married and have a baby. I don't want to be rich and famous, but I do want to enjoy life. That's all anybody can really ask.

**Steve Taylor:** My greatest wish is to be a manager for Rolls Royce. I will go to work for Rolls Royce as an apprentice, and after 2 or 4 years I will be an engineer. I'm not very ambitious but I'd like to become a manager in Rolls Royce. I'll get married in my mid-twenties because I want to have children and my mother says that you need to be young to cope with them.

1. Mary's parents didn't want their daughter to become a doctor because there was not much money in this profession.

2. Mary financially supported herself through the college by working as a secretary.

3. Mary's job is to test people's eyes.

4. To be a blue-collar worker means to work with a pencil in one hand and a telephone in the other.

5. Bill was rather ambitious about his career when he finished school.

6. Automatization of the factory was the reason of Bill's unemployment.

7. Bill enjoyed his free time when he was out of work.

8. John didn't get much money when he started his career.

9. John's promotion followed his successful work as a sales representative.

10. John hopes that he will be able to find time for hobbies when he becomes a pensioner.

11. Both Joan and Steve are ambitious young people.

12. Both Joan and Steve want to work and live abroad.

## VOCABULARY PRACTICE 1

**2. Who would you contact or call in the situations given below? Match the situations in the left column with the name of the job or profession in the right column**

- |   |                          |
|---|--------------------------|
| 1) a filling has come out of one of your teeth                      | a a surgeon              |
| 2) you need to have your hair cut                                   | b a lawyer               |
| 3) you need legal advice  | c a dentist              |
| 4) your house is on fire  | d a fireman              |
| 5) your granny's knee needs an operation                            | e a psychologist         |
| 6) in the shop you want advice on what sort of coffee to buy        | f a barber / hairdresser |
| 7) all the lights in your house have gone out                       | g a shop assistant       |
| 8) your neighbour's flat has been burgled                           | h an accountant          |
| 9) you don't get on well with your parents                          | i an electrician         |
| 10) your father needs somebody to help his firm with money problems | j a policeman            |

**3. Complete each sentence with a word given below. Use the words more than once.**

*business – job – living – work*

- Jack makes his \_\_\_\_ working as a journalist.
- She has just left to go to \_\_\_\_, I'm afraid.
- They worked very hard and now have their own \_\_\_\_.

- There are still nearly two million people without \_\_\_\_.
- The cost of \_\_\_\_ has risen greatly over recent years.
- Stop interfering! This is none of your \_\_\_\_.
- Lucy has a very good \_\_\_\_ in an international company.
- I can't come out tonight. I've got too much \_\_\_\_ to do.
- Some \_\_\_\_-men came and dug a hole in the road outside.
- An early \_\_\_\_ by Picasso was sold for \$3,000,000.

**4. Use the words given in capitals at the end of each line to form a word that fits in the space in the same line.**

Leaving a job

I recently left my job in an \_\_\_\_\_ agency after a disagreement with my boss. She accepted my \_\_\_\_\_ but warned me that because of the \_\_\_\_\_ situation, I might have to get used to the idea of being \_\_\_\_\_ for a while. I thought that she was trying to make a point, but after I had made over fifty \_\_\_\_\_ to other companies, I realized that she was right. Although I am a \_\_\_\_\_ designer, I didn't receive any offers of a job. After that I tried working from home, but it was not very \_\_\_\_\_. Then I became an \_\_\_\_\_ in a fast-food restaurant, even though my \_\_\_\_\_ were extremely low. I wish I have accepted early \_\_\_\_\_ from my old job. That is what I disagree with my boss about!

ADVERTISEMENT  
RESIGN  
ECONOMY  
EMPLOY  
  
APPLY  
QUALIFICATIONS  
  
PROFIT / EMPLOY  
EARN  
RETIRE

**5. Read the story and think of the word which fits best each space.**

My choice

When I was growing up I wanted to be a teacher. I always thought it was a very interesting job, and now that I am a teacher I know I was 1) \_\_\_\_\_. Of course, it can be a difficult job – there is a 2) \_\_\_\_\_ of preparation involved, and your students are not always as 3) \_\_\_\_\_ as you might wish – but on the whole I find working with children gives me a great deal of 4) \_\_\_\_\_. I think one of the reasons I decided to become a teacher was that I liked my sister's children so 5) \_\_\_\_\_. Mary, the youngest child, could read by the 6) \_\_\_\_\_ she was three, and was always enthusiastic 7) \_\_\_\_\_ well-behaved. Ben, the other child, tended to be a bit 8) \_\_\_\_\_ at times, but he was very interested in the world 9) \_\_\_\_\_ him and always asked questions about things. I think it was him who made me enter the 10) \_\_\_\_\_ profession.

**READING 2**

**6. Read the text and choose the sentence below which best fits each gap (1 – 3)**

**Careers**

My association with wood started when my father let me play with some of his tools. I loved it so much that he began to show me how to cut, saw and drill bits of

wood and create different shapes. These were skills which improved with experience and time and soon I became very good at handling wood. My knowledge and ability developed, until at the age of 16, I decided to become a carpenter.

I was very lucky because my choice of career was clear. 1) \_\_\_\_\_. There are many things to consider and many questions to ask about the right type of job, qualifications, skills, and earnings. These are questions usually considered by dynamic and ambitious young people who want a position with a high salary and good prospects for promotion. 2) \_\_\_\_\_.

Early school-leavers usually take poorly paid, low-skilled jobs with no real future. They do not realize that without qualifications or skills they will probably stay in the same job with the same status for most their working lives. 3) \_\_\_\_\_.

Equally important for a successful career are job skills which have been learned at the place of work. In recent research, it was shown that the ability to apply yourself to your work is the key to success in the world of industry and commerce, as jobs become more dependent on the flexibility, analysis and judgement of the employee.

- 1    A For most young people, however, deciding about their future is very difficult.  
       B It's always very important to choose the right subjects.  
       C I knew I had to get a good job.
- 2    A For those who lack skills and qualifications, opportunities for moving up the career ladder are rare.  
       B Getting a high salary is important.  
       C You need to think how you will behave when you are a manager.
- 3    A And so a university education is essential.  
       B It is therefore important for young people to get as much education or vocational training as possible.  
       C As a result, they will never get promoted.

## VOCABULARY PRACTICE 2

### 7. Match each job in box A with a place in box B

**A**

cashier	farmer	mechanic	photographer	receptionist	cook	hairdresser
miner	pilot	vicar	dentist	librarian	musician	porter
					waiter	

**B**

bank	garage	studio	kitchen	coal-mine	cockpit	hotel	office	surgery
salon	field	concert hall	restaurant	church	library			

### 8. Match each job given below with the statement which best refers to the job

*accountant – chef – estate agent – plumber – refuse collector –  
 firefighter – carpenter – vet*

- a) Yesterday I had to give an injection to an injured bull. \_\_\_\_\_
- b) I get rather tired of picking up rubbish all day. \_\_\_\_\_
- c) I can help you sell your house. \_\_\_\_\_

- d) I can make new doors of the wardrobe if you like. \_\_\_\_\_
- e) Make sure that the fish is fresh by looking at the eyes. \_\_\_\_\_
- f) I'll come round and replace all the pipes in the kitchen. \_\_\_\_\_
- g) Unless you keep the receipts you'll pay more tax. \_\_\_\_\_
- h) The cause was either an electrical fault or a cigarette. \_\_\_\_\_

**9. Which person from ex. 7 and 8 above would you need in each situation?**

- a) One of the radiators has burst and flooded your bedroom. \_\_\_\_\_
- b) You have to carry a lot of heavy bags at the airport. \_\_\_\_\_
- c) You think you need three fillings. \_\_\_\_\_
- d) Your fringe is too long and you want a perm. \_\_\_\_\_
- e) The floorboards in the living-room need replacing. \_\_\_\_\_
- f) Your pet goat has started sneezing. \_\_\_\_\_
- g) You have read the menu twice and you are feeling hungry. \_\_\_\_\_
- h) Your car makes a funny whistling noise. \_\_\_\_\_

**10. Complete each sentence (a – h) with a suitable ending (1 – 8)**

- a) If you work hard, the company will give you ...
- b) In a different job I could get a higher ...
- c) The best ways to find new staff is to put a/an ...
- d) Because he had stolen the money, we decided that ...
- e) She has a pleasantly personality but hasn't got the right ...
- f) In the meeting we are going to discuss the ...
- g) I think it would be a good idea to send in your ...
- h) We can't give you the job without ...
  - 1 qualifications for a job of this kind.
  - 2 advertisement in the local press on Friday.
  - 3 application for the job as soon as possible.
  - 4 promotion to a more responsible position.
  - 5 references from your previous employer.
  - 6 dismissing him was the only possible action we could take.
  - 7 salary and better conditions of employment.
  - 8 appointment of a new sales representative.

**11. Underline the most suitable word or phrase**

- a) The building workers were paid their *income / salary / wages* every Friday.
- b) She's only been here three weeks. It's a/an *overtime / temporary* job.
- c) When he retired he received a monthly *bonus / pension / reward*.
- d) Apparently she *earns / gains / wins* over \$60,000 a year.
- e) While the boss is away, Sue will be *in charge / in control / in place* of the office.
- f) Could I have two days *away / off / out* next week to visit my mother?
- g) Paul was always arriving late, and in the end he was *pushed / sacked / thrown*.
- h) When I left the job, I had to hand in my *application / dismissal / notice* three weeks beforehand.



- i) How much exactly do you *do / make / take* in your new job?  
 j) If you have to travel on company business, we will pay you *costs / expenses / needs*.

## 12. Decide which answer (A, B, C or D) best fits each space

### Choosing a job

One of the most difficult decisions is choosing what to do for a 1) \_\_\_\_\_. For example, do you want to follow a definite 2) \_\_\_\_\_, and 3) \_\_\_\_\_ a low 4) \_\_\_\_\_ at the beginning, but have good 5) \_\_\_\_\_ in a company that trains its 6) \_\_\_\_\_? Or are you more interested in taking any kind of work, because you need a/an 7) \_\_\_\_\_? You may have to 8) \_\_\_\_\_ the fact that a good 9) \_\_\_\_\_ can be difficult to find. In that case, why not take a 10) \_\_\_\_\_ one? You will gain some useful 11) \_\_\_\_\_. Remember that even if you have the right 12) \_\_\_\_\_, you may have to 13) \_\_\_\_\_ lots of application forms before you are asked to 14) \_\_\_\_\_ an interview. But don't worry if you don't know what you want to 15) \_\_\_\_\_ exactly. You'll enjoy finding out!

- |                      |               |                |                |
|----------------------|---------------|----------------|----------------|
| 1. A salary          | B living      | C employee     | D work         |
| 2. A company         | B training    | C business     | D career       |
| 3. A earn            | B gain        | C win          | D take         |
| 4. A money           | B profit      | C cheque       | D salary       |
| 5. A hopes           | B prospects   | C futures      | D promotion    |
| 6. A employers       | B crew        | C staff        | D persons      |
| 7. A money           | B cash        | C account      | D income       |
| 8. A face up to      | B go over     | C come up with | D call off     |
| 9. A work            | B labour      | C job          | D seat         |
| 10. A temporary      | B overtime    | C profitable   | D short        |
| 11. A experiences    | B experiences | C experience   | D experiencing |
| 12. A qualifications | B exams       | C letters      | D degrees      |
| 13. A fall through   | B get on      | C turn down    | D fill in      |
| 14. A be             | B attend      | C make         | D advertise    |
| 15. A work           | B job         | C do           | D employ       |

## READING 3

**13. You are going to read an article about a model called Bridget Hall. Seven sentences have been removed from the text. Choose from sentences A – H the one which fits each gap (1 – 6). There is one extra sentence which you don't need to use. There is an example at the beginning (0)**

### The making of a model

Having been under her mother's wing for most of her life, Bridget Hall now makes her own career decisions as a model. Bridget made her first professional appearance at the age of nine. She hated her first assignment, which was during a heatwave, and for which she was paid a fee of \$75 an hour. (0) C

Such a life takes its toll, however, as it demands a strong sense of commitment. Once contracts have been signed, Bridget's time is not her own as she has to be willing

to work long hours on shoots in distant places. Additionally, she has to keep her body in tip-top physical condition through diet and exercise. (1) \_\_\_\_.

Modelling is obviously a tough business which requires single-mindedness and determination to succeed. Bridget believes she has both but she is also thankful to her mother, Donna, for her encouragement. She says lovingly of her mother that she was very supportive in the early days when jobs were not always available and money was scarce. (2) \_\_\_\_.

The problem was that she became too tall to model with other children and subsequently was unemployable for some time.

When Donna, Bridget's mother, suggested a shift to modelling ladies' clothes, the agency was rather reluctant. Undaunted by this, Donna hired a makeup artist and hair stylist and then booked a session in a studio to get new photographs for a portfolio which was sent to all the big agencies. (3) \_\_\_\_.

Bridget was an immediate hit.

Encouraged by Bridget's new-found success, a major agency got her to sign a two-year contract. Today Bridget earns a minimum of \$10,000 a day. Despite her new wealth and status, she admits that she might have made some bad decisions when she was younger. (4) \_\_\_\_.

Bridget is aware of the gaps in her education and the subject of completing her studies does come up in discussions from time to time, but until now, she has not felt strongly motivated to do anything about it. (5) \_\_\_\_.

In fact, her talk of education stopped completely when she met actor Leonardo DiCaprio and they became good friends. Bridget is a very popular individual and the fact that she keeps company with such celebrities means that she is frequently invited to occasions of all sorts. At an all-star party in her honour in New York, 1500 turned up at a bar-restaurant to celebrate with her. (6) \_\_\_\_.

All in all, the price of fame and stardom must be well worth paying.

**A** Given her fast and furious lifestyle, it is hardly surprising that Bridget has not gone back to the classroom.

**B** The time and investment were well spent, as the reaction to the new pictures was overwhelmingly enthusiastic.

**C** Her working conditions and income have changed since then, and she now chooses where and when to work, and loves the excitement and glamour of the fashion world.

**D** Like a true professional, Bridget goes jogging every day and restricts herself to high-protein, low-calorie meals.

**E** Bridget enjoys her hectic social life, although it can be very exhausting.

**F** She sometimes regrets that she dropped out of school so early but the attraction of high modelling fees helped to lure her away.

**G** Having spent most of her life as a model she has many regrets.

**H** Somewhere between Bridget's twelfth and thirteenth birthdays, her bookings began to drop off.

### VOCABULARY PRACTICE 3

**14. Complete the table, using the nouns from the box which collocate with the adjectives given**

*breath – hopes – relationship – season – sleep – standard – stomach – terms – thinker – trouble – winds – words*

strong	high	deep

**15. Complete the following sentences, using the phrases from ex. 14.**

1. She had \_\_\_\_\_ of getting promotion after three years of work.
2. To be a surgeon you need to have a \_\_\_\_\_ to stand the sight of blood.
3. The manager was in \_\_\_\_\_ with his boss for having forgotten to prepare the report.
4. The director told the staff in very \_\_\_\_\_ that she would not allow smoking on office premises.
5. Our company has reached a \_\_\_\_\_ of production which we wish to maintain.
6. Elena was in such a \_\_\_\_\_ that her father couldn't wake her up for work.
7. My company thinks there's a \_\_\_\_\_ between an employee's job satisfaction and their level of productivity.
8. The \_\_\_\_\_ for the tourist industry is July and August.

**16. Complete the following text, using the words in the box. Make any necessary changes.**

apply   career   electrician   living   overtime   retirement   skilled   trade unemployed   wages
---

Christopher had left school at the age of sixteen and 1) \_\_\_\_\_ for a job as an apprentice 2) \_\_\_\_\_. He loved electrics and there was nothing he couldn't fix. His father had wanted him to study and have a 3) \_\_\_\_\_ in business, but Christopher had decided he wanted to work in the building 4) \_\_\_\_\_. His first 5) \_\_\_\_\_ were \$10 a week, which was not very much, but he was able to make more with some hour's 6) \_\_\_\_\_ at the weekend. Christopher knew that when he became a 7) \_\_\_\_\_ tradesman he would earn a good 8) \_\_\_\_\_. Christopher has worked for several different firms and has been fortunate never to be 9) \_\_\_\_\_ in his life. He loves his work, although he does look forward to his 10) \_\_\_\_\_ when he can spend more time on his hobbies.

**17. Complete the sentences, using the words given below.**

*commitment – compassion – efficiency – experience – prospects – skills*

1. You need dedication and \_\_\_\_\_ to get to the top of any field.
2. To be a politician, good public-speaking \_\_\_\_\_ are required.

3. Punctuality and \_\_\_\_\_ are important for work with the public.
4. You need to have a deep \_\_\_\_\_ for animals to be a vet.
5. If you work at that firm, you will have good promotion \_\_\_\_\_ for the future.
6. Qualifications and previous work \_\_\_\_\_ are essential for this post.

## USE OF ENGLISH 1

**18. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

Most people probably think that being a 1) \_\_\_\_\_ of a leisure centre is a 2) \_\_\_\_\_ job and an easy way of making a living. In reality, it is one of the most 3) \_\_\_\_\_ jobs imaginable. Having done this job myself, I can say from experience that there are two 4) \_\_\_\_\_ qualities which you must have to make a success of the job. The first is 5) \_\_\_\_\_. You are in charge of a large organization and everyone who was 6) \_\_\_\_\_ would soon find themselves in a difficult mess. The next is 7) \_\_\_\_\_. You have a lot of staff under you who often need your 8) \_\_\_\_\_ and help, particularly when dealing with the public. Some clients can be difficult or even 9) \_\_\_\_\_ to a centre's 10) \_\_\_\_\_ if they are upset about something. A manager who is able to step in and sort the problem out with a smile is far more 11) \_\_\_\_\_ than one who shows the staff or the public that he or she is under stress.

MANAGE  
WONDER  
DEMAND  
  
PERSON  
EFFICIENT  
  
ORGANISE  
CHEERFUL  
ENCOURAGE  
ABUSE  
EMPLOY  
  
EFFECT

**19. Read the text below and decide which answer A, B, C or D best fits each space.**

I find that working in the clothing department of a good quality store is a 1) \_\_\_\_\_ and interesting job. I started in the department where I worked as a sales assistant, but last year I was 2) \_\_\_\_\_ and put 3) \_\_\_\_\_ charge of the department. Since I have been running the department, I have tried to strike a balance between the quite 4) \_\_\_\_\_ clothes we carry and the very up-to-date, 'trendier' styles. We have customers with a range of tastes and I 5) \_\_\_\_\_ pleasure in knowing that we manage to satisfy the needs of all of them. It is of course essential to display the clothes 6) \_\_\_\_\_, so that the customers will find them appealing. I also have to make sure that my 7) \_\_\_\_\_ are professional in their approach to their work. On the one hand, good salespeople have to be 8) \_\_\_\_\_ but, at the same time, they have to have plenty of patience. It can be very frustrating when customers change their 9) \_\_\_\_\_ several times before they finally buy something. There are times when every salesperson just has to hold their 10) \_\_\_\_\_ because some customers can be irritating. Having said that, I must admit that the majority of our customers are polite and very 11) \_\_\_\_\_ of the quality of service we offer. 12) \_\_\_\_\_ far the most difficult time for us is the sales period, when the department is full of shoppers who are determined to take 13) \_\_\_\_\_ of the special prices. We just don't stop all day long and at times we all wonder how we are going to

14) \_\_\_\_\_ through the day. When the sales are over, though, the department quiets down and we can take a 15) \_\_\_\_\_.

- |                  |                |               |                |
|------------------|----------------|---------------|----------------|
| 1 A various      | B varied       | C mixed       | D different    |
| 2 A promoted     | B advanced     | C raised      | D upgraded     |
| 3 A on           | B with         | C at          | D in           |
| 4 A original     | B traditional  | C typical     | D old          |
| 5 A have         | B feel         | C take        | D hold         |
| 6 A attractively | B beautifully  | C efficiently | D successfully |
| 7 A workers      | B employers    | C staff       | D people       |
| 8 A persuasive   | B persuading   | C pushing     | D decisive     |
| 9 A views        | B minds        | C decisions   | D opinions     |
| 10 A breathe     | B mouth        | C tongue      | D words        |
| 11 A grateful    | B appreciative | C admiring    | D pleased      |
| 12 A So          | B At           | C By          | D In           |
| 13 A opportunity | B chance       | C advantage   | D benefit      |
| 14 A go          | B get          | C survive     | D manage       |
| 15 A break       | B rest         | C relaxation  | D vacations    |

#### READING 4

**20. Read this article about awful jobs that people have done. Four paragraphs have been removed from the article. Choose from the paragraphs A – E the one which best fits each gap 1 – 4. There is one extra paragraph which you do not need to use.**

#### The worst job of your life

##### A Des Matthews,

*graphic designer*

I suppose the worst job I've ever had was when I finished college. I wanted to get into graphic design, but it was hard to find work, so I took a temporary job at a large art gallery in London. There was a big exhibition at the time. My main reason for working there was the money, but I thought I might get valuable experience of the art world. How wrong I was! The hardest part of the job was staying awake, and it used to be really tiring being on your feet all day.

1 \_\_\_\_\_

The woman who was in charge of us was a real dragon, and if she caught you chatting to another guard you were in big trouble. I felt really sorry for the people who had been stuck in the job for years and had no hope of finding anything else.

##### B Annie Banton,

*actress*

2 \_\_\_\_\_

Then one day, they told me I had a new job. At the time, I thought I'd rather do anything than stay in the kitchen, so I was quite pleased. I had to dress up as a chicken and go outside on the street I had to dance around and make sort of clucking noises to advertise the restaurant.

It was summer, the costume was really hot and the street was really polluted with traffic fumes. The people in the street were horrible. The children, in particular, used to be so aggressive. At times, it was even quite scary.

**C Sam Fernandez,**

*unemployed*

I used to spend my summers in Cancun, a seaside resort in the south of Mexico. People often think that spending the whole summer on the beach has a certain glamour to it, but not if you're working there! I suppose that working outdoors was nice and at least I got fit, but it was incredibly hard work.

We had to carry a huge ice-box of drinks and a basket of doughnuts and walk up and down the beach, selling to the tourists. The sand used to burn my feet and you can imagine how much the box weighed!

3 \_\_\_\_\_

**D Antonia Cooke,**

*office manager*

4 \_\_\_\_\_

My friend Joe worked on the telephone taking the orders. I had a little Honda motorbike to do the deliveries and we had to work fast. If we took more than 30 minutes, the boss cut our wages.

The driving was dangerous, especially when it was raining, and a lot of people, probably on their way home from the pub, never seem to notice people on bikes. The customers were usually rude. They said you were late when you weren't, and lots of them tried to avoid paying. I hated it!

**A** At about six o'clock, by which time most of the holidaymakers had gone back to their hotels, we would return the food and drink that was left. In the evenings we had a great time, having barbecues on the beach.

**B** I got a summer job once in a restaurant. I worked in the kitchen, preparing the salads, cooking the chips and things like that. The working conditions were awful, and you could only earn a decent living if you worked overtime every night.

**C** I was hoping to get a job as a barmaid, but when a friend said they were looking for staff at his company, I decided to give it a try. Most of us were students, so I had a lot in common with the others, and we all hated the boss.

**D** It was amazing how many people wanted to touch the pictures. You had to tell them to move back. We were trained how to do this politely, but some of them got really angry.

**E** The bike came in handy in the mornings because it meant I was less dependent on public transport. The beach was really close, so I could go there and get back to the gallery before lunchtime.

## USE OF ENGLISH 2

**21. Read the text and decide which answer A, B, C or D best fits each space.**

How not to get a job

A large supermarket was looking for a (1) \_\_\_\_\_ for a new store they were (2) \_\_\_\_\_ to open. Out of over 90 people who had applied for the (3) \_\_\_\_\_, they had chosen five and asked them to come for an interview. The first (4) \_\_\_\_\_, Mr Riley, walked into the interview room. He was smartly (5) \_\_\_\_\_, but it was clear that he was listening to a personal stereo. He sat down, (6) \_\_\_\_\_ off his shoes and lit a cigarette. One of the interviewers said that they would (7) \_\_\_\_\_ him not to smoke and Mr Riley (8) \_\_\_\_\_. Just (9) \_\_\_\_\_ that moment, a telephone rang. Mr Riley (10) \_\_\_\_\_ into his pocket, took out his mobile phone and began a (11) \_\_\_\_\_ with a friend of his. After a minute or two, the interviewers had had (12) \_\_\_\_\_ and said they wanted to begin. 'Certainly, go (13) \_\_\_\_\_,' said Mr Riley. They asked him why he wanted the job. 'I don't,' he replied. 'But I (14) \_\_\_\_\_ like a day in London, and you've already paid my train (15) \_\_\_\_\_ to come up here for the interview.'

- |              |               |                |                |
|--------------|---------------|----------------|----------------|
| 1 A boss     | B manager     | C chief        | D president    |
| 2 A thinking | B wanting     | C willing      | D planning     |
| 3 A work     | B supermarket | C manager      | D post         |
| 4 A applied  | B application | C applicant    | D applier      |
| 5 A wearing  | B dressed     | C clothes      | D presentation |
| 6 A took     | B put         | C wore         | D taken        |
| 7 A allow    | B better      | C rather       | D prefer       |
| 8 A excused  | B sorry       | C pardoned     | D apologized   |
| 9 A at       | B on          | C by           | D in           |
| 10 A put     | B went        | C reached      | D moved        |
| 11 A talk    | B speak       | C conversation | D interview    |
| 12 A enough  | B much        | C some         | D it           |
| 13 A ahead   | B away        | C back         | D forward      |
| 14 A felt    | B needed      | C was          | D wanted       |
| 15 A cost    | B fare        | C price        | D bill         |

**22. Read the text carefully at each line. Some of the lines are correct, and some have a word which shouldn't be there. If a line is correct, put a tick (✓). If a line has a word which should not be there, write the word.**

#### Holidays

_____	The English word 'holiday' comes from 'holy day' which can
_____	means 'religious festival'. Workers were used to take time off
_____	work for these days, but the idea of stopping from work for two
_____	weeks or more is a recent invention. Factory owners began to
_____	realize that it was better for them if workers took longer than
_____	breaks instead of a day off in here and there. At first, workers
_____	were not happy with the new arrangements so as they preferred
_____	to work shorter hours, rather than stop working for long
_____	periods. However, holidays have now become a part of our lives
_____	and many workers are prepared to go on the strike if an
_____	employer tries to reduce to the number of weeks holiday
_____	that they are given. Indeed, holidays have become the reason

\_\_\_\_\_ why many of people work, saving up all year so that they can  
\_\_\_\_\_ be afford to spend two weeks by the sea.

## READING 5

**23. Read the following paragraph, then decide which of the statements below, A or B, is true, according to the information in the paragraph.**

50 % of the survey respondents admitted the applicant's appearance played a role in recruitment procedures. The rate was three times lower among successful job applicants, and only one in twenty employers (5 %) agreed that appearance was a decisive factor.

A Half of the job applicants that were turned down believed that the way they looked was to blame.

B 95 % of employers claimed appearance was completely irrelevant when employing new staff.

**24. Read the article about discrimination in the workplace, and choose the best option: a, b, c, or d to complete statements 1 – 5 about the text.**

### **Overweight, underpaid**

**Sexual, racial and age discrimination art outlawed. Are sizeism and lookism the last prejudices?**

SONYA is heavily overweight and used to what she describes as 'fatism' from the general public. But she hadn't expected her obesity to affect her career prospects. 'I knew the moment I turned up to my last job interview that my chances were low,' she says. 'When I met my two interviewers, I knew I'd lost immediately because of the way they looked at me. The thing that was most upsetting was that the telephone conversation I'd had with one of them beforehand suggested I had all the skills and experience necessary and interview was just a formality.'

'Lookism' is the latest discrimination to hit the workplace; according to the law firm, Eversheds. Victims of the trend are judged by employers on aspects of their appearance ranging from weigh to clothing and from hairstyle to body piercing. Some are turned down for jobs, others miss out on promotion. The latest research has revealed a culture of appearance discrimination sweeping business across the world. A staggering 16% of Americans believe they have been discriminated against because of the way they look and 33 % believe that those who are more physically attractive are more likely to get promoted.

Discrimination claims involving alleged lookism are surging in the US. In fact, there are only two states of America that have specific laws against appearance discrimination. In other states, lawyers are turning to discrimination laws relating to issues like gender, race and disability. So if someone is overweight because of a clinical problem they can claim disability discrimination.

There are examples of lookism issues already arising in the UK as well. A couple of years ago, Fitness First received widespread criticism after a leaked email claimed that larger employees did not fit the firm's image. In the UK, we don't have any laws



against appearance discrimination, but Ms Emma Harris, an associate at Eversheds, believes it won't be long before we do. 'I think it's only a matter of time before some kind of beauty bias legislation come into play,' she says. In the meantime, victims of lookism are, like most Americans, relying on sex, race and disability discrimination. Among the British who have been successful in an indirect discrimination claim are Matthew Thompson, who last year argued that he had suffered sexual discrimination because he was forced to wear a tie while his female colleagues weren't, and a man who was made to cut his long hair by his employers.

1. Before her last job interview Sonya
  - A had expected problems getting the job.
  - B had never felt discriminated against.
  - C had not realized how overweight she was.
  - D had thought the interview would be a formality.
2. During the interview
  - A Sonya was surprised there were two interviewers.
  - B she didn't like the way the interviewers looked.
  - C the interviewers were surprised at her qualifications.
  - D she had a feeling she wouldn't be accepted.
3. Lookism
  - A is not limited to job applicants.
  - B is opposed by one third of Americans.
  - C only affects unattractive and overweight people.
  - D has been researched for many years now.
4. In the USA
  - A a lookism is forbidden by federal law.
  - B race discrimination is more widespread than lookism.
  - C the number cases related to lookism is growing.
  - D lawyers turn down people who claim appearance discrimination.
5. In the UK
  - A there is public acceptance of lookism.
  - B legal regulations against lookism are expected soon.
  - C victims of lookism have no chance to claim their rights.
  - D there have been no cases related to lookism so far.

### USE OF ENGLISH 3

#### 25. Complete the sentences using one of these words.

*experience – qualifications – training - skills*

1. She's never done anything like this before. She has no \_\_\_\_\_.
2. She's never worked at the job but has passed a lot of exams. She's got \_\_\_\_\_.
3. She has the practical ability to do a difficult job well. She's got the \_\_\_\_\_.
4. She got the job with little experience but the company gave her some excellent \_\_\_\_\_.

**26. For questions 1 – 10, read the text below. Use the word given in capitals at the end of each line to form a word that fits the space in the same line.**

Strictly confidential

Reference for Joseph Bloggs

I wish I could say it was a 1) \_\_\_\_\_ working with Mr Bloggs but, 2) \_\_\_\_\_, this was not the case. He was 3) \_\_\_\_\_ for the job but our attempts to train him totally failed. His office was always very 4) \_\_\_\_\_ with paper scattered all over the place. He was very 5) \_\_\_\_\_ and seemed 6) \_\_\_\_\_ to remember anything. He was so 7) \_\_\_\_\_ I could not even trust him to do the simplest tasks. Mr Bloggs was 8) \_\_\_\_\_ to customers who often complained to management about his 9) \_\_\_\_\_. In short, I believe he would be 10) \_\_\_\_\_ for the job for which he applied. Regrettably, I cannot recommend him.

PLEASE  
FORTUNATE  
QUALIFY  
TIDY  
FORGET  
ABILITY  
RELY  
POLITE  
RUDE  
SUIT

## READING 6

**27. Read the texts. For questions 1 – 8 choose from the people A – E. Some of the people may be chosen more than once.**

Which of the five people interviewed:

- 1 choose his / her job to be near a friend? \_\_\_\_\_
- 2 hopes to improve his / her language skills? \_\_\_\_\_
- 3 will learn useful skills for a future job? \_\_\_\_\_
- 4 will spend the money he earns on a holiday? \_\_\_\_\_
- 5 wants to be independent of his / her parents? \_\_\_\_\_, \_\_\_\_\_
- 6 has chosen a job where he / she will make new friends? \_\_\_\_\_
- 7 thinks the job won't be very interesting? \_\_\_\_\_
- 8 will be combining work with a holiday? \_\_\_\_\_, \_\_\_\_\_

### Having fun in the sun?

**Choosing a summer job is not easy. Bruce Inglis talks to five teenagers about their job plans for this summer**

#### A Miguel Machado, 15, Granada

Miguel Machado, who will be taking his FCE this June, intends to work in his uncle's garage for a few weeks so that he can earn enough money to go on holiday with his friends. His main reason for choosing to work is to become less reliant on his parents for money. 'This summer, I'm planning to work as hard as I can, so I can get some money to go to the Canary Islands with some friends. I don't suppose the job will be that exciting, but I'd rather work in the garage than deliver pizzas, which is what my big brother's going to do. My intention is to work hard for four weeks, by which time I'll have enough money to get away and relax afterwards.'

#### B Marcelle Dupont, 17, Lyon

Lots of students also get jobs working in bars or cafes. Working conditions are usually poor and pay is even worse. So why do students queue up to get these jobs when

they could be relaxing and enjoying their holidays? Marcelle Dupont says she does it for several reasons. 'Apart from the money, which I could get from my parents anyway, I think it is important to be able to manage your own finances and to stand on your own two feet.' Another reason teenagers choose to work in bars and cafes is because such places have a certain glamour for young people. 'There is usually cool music playing, and there are lots of young people sitting around chatting and having a good time.'

**C Rafael Garcia, 18, Mexico City**

'Working at a summer camp is fantastic,' says Rafael, who will be working as a group leader in charge of a dozen 12-year-olds this summer. 'I do it so that I can work outdoors instead of being stuck in a restaurant somewhere in a polluted city. You also get paid to do stuff you enjoy - like sailing, hiking and archery. Last year, I got to practise my English too, because all the group leaders came from different countries, and English was the only language we had in common.' Rafael doesn't only work in order to make money, but also because of the opportunities the summer camp gives him to socialize and develop as a 'I suppose one of the most important you get is that you become a hero to kids, and earn money at the same time!'

**D Jenny Logan, 16, Birmingham**

Working in the summer will be a new experience for Jenny Logan; she is going to be a sales assistant in a local supermarket. 'It'll give me valuable experience in dealing with people because when I finish school I'd like to go into marketing or management. I'm also doing it because of the chance it gives me to get out of the house a bit. The money will come in handy, but I'm not saving up for anything in particular. I arranged this job so as not to get bored, I suppose: I didn't want to be sitting around all day.'

**E Sylvia Bonatti, 17, Naples**

Most young people would like to spend their summer near the seaside and a good way of combining work with leisure is to find a job at a seaside resort. Sylvia will be working as a hotel receptionist in a tourist hotel on the island of Capri near Naples. 'I chose the job in order to be with my boyfriend who is a lifeguard and will be working on Capri in the summer. Of course, it also means the sea is just a stone's throw away so I can go for a dip after work and get a good tan too.'

**28. Find and underline words and phrases that mean:**

- |                              |                       |
|------------------------------|-----------------------|
| 1 aims to (A)                | 6 enjoy oneself (B)   |
| 2 dependent on (A)           | 7 responsible for (C) |
| 3 prefer doing something (A) | 8 useful (D)          |
| 4 wait in line (B)           | 9 so that (E)         |
| 5 be independent (B)         | 10 not far away (E)   |

**VOCABULARY PRACTICE**

**29. Make adjectives using the words in the box. Use these adjectives to complete the sentences below. Some of the adjectives are negative.**

avoid	believe	count	fortune	help	profession	rely	suit
-------	---------	-------	---------	------	------------	------	------

He's totally \_\_\_\_\_ and never arrives on time.  
 His story was not \_\_\_\_\_ at all; he must think we're stupid.  
 He had always dreamed of becoming a \_\_\_\_\_ footballer.  
 She was very \_\_\_\_\_ to lose her job just when she had bought a new house.  
 The receptionist was very \_\_\_\_\_ and wouldn't even give me a map of the city.  
 I'm pretty certain that 'glamour' is an \_\_\_\_\_ noun.  
 What do you think would be a \_\_\_\_\_ adjective to put in this space?  
 I'm afraid that certain negative adjectives are \_\_\_\_\_ in this exercise.

**30. Choose the correct word A, B, C or D to complete these sentences.**

1. Our \_\_\_\_\_ were paid at the end of each week.  
 A income                      B money                      C salary                      D wages
2. Her annual \_\_\_\_\_ was about \$50,000 if you include the money she made from renting her house.  
 A income                      B money                      C salary                      D wages
3. The starting \_\_\_\_\_ for a teacher in England is about the same as for a police officer.  
 A income                      B money                      C salary                      D wages
4. They were looking for somebody with \_\_\_\_\_ of working with children.  
 A experience                      B qualifications                      C skill                      D training
5. The company will provide \_\_\_\_\_ for people who need it.  
 A experience                      B qualifications                      C skill                      D training
6. Each week at college, we learn a new \_\_\_\_\_ with the computer.  
 A experience                      B qualifications                      C skill                      D training
7. I'd love to do what he does for a \_\_\_\_\_.  
 A post                      B living                      C position                      D work
8. She was promoted to a more senior \_\_\_\_\_ in the company.  
 A job                      B living                      C position                      D work

**31. Complete these sentences with an appropriate preposition.**

1. He has to deal \_\_\_\_\_ some very difficult people in his job.
2. I'd like to find a job where I can combine my qualifications \_\_\_\_\_ my language skills.
3. I'm hoping to go \_\_\_\_\_ the import-export business when I finish my studies.
4. I'm really grateful \_\_\_\_\_ my uncle for finding me this job.
5. It's about time you started applying \_\_\_\_\_ jobs.
6. They went \_\_\_\_\_ strike in order to get more money.
7. What's the point \_\_\_\_\_ doing the exercise if you don't check your answers?
8. You should really try to be less dependent \_\_\_\_\_ your parents.

**32. Put the following steps in Joe Bloggs' career in the correct order**

- a He was promoted to assistant to the sales manager.
- b He took up gardening as a hobby.
- c He looked for a job.

- d He was appointed managing director.
- e He made an application.
- f He was offered the job.
- g He was out of work.
- h He retired.
- i He went for an interview.
- j He worked as a clerk.
- k He got the job of sales manager.
- l He gave in his resignation.

**33. Complete the text by writing one word only in each gap.**

Shocking news: students want to teach!

Teachers may feel underpaid and unappreciated, but, judging from the results of a recent career survey, they're inspiring 1) \_\_\_\_\_ very tough crowd: teenagers.

The survey found that teaching is a top career choice for teenagers, ranking as high 2) \_\_\_\_\_ doctor – a frequent favourite – and just above lawyer – another popular choice. The survey was based on responses from more 3) \_\_\_\_\_ 1,000 people 4) \_\_\_\_\_ were aged from 13 to 17. The question asked was, 'What kind of work 5) \_\_\_\_\_ you think you will do for a career?' The teenagers were asked 6) \_\_\_\_\_ give their top three choices. The other top ten choices include sports, science, architecture, business, the military, engineering and nursing.

Results have always differed between girls and boys. For example, a military career 7) \_\_\_\_\_ never been a top-ten choice among girls, but it's often popular with boys. 8) \_\_\_\_\_ the other hand, nursing is usually a popular choice with girls, but has never made the top ten with boys.

**USE OF ENGLISH 4**

**34. Match the phrases 1 – 10 with their definitions a - j**

- |                         |  |
|-------------------------|--|
| 1 apply                 | a a job which will end on a specific day                             |
| 2 starting salary       | b training or exam needed for a job                                  |
| 3 curriculum vitae (CV) | c working less than the normal working week                          |
| 4 permanent job         | d to ask questions to find out if someone is right for a job         |
| 5 interview             | e a job which you can expect to do for a long time                   |
| 6 temporary job         | f the amount of money you are paid when you start working            |
| 7 qualifications        | g knowledge you get from doing a job for a long time                 |
| 8 working conditions    | h situation in which you work  |
| 9 experience            | i to ask for a job in writing  |
| 10 part-time job        | j a short history of your education and where you have worked so far |

**35. Read the following advice from a career consultant, and fill in gaps 1 – 8 with a suitable word or phrase from list. There is one word or phrase that you don't need to use.**

*why not – for – this kind of – those – being – except – something – even – to*

Get it right!

Katy Smith, career consultant, has a few tricks up her sleeve for 1) \_\_\_\_\_ looking for a job. Go on and get it right!

Read recruitment sections in newspapers and on the Internet. A good permanent job with a promise of long-term employment can be difficult to find, so 2) \_\_\_\_\_ take a temporary job, 3) \_\_\_\_\_ if it is only for a few months? Every day in most local newspapers there are attractive advertisements for both full-time and part-time jobs, so don't miss them!

When you've decided to apply 4) \_\_\_\_\_ a job, send your application with a CV as soon as possible. Don't forget to list all your qualifications (degrees and diplomas) and any previous experience you have with 5) \_\_\_\_\_ work.

At the interview don't be afraid 6) \_\_\_\_\_ ask about working conditions (e.g. hours or holidays) but wait for the interviewer to mention the question of starting salary. Money is a delicate issue and 7) \_\_\_\_\_ greedy will not get you a job.

Dress for success! Put on smart clothes and wear 8) \_\_\_\_\_ bright to boost your confidence at the interview.

## READING 7

**36. Read the text and tell about your personal myths about choosing a career. Use the 'Key Language'.**

Do you think you know everything about choosing a career? Many people think they know the right way to go about picking an occupation, but they often wind up choosing a career that is unsatisfying. Here are the myths of choosing a career:

1. Choosing a career is simple. Career planning is a multi-step process that involves learning enough about yourself and the occupations which you are considering in order to make an informed decision.

2. A career counsellor can tell me what occupation to pick. A career counsellor, or any other career development professional, can't tell you what career is best for you. He or she can provide you with guidance in choosing a career and can help facilitate your decision.

3. I can't make a living from my hobby. Says who? When choosing a career, it makes perfect sense to choose one that is related to what you enjoy doing in your spare time, if you so desire. In addition people tend to become very skilled in their hobbies, even though most of the skill is gained informally.

4. I should choose a career from a 'Best Careers' list. Every year, especially during milestone years, i.e. the beginning of a new decade, there are numerous articles and books that list what 'the experts' predict will be 'hot jobs'. It can't hurt to look at those lists to see if any of the careers on it appeal to you, but you shouldn't use the list to dictate your choice. You need to take into account your interests, values, and skills

when choosing a career. Just because the outlook for an occupation is good, it doesn't mean that occupation is right for you.

5. Making a lot of money will make me happy. While salary is important, it isn't the only factor you should look at when choosing a career. Countless surveys have shown that money doesn't necessarily lead to job satisfaction. For many people enjoying what they do at work is much more important. However, you should consider earnings, among other things, when evaluating an occupation.

6. Once I choose a career, I'll be stuck in it forever. Not true. If you are unsatisfied in your career for any reason, you can always change it. You'll be in good company. Many people change careers several times over the course of their lifetimes.

7. If I change careers, my skills will go to waste. Your skills are yours to keep. You can take them from one job to another. You may not use them in the exact same way, but they won't go to waste.

8. If my best friend (or sister, uncle, or neighbour) is happy in a particular field, I will be too. Everyone is different and what works for one person, won't necessarily work for another, even if that other person is someone with whom you have a lot in common. If someone you know has a career that interests you, look into it, but be aware of the fact that it may not necessarily be a good fit for you.

9. All I have to do is pick an occupation... Things will fall into place after that. Choosing a career is a great start, but there's a lot more to do after that.

10. There's very little I can do to learn about an occupation without actually working in it. While first-hand experience is great, there are other ways to explore an occupation. You can read about it either in print resources or online. You can also interview those working in that field.

### **Key Language**

Before reading the article I was sure that...

My biggest misconception was...

I've changed my mind and decided...

If I had to choose my future job now, I would...

**37. Read the text. For each of the empty space (1–8) choose the correct answer (A, B, C or D).**

### **WHAT IS A CAREER ACTION PLAN?**

A Career Action Plan is a road (1) \_\_\_\_\_ that takes you from choosing an occupation to becoming employed in that occupation to (2) \_\_\_\_\_ your long-term career goals. Developing a Career Action Plan is the fourth step in the career planning process. You must complete the following steps first.

#### **Do a thorough self-assessment.**

Completely **explore viable career options** which were identified during the self-assessment. Choose an occupation after considering all the options.

#### **Setting and reaching your goals.**

Break your goals down (3) \_\_\_\_\_ **short-term** and **long-term goals**. Short-term goals are goals you can reach in one year or less. Long-term goals are ones that are attainable in one to five years.

In order (4) \_\_\_\_\_ your goals, you will have to get around any **barriers you may face**. List those barriers and your solutions for dealing with them.

**You should set both long-term and short-term goals:**

**Long-term goals:** these are goals that you should be able to achieve (5) \_\_\_\_\_ about three to five years.

**Short term goals:** these are goals that you should be able to reach in one to three years.

In order for your goals to be achievable, they must (6) \_\_\_\_\_ certain criteria.

**Your goals must be:**

**Conceivable:** you must be able to put your goal (7) \_\_\_\_\_ words.

**Achievable:** you must have the attributes, energy, and time (8) \_\_\_\_\_ your goal.

**Believable:** you must believe you can reach your goal.

**Achievable within a Certain Time Frame:** you must be able to state how long it will take you to reach your goal.

**Clearly Defined:** you must know exactly what your goal is.

**Flexible:** you must be willing to modify your goal as necessary.

- |              |                 |             |              |
|--------------|-----------------|-------------|--------------|
| 1 A trip     | B movie         | C map       | D sign       |
| 2 A reaching | B spending      | C coming    | D bringing   |
| 3 A out      | B to            | C over      | D into       |
| 4 A to reach | B to spend      | C to learn  | D to discuss |
| 5 A at       | B in            | C on        | D into       |
| 6 A ask      | B have          | C meet      | D learn      |
| 7 A into     | B over          | C under     | D to         |
| 8 A to draw  | B to accomplish | C to forget | D to review  |

## SPEAKING

38. *Consider the elements of the job and describe your dream job using the 'Key Language'.*

**Types of work** – paperwork, manual work, vocational (which helps people).

**Professional training** – required with job experience, may need some job training, not required.

**Job experience** – required, preferable, not required.

**Working environment** – comfortable, challenging, demanding; to establish good working relationship, good rapport with colleagues.

**Working patterns** – to work fixed hours, to have nine-to-five job, to work flexi-time/to be on flexi-time, to do shift work (be a shift worker), to be a teleworker (work from home), to be self-employed, to be/to work freelance.

**Social contact** – limited, broad; socialize with workmates.

**Physical demands** – physically demanding, not very physically demanding.

**Responsibilities** – have to deal with the customers, make a research, work with numbers (figures), to deal with unpredictable situations, to work in a team, etc.



**Promotion** – good promotion prospects, may be passed over for promotion, a glass ceiling.

**Job characteristics** – positive: rewarding, interesting, dynamic, fast moving; negative: tiring, boring, mechanical, repetitive, a dead-end job.

**Extra advantages** – free meals, tips, perks, a car, a personal secretary.

**Disadvantages** – high stress level, heavy workload, have to meet the deadlines, to be snowed under, to be overworked and underpaid.

### ***Key Language***

It's becoming increasingly popular in my country to...

More and more people are getting interested in...

I would prefer to have a job that...

I'm quite certain that...

If I were to decide/select, I would...

...is suitable/ideal/perfect for...

...is just what I need.

I seek a career in ... (industry).

Job satisfaction is important to me because...

## **WRITING**

***39. You saw this advertisement in "The Herald" for the position of nursery school teacher, and you have decided to apply for the position.***

Private Nursery School Requires Teacher

Applicants should have a recognised qualification in childcare as well as experience working with children.

This position requires a person with a pleasant personality, a good imagination and lots of patience.

Apply in writing to: Mrs Crown, Hillside Nursery School,  
56, River Road, Laketown LT3 5BE

***Write a letter of application, giving information about yourself, your qualifications and previous experience.***

## HEALTHY LIVING

### READING 1

*1. Read the text to review the vocabulary and fill in the table.*

#### HOW TO STAY HEALTHY

You hear a lot about living a healthy lifestyle, but what does that mean? In general, a healthy person doesn't smoke, is at a healthy weight, eats healthy and exercises. Sounds simple, doesn't it?

The trick to healthy living is making small changes...taking more steps, adding fruit to your cereal, having an extra glass of water...these are just a few ways you can start living healthy without drastic changes.

One of the biggest problems in today's world is lack of activity. We know it's good for us but avoid it like the plague. The truth is, movement is movement and the more you do, the healthier you'll be. Even moderate activities like chores, gardening and walking can make a difference.

Just adding a little movement to your life can:

reduce the risk of heart disease, stroke and diabetes;

improve joint stability;

help maintain flexibility as you age;

maintain bone mass;

prevent osteoporosis and fractures;

improve mood and reduce symptoms of anxiety and depression;

reduce stress.

So, even if you opt for small changes and a more modest weight loss, you can see the benefits are still pretty good. One study has found that just a 10% weight reduction helped obese patients reduce blood pressure, cholesterol and increase longevity.

#### Simple Ways to Move Your Body

You can start the process of weight loss now by adding a little more activity to your life. If you're not ready for **a structured programme**, start small.

**Turn off the TV.** Once a week, turn off the TV and do something a little more physical with your family. Play games, take a walk...almost anything will be more active than sitting on the couch.

**Walk more.** Look for small ways to walk more. Take the dog for an extra outing each day or walk to the place you used to take a bus to.

**Do some chores.** Shovelling snow, working in the garden, raking leaves, sweeping the floor...these kinds of activities may not be 'vigorous' exercise, but they can keep you moving while getting your house in order.

**Pace while you talk.** When you're on the phone, pace around or even do some cleaning. This is a great way to stay moving while doing something you enjoy.

**Be aware.** Make a list of all the physical activities you do on a typical day. If you find that the bulk of your time is spent sitting, make another list of all the ways you could move more – getting up each hour to stretch or walk, walk the stairs at work, etc.

## Eating Well

‘You are what you eat!’ is a common expression meaning that your body shape is directly related to what or how much you eat. We can also add: ‘You are how you exercise or work out!’ because good health is impossible without regular exercise.

So if you have a sweet tooth, and like eating cakes, sweets or chocolate, it’s likely that you will eventually put on weight. As you get older, it becomes more difficult to lose/shed weight. In fact, you might see some middle-age spread, where people put on weight especially around their waist and hips.

What’s the best way to lose weight? Do you want to start healthy living or go on a crash diet? The wisest way is to watch what you eat all the time. Some people always count the calories, and avoid snacking between meals. Others cut out certain foods to avoid going up a size.

Eating sensibly all the time is a good way to watch your figure. You can use these tips for simple ways to change how you eat:

Eat more fruit. Add it to your cereal, your salads or even your dinners.

Sneak in more veggies. Add them wherever you can – a tomato on your sandwich, peppers on your pizza, or extra veggies in your pasta sauce. Keep pre-cut or canned/frozen veggies ready for quick snacks.

Eat low-fat or fat-free dairy. Switching to skim milk or fat free yogurt is another simple way to eat fewer calories without having to change too much in your diet.

Make some substitutes. Look through your cabinets or fridge and pick 3 foods you eat every day. Write down the nutritional content and, the next time you’re at the store, find lower-calorie substitutes for just those 3 items.

In conclusion, for the healthy living you may cut down on (reduce the amount of) fatty or sugary foods, take plenty of exercise, and make sure you’re getting your five a day (five portions of fruit or vegetables every day).

Small Changes that Will Make Your Life Healthier	
If You Add a Little Movement, You Can...	
Simple Ways to Move Your Body	
How We Put On Weight?	
How to Eat Sensibly?	

2. *Examine the Healthy Living Pyramid and draw the pyramid that describes your own exercise and working out.*



3. *Your Key to Healthy Living. Fill in the table with the italicized words.*

*Exercise regularly/keep fit, spend a lot of time in front of the television, go to bed and get up late, maintain a healthy weight, snack something sweet when you are hungry, have a well-balanced diet, cut down on (sugar, fats, etc.), play computer games as much as you want, have regular check-ups, lower your intake of (salt), avoid physical activity, avoid fruits and vegetables, limit the consumption of fatty foods, consume calories that are necessary for staying in a good shape.*

Should Do	Shouldn't Do

4. *Compare two most popular styles of spending free time by finishing the sentences.*

Working out	Watching TV
Keep fit, take regular exercise, can be out in the fresh air or in the gym, tone the muscles, exercise good for the heart, people becoming more aware of the importance of the exercise and diet.	Couch potato, TV addict, lack of exercise, overweight, bad eating habits, low in nutrition value, risk of heart attack, obesity connected to various kinds of health problems, lack of awareness about the need to stay healthy.

Most people in my country prefer ... to...  
It's not difficult to compare them because...  
Unlike ... (watching TV) ... helps to...  
Working out became popular because...  
Contrary to watching TV working out...  
The positive side of ... while...

**5. Read the article quickly and choose the most suitable heading from the list A-F for each part 1-5 of the article. There is an extra heading that you do not need to use.**

- A** Get a good night's rest
- B** Find time to relax
- C** Sit up straight!
- D** Spend more time in the open air
- E** Don't overdo it
- F** Go for a run

### **Are you looking after yourself ?**

In the hectic world of today, people are always searching for more ways of keeping fit and healthy. Susan Jones has been looking into some of the ways of looking good and feeling good.

1 \_\_\_\_\_

Running is excellent exercise. Before you start running, you should warm up first, using slow movements that make all your muscles work. But be careful! If you stretch when your muscles are cold, you might do yourself an injury. Always wear comfortable clothing and make sure your trainers are in good shape. If you wear shoes that give good support to your whole foot, you will put less pressure on your knees. You should start exercising slowly, at a pace you can keep up for about 15-20 minutes. Try to exercise on soft ground as this will protect your knees and hips from too much stress.

2 \_\_\_\_\_

It's ok if you go to bed late occasionally but if you regularly cut down on your sleep, it will soon start to have a bad effect on your skin. If you get a good night's rest, it will do your appearance the world of good. It is not called beauty sleep for nothing! Lack of sleep can cause acne or dry skin. Make sure you get a good night's sleep by going to bed and getting up at regular times: don't burn the candle at both ends. During the day, keep active: if you don't get enough exercise during the day, you may end up sleepless all night.

3 \_\_\_\_\_

Did you know that standing, sitting and walking badly can make you look heavier than you really are? If we watched the way we sat and stood, it would improve our appearance a great deal. Stand in front of the mirror with your feet apart and your legs straight. Pull in your tummy, check that your ears, shoulders, hips, knees and ankles are in line with each other. You should be feeling and looking better already!

4 \_\_\_\_\_

Most of us live in large polluted cities. If we got more fresh air, we would look healthier and more attractive. A brisk walk is one of the best things you can do for your

circulation and appearance. Walking slowly is useful but a quick pace gets more oxygen into your lungs. So don't just go for a pleasant stroll, try and find an area that doesn't have much pollution, and get moving!

5 \_\_\_\_\_

Many young people feel guilty about eating too much chocolate, and some even say they are addicted to it, though there is no evidence to support this. Chocolate does contain a lot of fat, however, and therefore any addicts out there would do better to eat less. However, if your diet is balanced, you needn't feel guilty: eating chocolate in moderation is fine - but don't eat it instead of a proper meal!

**6. For questions 1-7, choose the correct answer, A, B, C or D.**

- 1 The writer says that you should
  - A start running as quickly as possible.
  - B run slowly before you start exercising.
  - C do stretching exercises before you warm up.
  - D warm up by moving your body slowly.
- 2 Why is running on soft ground best?
  - A It makes your hips stronger.
  - B You will feel more relaxed.
  - C It is better for your knees.
  - D It protects your trainers.
- 3 The author says going to bed late
  - A doesn't matter most of the time.
  - B will make you feel dry.
  - C does harm to your skin.
  - D is alright if you get up early.
- 4 Some people look heavier than they are because
  - A they sit down a lot.
  - B they don't walk enough.
  - C they don't stand with their backs straight.
  - D they eat too much chocolate.
- 5 The best way to get fresh air is
  - A walking slowly in the park.
  - B walking quickly along the street.
  - C strolling in the open air.
  - D walking quickly where there is no traffic.
- 6 It is alright to eat chocolate
  - A if it gives you pleasure.
  - B if it doesn't contain a lot of fat.
  - C if you avoid eating a lot.
  - D after a proper meal.
- 7 Which of the following do you think the author might say is the best way to protect your appearance?
  - A Wearing the right clothes.

- B Going on a chocolate-free diet.
- C Getting regular exercise.
- D Getting up early every morning.

**7. What do these expressions mean? Choose the correct answer, using the context in the article to help you decide.**

- 1 If you 'warm up' you:
  - A put more clothes on.
  - B get ready to do something.
- 2 If something is 'in good shape' it:
  - A is in good condition.
  - B looks good.
- 3 If you 'keep something up' you:
  - A continue with it.
  - B go faster.
- 4 If you 'burn the candle at both ends' you:
  - A go to bed early and get up late.
  - B go to bed late and get up early.
- 5 If you are 'addicted' to something you:
  - A can't do without it.
  - B hate it.

**8. Look through the text once more and complete the chart.**

noun	adjective
activity	
attraction	
comfort	
	fit
	healthy
	moderate

**9. Complete the sentences using words from the chart in exercise 8.**

1. At first I thought he was quite \_\_\_\_\_, but then I began to find him rather ugly.
2. Even smoking a \_\_\_\_\_ number of cigarettes is bad for you.
3. He says that he isn't lazy, but he does enjoy the \_\_\_\_\_ of his own bed.
4. If you manage to stay in good \_\_\_\_\_, you will probably live longer.
5. My grandfather is a very \_\_\_\_\_ man and hates sitting around doing nothing all day.
6. She goes running every morning in order to keep \_\_\_\_\_.

## VOCABULARY PRACTICE

### 10. Complete using the correct form of the words in the box.

affect   balance   benefit   contain   ignore   limit
---

1. If you \_\_\_\_\_ the doctor's advice, you won't get well.
2. Drinking a lot of coffee can \_\_\_\_\_ your mood and behaviour.
3. It's difficult to \_\_\_\_\_ a healthy diet with a busy lifestyle.
4. I'd definitely \_\_\_\_\_ from getting more exercise.
5. You should \_\_\_\_\_ the amount of chocolate you eat to one bar a day. You are eating too much at the moment!
6. Does this cookery book \_\_\_\_\_ any recipes for vegetarians?

### 11. Choose the correct option.

1. You don't need to go on a *diet/cure*. You're not fat!
2. *Chew/Chop* the meat into small pieces with a sharp knife.
3. What *infections/ingredients* do we need for this recipe?
4. *Stir/Slide* the soup with a wooden spoon.
5. If the grapefruit is too *sour/spicy*, add some sugar.
6. In *benefit/comparison* to me, you get lots of exercise!
7. Does this drink *limit/contain* any sugar?
8. Sam's in bed with *flu/cough*, so he's not going to school today.
9. Have you *suffered/recovered* from bad headaches for a long time?
10. You shouldn't *affect/ignore* the problem. See a doctor!

### 12. Complete using the correct form of the words in the box.

prescription   recipe
-----------------------

1. My doctor said I have to stay in bed and gave me a \_\_\_\_\_ for some medicine.
2. You must give me the \_\_\_\_\_ for that wonderful chocolate cake you made!

remedy   cure   therapy
-------------------------

3. Many rock stars seem to end up in drug \_\_\_\_\_.
4. Do you think a \_\_\_\_\_ for cancer will ever be found?
5. My grandma uses an old-fashioned \_\_\_\_\_ for her arthritis.

examine   investigate
-----------------------

6. I lifted my shirt so the doctor could \_\_\_\_\_ my chest.
7. Police have begun to \_\_\_\_\_ the break-in at the hospital.

operation   surgery
---------------------

8. My mum's thinking of having an \_\_\_\_\_ to have her nose straightened.



9. Dr Key told the old man that he needed \_\_\_\_\_ on his leg.

pain    sore    hurt
----------------------

10. My arm is really \_\_\_\_\_ and I can't move it.

11. Mind you don't \_\_\_\_\_ yourself! Oh, too late Sorry.

12. I had a really bad \_\_\_\_\_ in my foot so I decided to see a doctor.

**13. Circle the correct word.**

1. Tim looks really pale and *thin* / *slim*. I'm worried he might be ill.

2. It's important to eat a *fit* / *healthy* diet with lots of vegetables.

3. After picking the flowers, I noticed I had a *fever* / *rash* all over my hands.

4. When I broke a rib, I had to wear a *bandage* / *plaster* around my chest.

5. Make sure you wash your cut properly so that you don't get a/an *infection* / *pollution*.

6. Half an hour after taking the pill, I began to feel the *results* / *effects*.

7. The doctor walked along the *ward* / *clinic*, chatting to all the patients she passed.

8. Two people have been slightly *injured* / *damaged* in an accident on the M1.

9. It's good for children to get minor *diseases* / *illnesses*, such as colds.

10. The medicine bottle said the recommended *dose* / *fix* was two teaspoons twice a day.

**14. Complete each sentence (a-j) with a suitable ending (1-10). Use each ending once.**

a) I think we should send for an ambulance \_\_\_\_

b) Some people go jogging every morning \_\_\_\_

c) It would be a good idea for you to go to the dentist's \_\_\_\_

d) The doctor gave Andy an injection \_\_\_\_

e) I'm going into hospital tomorrow \_\_\_\_

f) We took the cat to the vet \_\_\_\_

g) Susan took two aspirins \_\_\_\_

h) Nobody could find a stretcher \_\_\_\_

i) The doctor gave Helen \_\_\_\_

j) I bought some special cream \_\_\_\_

1. to have that bad tooth of yours taken out.

2. to check whether it had recovered from its accident.

3. to take old Mrs Jones to hospital.

4. to put on my sunburnt arms and legs.

5. to get rid of her headache.

6. to reduce the pain and help him sleep.

7. to take to the chemist's.

8. to keep fit, or to lose some weight.

9. to carry the injured man out of the building.

10. to have an operation on my foot.

**15. Complete each sentence with a word from the box. Use each word once only.**

cheek	knees	neck	throat	waist	chin	lips	nose	thumb	wrist
-------	-------	------	--------	-------	------	------	------	-------	-------

- a) After speaking for two hours, the lecturer had a sore \_\_\_\_\_.
- b) Terry was on his hands and \_\_\_\_\_, looking for the fallen coin.
- c) Paul gave his aunt an affectionate kiss on the \_\_\_\_\_.
- d) There was such a terrible smell that I had to hold my \_\_\_\_\_.
- e) Stan is deaf, but he can understand people by reading their \_\_\_\_\_.
- f) I never wear a watch because I don't like the weight on my \_\_\_\_\_.
- g) One of the boxers punched the other on the \_\_\_\_\_ and knocked him out.
- h) When Diane was a baby, she used to suck her \_\_\_\_\_.
- i) I've lost a lot of weight, especially around the \_\_\_\_\_.
- j) Norma wears a heart on a gold chain around her \_\_\_\_\_.

**16. Underline the most suitable word or phrase.**

- a) There were ten people waiting in the doctor's *office/surgery/ward*.
- b) After I ate the shellfish, I *experienced/fell/happened* ill.
- c) George's cut arm took over a week to *cure/heal/look after*.
- d) David fell down the steps and twisted his *ankle/heel/toe*.
- e) Everyone admired Lucy because she was tall and *skinny/slim/thin*.
- f) I've been digging the garden and now my back *aches/pains/injuries*.
- g) Whenever I travel by boat I start feeling *hurt/sick/sore*.
- h) The doctor can't say what is wrong with you until she *cures/examines/recovers* you.
- i) Use this thermometer and take his *fever/heat/temperature*.
- j) I seem to have *caught/infected/taken* a cold.

**17. Replace the words in italics with one of the words from the box. Use each word once only.**

brains	agony	body	breath	look	stomachache	heart	spine	tongue
--------	-------	------	--------	------	-------------	-------	-------	--------

- a) Janet fell from her horse and injured her *backbone*. \_\_\_\_\_
- b) I had a very bad toothache, and was in *great pain* all night. \_\_\_\_\_
- c) The police discovered the *dead person* buried in the garden. \_\_\_\_\_
- d) One thing you can say about Ann, she has certainly got *intelligence*. \_\_\_\_\_
- e) They have a new house right in the *centre* of the countryside. \_\_\_\_\_
- f) Italian is actually Mary's native *language*. \_\_\_\_\_
- g) Before I dived in the water, I took a deep *mouthful of air*. \_\_\_\_\_
- h) After dinner, Jack had a *pain from eating too much*. \_\_\_\_\_
- i) Shirley had a strange *expression* on her face. \_\_\_\_\_

**18. Complete each sentence with a word or word combination from the box. Use each word once only.**

lie down	die	hurt	symptoms	suffered	agony	fainted	aching	painless	had
----------	-----	------	----------	----------	-------	---------	--------	----------	-----

1. I'm feeling ill – I think I'd better go and \_\_\_\_\_.
2. I felt so dizzy that I nearly \_\_\_\_\_.
3. I had to have an internal examination but it was quite \_\_\_\_\_.
4. The \_\_\_\_\_ are a high temperature and a rash.
5. They gave me an injection and it really \_\_\_\_\_.
6. He \_\_\_\_\_ a heart attack and had to be rushed to hospital.
7. The doctor prescribed some drops for my earache but it's still \_\_\_\_\_.
8. I fell down the stairs and I was in \_\_\_\_\_ waiting for the ambulance to arrive.
9. He \_\_\_\_\_ from an incurable illness for many years.
10. I hope I \_\_\_\_\_ in my bed of old age.

**19. Fill in the blanks. The first letter of each missing word has been given**

**A picture of health**

People nowadays are more health-conscious than they used to be. We jog to keep 1) f\_\_\_\_\_ or take other forms of regular 2) e\_\_\_\_\_. Thousands of us go to a 3) g\_\_\_\_\_ on a regular basis. Many more 4) d\_\_\_\_\_ to lose weight. Fortunately, 5) s\_\_\_\_\_ has been banned on most flights and in most public places because everyone agrees it does 6) h\_\_\_\_\_ to our health. However, there are killer 7) d\_\_\_\_\_ like Aids and cancer which still seem to be incurable. And malaria is the biggest cause of 8) d\_\_\_\_\_ in the Third World. Heart 9) a\_\_\_\_\_ remain the most common cause of death in Europe. The importance of 10) h\_\_\_\_\_ is reflected in everyday expressions such as 'to drink to someone's health' or saying 'Your health!' as we drink a glass of wine.

**USE OF ENGLISH 1**

**20. Read this text and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick. If a line has a word which should not be there, write the word**

**Do suntans look good?**

- |       |    |  |
|-------|----|--|
| _____ | 1  | Most people seem to believe that having a suntan makes you               |
| _____ | 2  | to look better, but this has not always been true. Less than a           |
| _____ | 3  | hundred years ago, rich, fashionable women did everything they           |
| _____ | 4  | could be to stop their skin going brown. A woman's place then            |
| _____ | 5  | was in the home and some brown skin was a sign of someone                |
| _____ | 6  | who had to work outside and could not avoid the sun. This                |
| _____ | 7  | remained true from the time of classical Greece and Rome up to           |
| _____ | 8  | the beginning of the 20 <sup>th</sup> century. It was only in the 1920s, |
| _____ | 9  | when a group of fashionable American writers have started                |
| _____ | 10 | spending on the winter in the south of France, that the fashion          |
| _____ | 11 | changed. By this time, the world had changed, too. Most of               |
| _____ | 12 | working people worked in factories, not on farms, so having              |
| _____ | 13 | dark skin it was no longer a sign of being poor. A good suntan           |
| _____ | 14 | showed that you didn't need to go to the work. Now, fashions             |
| _____ | 15 | are changing once again. Although holidays on a sunny beach              |

\_\_\_\_\_ 16 are not as expensive as they used to be, and doctors could warn  
\_\_\_\_\_ 17 us of the connection between sunbathing and skin cancer.

**21. Read the text. For questions (1–12) choose the correct answer.**

World Vegetarian Day is (1) \_\_\_\_\_ every year on October the 1st. It was started in the USA by the North American Vegetarian Society (NAVS). Many countries have (2) \_\_\_\_\_ celebrations held on different days. They all celebrate the benefits of eating a plant-(3) \_\_\_\_\_ diet. In 1977, the NAVS said it wanted to ‘promote the joy, compassion and life-enhancing possibilities of vegetarianism.’ It hoped to (4) \_\_\_\_\_ awareness of the ethical, environmental, health and humanitarian benefits of a vegetarian lifestyle. The number of people (5) \_\_\_\_\_ to vegetarianism is increasing every year. There are about one million new vegetarians in the United States every year. October 1st (6) \_\_\_\_\_ many of them celebrate their food and eat lots of it.

Vegetarianism is when you (7) \_\_\_\_\_ a diet that excludes meat, fish, shellfish, and other animal products. There are several different (8) \_\_\_\_\_ of vegetarian. A vegan will not eat meat, poultry, fish, dairy products, eggs, honey or (9) \_\_\_\_\_ else from or made by animals. Most vegetarians eat and drink dairy products and eat eggs. These are called lacto-ovo vegetarians. ‘Lacto’ is the Latin word (10) \_\_\_\_\_ milk and ‘ovo’ means egg. Other people say they are vegetarian but they eat fish. Many people are vegetarian for ethical, health, and/or religious (11) \_\_\_\_\_. Scientists say we must all be vegetarian to help save the Earth. There is not enough (12) \_\_\_\_\_ for us all to be carnivores, or meat-eaters.

- |    |             |              |              |            |
|----|-------------|--------------|--------------|------------|
| 1  | A hold      | B holding    | C held       | D holds    |
| 2  | A similar   | B similarity | C difference | D differed |
| 3  | A bases     | B base       | C basic      | D based    |
| 4  | A rise      | B up         | C raise      | D high     |
| 5  | A turning   | B spinning   | C twisting   | D dizzying |
| 6  | A looks     | B sees       | C views      | D gazes    |
| 7  | A following | B followed   | C follower   | D follow   |
| 8  | A typical   | B typed      | C types      | D typist   |
| 9  | A thing     | B anything   | C nothing    | D anyhow   |
| 10 | A for       | B of         | C from       | D by       |
| 11 | A reasoned  | B reasons    | C reason     | D raisins  |
| 12 | A lands     | B landed     | C landing    | D land     |

**22. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.**

The no-surgery solution!

These days, it seems there's an (1) \_\_\_\_\_ for everything. **OPERATE**  
Whether you want something made smaller or you want to (2) \_\_\_\_\_ **EMPHASIS**  
your best features, you can bet that plastic (3) \_\_\_\_\_ claim to have **SURGERY**  
the solution. We at BodySculpt know, though, that you don't want the (4) **COMFORT**  
\_\_\_\_\_ associated with surgery. But you can't enjoy the (5) \_\_\_\_\_ **BENEFIT**

effects without going under the knife, can you? Yes! No need for (6) \_\_\_\_\_ procedures with a long (7) \_\_\_\_\_ period! Our unique service consists of a series of (8) \_\_\_\_\_ that will give you the results you've always wanted! Call now and speak to one of our (9) \_\_\_\_\_.

SURGERY  
RECOVER  
INJECT  
OPERATE

**23. Decide which answer (A, B, C or D) best fits each space.**

**A disastrous holiday**

The day Gerald arrived at the Almara Beach Hotel, he fell (1) \_\_\_\_\_ the stairs. The manager called a/an (2) \_\_\_\_\_, but fortunately Gerald's leg was only badly (3) \_\_\_\_\_, and not broken. The doctor (4) \_\_\_\_\_ swimming as further (5) \_\_\_\_\_ but gave Gerald a/an (6) \_\_\_\_\_ for some tablets in case his leg became (7) \_\_\_\_\_. The next day Gerald sunbathed by the pool, and then took a deep (8) \_\_\_\_\_ and dived into the water. There was not very much water in the pool, and he (9) \_\_\_\_\_ one of his arms when he hit the bottom. This time he complained to the hotel manager, who sent a special meal to Gerald's room. Later that night, Gerald was (10) \_\_\_\_\_ from a (11) \_\_\_\_\_ back, the injuries to his arm and leg, and also had a terrible (12) \_\_\_\_\_. He had a high (13) \_\_\_\_\_ and felt terrible. Luckily he had the tablets the doctor had given him to (14) \_\_\_\_\_ the pain. As he reached for them, he fell out of bed and broke his (15) \_\_\_\_\_. He spent the rest of his holiday in bed.

- |                |                |                |               |
|----------------|----------------|----------------|---------------|
| 1) A down      | B to           | C with         | D for         |
| 2) A stretcher | B prescription | C ambulance    | D emergency   |
| 3) A sick      | B bruised      | C hurt         | D infected    |
| 4) A went      | B prevented    | C said         | D recommended |
| 5) A medicine  | B cure         | C drugs        | D treatment   |
| 6) A recipe    | B paper        | C prescription | D order       |
| 7) A painful   | B pained       | C painless     | D pain        |
| 8) A end       | B breath       | C mouthful     | D water       |
| 9) A hurt      | B injury       | C ached        | D sore        |
| 10) A ill      | B injured      | C suffering    | D damaged     |
| 11) A sunny    | B sunburnt     | C sunshine     | D grilled     |
| 12) A agony    | B hurt         | C heat         | D stomachache |
| 13) A pain     | B temperature  | C ache         | D degree      |
| 14) A hold     | B check        | C rid          | D reduce      |
| 15) A waist    | B lips         | C wrist        | D throat      |

**READING 2**

**24. Scan (read quickly to pick out particular information) through the following short texts. Which sentence or sentences in the text give:**

- a definition? \_\_\_\_\_
- information about people? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- a reason? \_\_\_\_\_
- information about places? \_\_\_\_\_
- examples of things that affect \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

health?

suggestions for improving health?

—, —

information about a period of time?

—

## Stress

(1) Stress is difficult to define, but the majority of us *who* live in today's urban areas know what it is like: (2) it is the feeling *that* you can no longer cope with the everyday business of living. Stress plays such a big role in so many of the illnesses of modern life that it makes sense to try and do something to reduce it. (3) To do this, first you have to work out what situations are stressful for you and then think of ways in *which* you can avoid them.

## Diet and health

(4) Diet is one of the factors *which* plays a role in keeping us healthy, and this is why we should pay more attention to what we eat. (5) Those *who* are overweight are prone to high blood pressure and cholesterol levels, *which* can cause heart disease, so it is important to eat wisely. (6) Remember, a healthy diet *that* is low in saturated fats and sugar can be just as enjoyable as one *that* is based on junk food. (7) Statistics also show that nations *whose* diet includes large amounts of vegetables and fruit tend to live longer.

## Exercise and health

(8) Middle age is *when* most of us tend to lead more sedentary lives, but physical activity is important if we want to keep healthy. (9) It improves circulation and burns calories, *which* helps us lose weight. So get some exercise at least three times a week. (10) You can go walking if you live in an area *where* there are parks, or join a gym *where* there are aerobics classes for the middle-aged. (11) Do consult a doctor *who* can advise you about what kind of exercise is best for you if you are over the age of forty and haven't exercised for a long time.

**25. You are going to read a magazine article about how different people handle stress. For questions 1 – 14, choose from the people (A – E). Some of the people may be chosen more than once.**

### Which of the people

has friends who are about the same weight?	0 <u>A</u>
wishes they looked different?	1 <u>    </u>
says a particular time in their life affected their future?	2 <u>    </u>
finds that being organized helps them to cope with stress?	3 <u>    </u>
uses their imagination to help them calm down?	4 <u>    </u>
believes that in the future they will benefit from going to a particular place?	5 <u>    </u>
feels that very few people understand their problems?	6 <u>    </u>
appears to have a new ambition?	7 <u>    </u>
says that they are different from other people with a similar problem?	8 <u>    </u>
was not especially clever at school?	9 <u>    </u>
feels that their family contributes to their stress?	10 <u>    </u> 11 <u>    </u>

benefits from something which is physically tiring?  
has both family and professional responsibilities?

12\_\_\_13\_\_\_  
14\_\_\_

### How I Combat stress

#### A Kylie

Like every 15-year-old, I often feel under pressure about all sorts of things. I tend to be dissatisfied with my weight when I compare myself with girls *who* are taller and slimmer than me, but my mum points out that I am no different from the majority of my friends, *who* are really just as plump as I am. Another problem is schoolwork, and the end of term is a time *when* I get especially anxious because of exams. I have developed a range of strategies for periods when I have a lot to do and get really worked up. One of them is making a list of all the things *that* I have to get done, in order of importance. That way, I can plan my time better.

#### B Mario

I recently realised that my stress and anxiety is due to the absence of direction in my life. For me, schooldays were a time *when* I misbehaved and fooled about. I wasn't the brightest pupil around and I found most lessons very demanding. Sport was the only thing I was good at. This means that I now do not have the qualifications *that* I need to get a good job. So I have decided to set myself some goals and enrol at a college *where* I will be attending evening courses for adults next term. I hope this will give me the confidence *that* I lack, and better job prospects.

#### C Lukas

Being 16, my biggest cause of anxiety and stress is my future. I sometimes feel I shall never satisfy my parents, *whose* own professional success means that they expect me to do well in life. The only person *who* really understands me is my brother, and when we are together, we joke and talk about anything *that* makes us forget about our responsibilities. I have also joined a sports club, where I work out twice a week, and that has made a difference. After I have been to the gym, I find I am physically tired, but I have the mental energy to face the problems *that* seemed impossible to me earlier on.

#### D Nefeli

While I am aware that being overweight is a health risk, I don't get worried about my excess kilos or my appearance. Instead of just worrying about being fat, I go to keep fit classes, *which* is marvellous for reducing stress. Being active is not only good for losing weight but is also good for the circulation. I am not a fanatical weight-watcher, although I try to keep to a balanced diet *that* includes plenty of fruit, vegetables, whole grain bread and milk. I am not like those health freaks *who* tear around health food stores examining the labels on food products to see how many calories they contain. I just use my common sense. It amazes me more people do not adopt a similar attitude.

#### E Magdalena

I have a husband, four children, and a full-time job, which is a very good reason *why* I cannot call my time my own. There is always someone *who* wants something, or some job *that* needs doing. At the times *when* I can't cope any more, I sit or lie down and just close my eyes and think of somewhere quiet and relaxing – a warm, sandy

beach, a grassy meadow or even the local park. Afterwards, I have a wonderful sense of relief and the things *that* I thought were urgent are not so important any more. Just a few minutes of this makes all the difference.

## USE OF ENGLISH 2

**26. Complete the text, using the correct form of the word in brackets. Make all words negative and make any other necessary changes**

He'll live till he dies

Not everyone cares about their health. Take my uncle Janek for example. He is the most 1) \_\_\_\_\_ (health) person I know. We have tried to 2) \_\_\_\_\_ (courage) him from smoking and sitting in front of the television all day, but he won't listen. Once he tried to get fit by jogging but he had an 3) \_\_\_\_\_ (fortune) accident and broke his leg. After this, he was 4) \_\_\_\_\_ (able) to get up from the sofa for weeks. Of course, he wasn't too disappointed about this but his wife was very 5) \_\_\_\_\_ (happy) as she had to put up with him at home all day. She says lying at home doing nothing is a 6) \_\_\_\_\_ (grace) and that he is setting a bad example to his children. His wife believes he is 7) \_\_\_\_\_ (capable) of doing anything right and the way he lives is 8) \_\_\_\_\_ (satisfy) , but he says there's nothing to worry about, as "he'll live till he dies".

**27. Read the text below and decide which answer A, B, C or D best fits each space**

### Clean living – it's enough to make you ill

In Britain, it is believed that asthma, which has doubled in children in the last 25 years, is due to air pollution. Certainly, the 1) \_\_\_\_\_ of wheezing and shortness of breath can be made worse by exposure to traffic fumes, however, the risk of 2) \_\_\_\_\_ asthma in the first place is highest in the least polluted parts of the country. Seeing air pollution as a 3) \_\_\_\_\_ of asthma would seem to be common sense, but in fact, there is no relationship between the two. In our modern 4) \_\_\_\_\_ world, we, and particularly children, are no longer exposed to the 5) \_\_\_\_\_ that helped build the immune system in previous generations.

As with asthma, there are two other 6) \_\_\_\_\_ conditions – eczema and hay fever – that are twice as common as they were 25 years ago. The three conditions run in families and tend to be '7) \_\_\_\_\_ of the advantaged.' In other words, they occur more frequently in children born in professional households and are more likely in small rather than large families, where there tend to be fewer germs being passed from one sibling to another. The rise in these conditions since the war years coincides exactly with the sharp decline in major childhood 8) \_\_\_\_\_, like polio, diphtheria, whooping cough and measles. They are thus presumably the 'price' that has to be paid for modern medicines and better social conditions.

- |                |            |              |              |
|----------------|------------|--------------|--------------|
| 1 A causes     | B factors  | C symptoms   | D problems   |
| 2 A contacting | B taking   | C making     | D getting    |
| 3 A reason     | B part     | C kind       | D cause      |
| 4 A hygienic   | B curable  | C immune     | D natural    |
| 5 A allergies  | B bacteria | C sicknesses | D antibodies |



- |              |            |             |            |
|--------------|------------|-------------|------------|
| 6 A allergic | B sneezing | C sick      | D physical |
| 7 A wounds   | B injuries | C ailments  | D cares    |
| 8 A rashes   | B diseases | C reactions | D ills     |

**28. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

A visit to the doctor's

Jim decided to visit the doctor after his trip to the jungle.

He was normally a tall (1) \_\_\_\_\_ muscular, person, but over the past month he had lost a lot of (2) \_\_\_\_\_. He had also noticed that his ankles and knees had become rather (3) \_\_\_\_\_. He thought that he might have eaten or drunk something (4) \_\_\_\_\_ or caught some kind of (5) \_\_\_\_\_ disease.

MUSCLE  
WEIGH  
PAIN  
POISON  
INFECT

The doctor took some blood for tests and told Jim to go back a week later. This time the doctor had an optimistic (6) \_\_\_\_\_ on her face, and Jim felt quite (7) \_\_\_\_\_. 'Don't worry,' said the doctor, 'it's nothing serious. You haven't caught an (8) \_\_\_\_\_ disease, or anything terrible like that. It's a simple virus, and you will need some (9) \_\_\_\_\_. Take these tablets twice a day for two weeks, and you'll make a full (10) \_\_\_\_\_.'

EXPRESS  
HEART  
CURE  
TREAT  
RECOVER

**29. Read the text below and decide which answer, A, B, C, or D, best fits each space.**

People say that eating too much junk food and taking no exercise results in a(n) (1) \_\_\_\_\_ lifestyle, and that you are more likely to be (2) \_\_\_\_\_ than much fitter people. I hadn't exercised for years, so I knew I was really (3) \_\_\_\_\_. I decided to take up cycling to improve my fitness, but my first cycle ride was a disaster! I definitely overdid it, so all my muscles were very (4) \_\_\_\_\_ for days after. Then, as I was coming down a big hill, I rode over a stone, and fell off the bike. I had a (5) \_\_\_\_\_ which was extremely (6) \_\_\_\_\_ for days. It (7) \_\_\_\_\_ so much that I couldn't bear to touch it. I also (8) \_\_\_\_\_ my hand, and I had to use my T-shirt as a bandage to stop the bleeding. When I got home, my sister cleaned it up with alcohol, but it (9) \_\_\_\_\_ so much, I thought the (10) \_\_\_\_\_ was worse than all my (11) \_\_\_\_\_ from the accident! My whole body (12) \_\_\_\_\_ for days and I felt 'like a soldier who had been (13) \_\_\_\_\_ in a war. To make matters worse, I got (14) \_\_\_\_\_ the next day, and spent three days in bed with a (15) \_\_\_\_\_ throat. The bike is still in the garage, and I haven't ridden it since.

- |              |                 |               |           |
|--------------|-----------------|---------------|-----------|
| 1 A poor     | B sick          | C unhealthy   | D unfit   |
| 2 A bad      | B upset         | C diseased    | D ill     |
| 3 A unfit    | B unconditioned | C unexercised | D unwell  |
| 4 A straight | B stiff         | C hard        | D strict  |
| 5 A mark     | B bruise        | C lump        | D injury  |
| 6 A tender   | B soft          | C painful     | D touchy  |
| 7 A pained   | B wounded       | C stung       | D hurt    |
| 8 A cut      | B damaged       | C sliced      | D chopped |
| 9 A pained   | B injured       | C hurt        | D wounded |
| 10 A ache    | B hurt          | C pain        | D wound   |

11 A traumas	B pains	C hurts	D injuries
12 A ached	B pained	C injured	D diseased
13 A broken	B pained	C wounded	D damaged
14 A unhealthy	B sick	C cold	D sneeze
15 A spotty	B rash	C ulcered	D sore

**30. For Questions 1 — 15, read the text below and decide which answer, A, B, C or D, best fits each space. There is an example at the beginning (0).**

#### HERBAL MEDICINE

Herbal medicine is the use of plants to (0) D an illness. This form of medicine, often used (1) \_\_\_\_\_ more conventional types of drugs, has been practised through the centuries, and probably began several thousands of years (2) \_\_\_\_\_. Today it is increasing in popularity, and herbal medicine shops are becoming a familiar (3) \_\_\_\_\_. The most comprehensive classification of herbal (4) \_\_\_\_\_ was John Parkinson's *Theatrum Botanicum*, published in 1640. Now there are many such books available, and (5) \_\_\_\_\_ on the plant and the treatment, the whole plant or individual parts may be used in the cure. (6) \_\_\_\_\_, seeds, fruit flowers, leaves, stems, and barks of plants are used (7) \_\_\_\_\_ preparing a remedy for a sick person. (8) \_\_\_\_\_ commonest way to treat an illness is infusion, where the fresh herb or plant is boiled, then strained and drunk like tea. The tincture, another common form of (9) \_\_\_\_\_ is part of the herb or plant mixed (10) \_\_\_\_\_ five parts of alcohol.

Nowadays, herbal medicine is available in forms easier to (11) \_\_\_\_\_, such as lotion, liquid or (12) \_\_\_\_\_. Many diseases, (13) \_\_\_\_\_ and pains can be treated with herbal medicines. Some commonly treated conditions are colds and influenza, when peppermint, ginger and yarrows are (14) \_\_\_\_\_ together; insomnia is helped with passion flower, hops and lime flowers, and if you feel (15) \_\_\_\_\_ camomile and peppermint are very effective.

0 A assist	B medicate	C doctor	D cure
1 A to the side	B aside	C sideways	D alongside
2 A since	B ago	C before	D passed
3 A display	B view	C sight	D outlook
4 A remedies	B supports	C relieves	D doses
5 A depending	B relying	C hanging	D resting
6 A Distinctly	B Usually	C Positively	D Genuinely
7 A by	B from	C in	D with
8 A The	B Some	C An	D One
9 A prescription	B doctoring	C therapy	D care
10 A to	B with	C over	D for
11 A have	B be	C make	D take
12 A medicine	B cap	C potion	D tablet
13 A aches	B agonies	C pangs	D hurts
14 A mixed	B tied	C joined	D united
15 A sore	B sick	C painful	D injured

## UKRAINE AND ENGLISH-SPEAKING COUNTRIES

### I. Geography, History and Values of Ukraine and English-Speaking Countries

#### *1. Read the texts and fill in the table.*

##### GEOGRAPHY OF UKRAINE

Ukraine is situated in the south-east of Europe. The territory of Ukraine is 603 700 square kilometres. Ukraine borders on Russia, Belarus, Poland, Moldova, Slovakia, Hungary, and Romania. Ukraine is larger than France and Great Britain but considerably smaller than Russia.

**Landscape.** The territory of Ukraine is mostly flat. There are the Carpathian Mountains in the west and the Crimean Mountains in the south, but they are not high.

**Seas and Rivers.** Ukraine's washed by the Black Sea and the Sea of Azov. The main rivers are the Dnieper, the Dniester, the Bug and the Donets. The Dnieper is one of the longest European rivers and one of the main sources of hydroelectric power in the country. The coasts of the Azov Sea and the Black Sea are good for ports. There are a lot of big sea ports, for example, Odessa, Kherson, Mykolaiv, Izmail, Mariupol and Kerch.

**Climate** of Ukraine is determined by its geographical location. Since Ukraine lies in the south-eastern part of Central Europe rather far from the Atlantic Ocean and close to Asia, it has a moderate continental climate. In general the country's climate is temperately continental, being subtropical only on the southern coast of the Crimea.

**The geographical position** of Ukraine is very favourable because the country lies on the crossroads of the ways from Asia to Europe. Since the times of KyivanRus Ukrainian roads have been used for trade contacts.

**Geography made Ukraine** a traditionally agricultural country. **The country is rich in** natural resources, such as iron ore, coal, non-ferrous metals, oil, and gas.

##### GEOGRAPHY OF GREAT BRITAIN

Great Britain is situated on the British Isles. It consists of England, Wales, Scotland and Northern Ireland, and is one thirtieth the size of Europe. Great Britain is surrounded by seas on all sides and is separated from the continent by the North Sea and the English Channel.

**Landscape.** The territory of Great Britain is flat, hilly and mountainous. There are many mountains in the north of England and in Scotland but they are not very high. The highest mountain in Great Britain is Ben Nevis.

**Seas and rivers.** Great Britain is a sea country – there is no place in the country farther than 120 km from the sea. There are many rivers in Britain. They are not long but some of them are deep. The longest river is the Severn. There are many lakes in Scotland. The most beautiful is Loch Lomond.

**The climate** in Great Britain is generally mild and temperate due to the influence of the Gulf Stream. The south-western winds carry the warmth and moisture into Britain. The climate in Britain is usually described as cool, temperate and humid. British people say: 'Other countries have a climate, in England we have weather.' The weather in Britain changes very quickly. One day may be fine and the next day may be

wet. The morning may be warm and the evening may be cool. Therefore it is natural for the people to use the comparison ‘as changeable as the weather’ of a person who often changes his mood or opinion about something. The weather is the favourite topic of conversation in Britain.

**Great Britain has a very good position** as it lies on the crossways of the sea routes from Europe to the other parts of the world. There are many countries which are connected with Great Britain by sea. Thanks to Gulf Stream the climate of Great Britain is mild. It is often foggy and rainy. The summer is not very hot and the winter is not very cold.

**Geography made the UK** a highly developed industrial country. It lives by manufacture and trade. Its agriculture provides only half the food it needs, the other half of its food has to be imported. Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture, eleven are employed in mining, manufacturing and building. The main branches of British economy are engineering, mining, ship-building, motor vehicle manufacturing, textile, chemistry, electronics, fishing and food processing. The industrial centres of Great Britain are London, Manchester, Birmingham, Leeds, Liverpool, Sheffield and others.

#### GEOGRAPHY OF THE USA

The USA is situated in the central part of the North American continent. The total area is over 9 million square kilometres. The USA borders on the Pacific Ocean on the west coast, the Atlantic Ocean on the east coast, and the Gulf of Mexico to the south. It also borders on the countries of Canada to the north and Mexico to the southwest.

**The landscape** of the country is very diverse. The USA is divided onto three areas: the Eastern area – a high land, the Central area – a plain, and the western area being mountainous and containing the Rocky Mountains and the Sierra Nevada.

**Seas, lakes and rivers.** The Northern part of the USA has the region of the five Great Lakes (Superior, Huron, Michigan, Erie, Ontario) which are connected by natural channels, cut by rapids. The greatest of these rapids is the Niagara Falls. The principal rivers of the USA are the Mississippi, the longest river in the world (17,800 kilometres) which flows into the Gulf of Mexico, the Colorado and the Columbia, which flow into the Pacific Ocean, and the Hudson River, which flows into the Atlantic Ocean.

**The geographical position** of the country is very favourable because the climate of the USA differs greatly from one part of the country to another. The coldest climate is in the north, the south has a subtropical climate. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

**Geography made the USA** a world leader in industrial and agricultural resources. The USA is divided into regions that have different kinds of land and climate, different ways of living and working, and their own characteristics and problems. And each has its own groups of people whose origin and traditions make them different from any of the others.

Facts	Ukraine	The UK	The USA
The country is situated...			

It borders on...			
It is surrounded by...			
Landscape			
Seas, lakes and rivers			
Climate			
The geographical position of ... is very favourable because...			
Geography made ... a...			

**2. Read the text and fill in the table to speak about the factors that formed the British character. Use the 'Key Language'.**

#### THE BRITISH CHARACTER

Today the United Kingdom is a country made up of England, Scotland, Wales and Northern Ireland. Though very often the names 'English' or 'England' are used by many foreigners when they mean British or the United Kingdom, it's very annoying for the people of Wales, Scotland and Northern Ireland, who are not English.

Political unification of these countries was a long process – Wales was joined with England in 1536; Scotland merged with England and Wales in 1707, when the English and Scottish Crowns were united by James Stuart. In 1800 the Irish Parliament was joined to the Parliament of Great Britain in Westminster. The British Isles remained a single state for 122 years – till 1922, when most of Ireland became separate except the six northern provinces.

The four nations of the UK differ in the following aspects:

**Racially.** The Welsh, Scottish and Irish are the peoples of Celtic origin – they spoke the Celtic languages: Irish Gaelic, Scottish Gaelic and Welsh. The English are a race of Germanic origin. They spoke the Germanic dialect, which later developed into the English language.

**Socially.** These nations have different economic, social and legal systems.

These differences are not so great today, though the dominant culture of Britain is the English culture – many aspects of life are organized according to English pattern, the system of politics is English and the English language is the main language for all these countries. It makes all the nations recognize the predominant English influence, but also feel their identity very strongly.

Britain differs from continental Europe in its cultural, political and social heritage, these differences shaped due to some historical and geographical factors.

#### **Geographical factors:**

*Separation from the continent.* The British Isles are separated from the rest of Europe by a wide stretch of water, which made the access to the country difficult.

Britain could not be invaded as easily as any other European country, so the British developed a sense of security, which can easily slide into superiority.

*Lack of extremes.* Britain is a country with no geographical extremes. So British love of compromise is a result of the country's geography and climate.

*Geographical identity.* Britain is divided into some geographical areas, which give their inhabitants a sense of geographical identity. Geographical identity includes a certain accent or dialect and some stereotyped image. In England, for example, people are divided geographically into northerners and southerners. Northerners consider themselves tougher, more honest and warm hearted than southerners.

### **Historical factors:**

*The last successful invasion in Britain was in the 11<sup>th</sup> century.* For nearly one thousand years Britain has not been invaded by foreigners. This gave the British a sense of self-confidence, which developed through this time.

*England became one of the richest European countries in the High Middle Ages.* This process was a result of the wool-trade, cloth-making, merchant adventure, and exploration. In 1497 Andrea Trevisano, Venetian ambassador to the court of Henry VII wrote: 'The riches of England are greater than those of any country of Europe ... there is no small innkeeper, however poor and humble he may be, who does not serve his table with silver dishes and drinking cups... From time immemorial the English wear fine clothes'. Many travellers also noticed British egocentrism, self-confidence, pride and contempt for foreigners.

*The Reformation of the Church and separation from Rome.* The reformed religion gave rise to many other protestant movements that spread all over the globe. People believed in the main doctrine of Protestantism – predestination. The live of every person was considered to be predestined by God, so people had to work hard to become what they were created to be. The Bible was considered to be the only source of understanding God — it minimized the impact of priests on ordinary people. Today the Anglican Church is considered one of the most liberal churches in the world.

*The Industrial Revolution of the 18th–19th centuries.* Invention of new machines and building a big number of mills and factories established capitalism as mode of production. This process made the country 'the world workshop' and developed the British feeling of independence and uniqueness.

*The process of colonization.* The British felt the necessity to bring their culture to the rest of the world as a model of development for the colonies.

*The formation of the biggest empire in the world.* The Empire added to the feeling of superiority and independence, which was expressed in the policy of 'brilliant isolation', which Britain followed up to WWI.

<b>Factors that Influenced the Formation of the British Character</b>	<b>Traits of the British Character</b>
<i>Geography</i>	
A wide stretch of water between the British Isles and Europe.	
Lack of geographical extremes – there are	

no very long rivers, very high mountains and deep canyons.	
Britain is a sea country – no place there is 120 km far from the sea.	
<b><i>History</i></b>	
Britain was successfully invaded by the foreigners in 1066, since that time there has been no invasions.	
England became ahead of other European countries since the High Middle Ages.	
The Reformation of the Church and separation from the Roman Pope.	
The Industrial Revolution that made the country ‘the world workshop’.	
The formation of the British Empire on which ‘the sun never sets’.	

### ***Key Language***

<b>Expressing Cause/Reason</b>	Due to/Owing to (extreme heat)... Seeing that (the heat is so extreme)...
<b>Expressing Effect/Result</b>	(The weather is) so (cold) that... For this reason... / As a consequence...

### ***3. Read the text and fill in the tables to speak about the factors that formed the American character. Use the ‘Key Language of Effect/Result’ (task 2).***

#### **THE AMERICAN CHARACTER**

The character of every nation is formed on certain values, and even if people can't tell you exactly what values they live by there are different researches and opinions to show what are the beliefs the people live with. The character is inseparable from the nation's history and geography, and American character is not the exception. Though it is often said that America is a nation with abundance of geography but shortage of history, both geographical and historical factors shaped the character of American nation.

#### **Geographical factors:**

*Territory.* The USA occupies a large territory that was subdued in less than four centuries, and even today the country is sparsely populated. The struggle to conquer the land still looms in the nation's memory. Large territories contributed to the idea of privacy that is so important for many Americans.

*Two large oceans that separate America from Asia and Europe* isolated Americans from political threats of Asian and European countries. These natural buffers allowed Americans not to maintain large armies through the course of history. However, natural boundaries made the country difficult to reach until modern means of communication were developed and thus contributed to the feeling of insularity – many Americans

viewed European affairs as something distant and not worth paying attention to. Even today many Americans are not interested in foreign affairs and lack knowledge of geography.

*The wealth of environments* allowed the nation become self-sufficient in agriculture and most basic minerals.

*The reputation of America as geographic bounty* brought to the country floods of immigrants all over the world.

*A magnificent system of waterways* hooked the territory together and made travel cheap for goods and people allowing a degree of mobility (both geographical and social) unknown in most parts of the world.

### **Historical factors:**

*Puritan immigration.* Though Puritans were not the first people who came to the New World and later their colonies did not comprise the biggest portion of the land, they were among the most lasting settlers. Besides, their values were very important to survival on the new land: self-reliance, hard work, frugal living and the guidance of individual conscience. Puritans were also noted for considering earthly success a sign of God's favour and believed that making money cannot prevent from entering the kingdom of heaven. Today the traces of the Puritan doctrine – 'people get what they deserve' remain a part of American mentality. It makes Americans respect businesspeople and put much emphasis on making and possessing money. Puritans' work ethic (often called 'the Protestant work ethic') also remains a part of American life, showing how important the hard work is.

*Immigration from different countries.* America is a land of immigrants, and this fact shapes the values and attitudes in the society. During the centuries of immigration Americans developed a new kind of society, different from the Old World where they had arrived from. Consequently, life in the New World developed in the newcomers such traits as equality and value of the fair competition. The first colonists came to America from rather segregated societies, where class and status shaped individual's rights and opportunities. Unlike the Old World, new land did not favour class division; instead, it favoured personal skills and abilities. 'Any man's son may become equal of other man's son,' wrote Fanny Trollope while visiting the USA in 1831, 'and the consciousness of this is certainly a spur to exertion.' Belief that any man can achieve his dream remains crucial for American society today. It is can be done with the fair competition, so competitiveness is emphasized everywhere – in the family, at school, and in the office. The value of competitiveness is also reflected in the economic system, which is based on the free enterprise. The competitive economy of the USA shows its positive sides to the consumer – due to the competition the prices are often getting lower while the quality of production rises.

*The War for Independence.* This historical event no doubt remains an important milestone that shaped American character and relations inside and outside the country. The Declaration of Independence, one of the most important American documents, stressed the idea of independence and equality, stating that 'all men are created equal'. This idea of egalitarian society – a society of equals is clearly traced in America today. People believe that they have equal opportunities in life. The whole system traditionally



contributes to the sense that everybody plays the same rules. Egalitarianism – the equality of people is also vividly seen in people’s behaviour. It’s quite natural to call your teacher by the first name and not to treat people of high position in a differential manner. People of the lower class are often treated as if they are very important and people of high position are treated as everybody’s equals.

*Frontier.* The frontier much contributed to the mentality of Americans, as people came to new places, where no doctors and nurses could be found and the means of communication were a big problem. The frontier experience played a significant role in the formation of American stressing such features as egalitarianism, privacy, freedom, inventiveness, and self-reliance. Inventiveness developed in the people who came to the places in wilderness, and without self-reliance living in the new place was impossible. As government could not provide much help, the frontier people had to take care of themselves – men protected the houses with guns and in times of danger people worked together. On the frontier people also lived far apart from each other (the true frontiersman is said to pick up stakes and move as soon as he could smell his neighbour’s chimney smoke). This life style certainly contributed to the ideas of privacy and freedom that remain crucial for Americans today.

Geographical Factors	American Values
<b>Historical Factors</b>	
Arrival of Puritans	
Immigration	
War for Independence	
Life on the Frontier	

**4. Read the text and fill in the tables to speak about the factors that formed the Ukrainian character. Use the ‘Key Language of Effect/Result’ (task 2).**

#### THE UKRAINIAN CHARACTER

Ukrainians are a very old ethnic group with unique traditions and a distinguished character. Though as an independent state we are very young, we can talk about the geographical and historical factors that have shaped the Ukrainian character.

##### **Geographical factors:**

*Geographical position.* Historically Ukraine occupies a large territory in the centre of Europe on the crossroads of many important trading routes. This made the country open to many influences, which is seen in the racial and religious toleration usually displayed by Ukrainians. Ukrainians are said to be ‘naturally’ egalitarian people.

*Wealth of environments.* Ukraine is a very beautiful country and this beauty left a great impact on the nation. Ukrainians are often called ‘natural Buddhists’ taking into consideration their love to nature and earth. All Ukrainian villages are built in picturesque places, the houses are surrounded by orchards and many flowers from these orchards are the symbols of Ukraine (e.g. mallows (калина) and guelder rose (мальва)).

*Abundance of arable fertile lands.* More Ukrainians have always lived in villages than in towns, till the middle of the 19th century 90% of Ukrainians lived in the country. Ukrainian country mentality is based on family togetherness, hospitality and numerous traditions connected with the year cycle.

### **Historical factors:**

*Constant wars on Ukrainian territory.* The wars created a peculiar Ukrainian personality – rather individualistic and focused on family. The Ukrainian peasant is distinguished, above all, by his earnest and sedate appearance. According to the view of the Ukrainian, life is not merely a terrible struggle for existence, opposing man to hard necessity at every turn; life, in itself, is the object of contemplation, life affords possibilities for pleasure and feeling, life is beautiful, and its aesthetic aspect must, at all times and in all places, be highly respected. We find a similar view among the peoples of antiquity. In the present time, this view is very unpractical for nations with wide spheres of activity. At all events this characteristic of the Ukrainian people is the sign of an old, lofty, individual culture, and here, too, is the origin of the noted ‘aristocratic democracy’ of the Ukrainians. Other foundations of the individuality of the Ukrainian are the results of the gloomy historical past of the nation. It is the origin, first of all, of the generally melancholy individuality, taciturnity, suspicion, scepticism, and even a certain indifference to daily life. The ultimate foundations of the individualism of the Ukrainian are derived from his historic and political traditions; preference for extreme individualism, liberty, equality and popular government.

*Absence of independent state.* For many years Ukrainians did not have their own state so any state power in Ukraine for a long time associated with imposing the rules that were alien to Ukrainians. Any government usually finds an equal number of opponents and proponent, but the most difficult question is the division of power. Very often it is connected with some sort of anarchy and fight. The idea that all people originally have equal rights (egalitarianism) is also reflected in Ukrainian tradition to divide all patrimony equally between all children in the family.

*Cossacks.* Because of the conjunction of certain geographic and social conditions, a special social group – the Ukrainian Cossacks – arose in Ukraine as an attempt of the Ukrainian population to liberate itself from under the control of the nobility. The name Cossack (Ukrainian: *kozak*) is derived from the Turkic *kazak* (free man). By the end of the 15th century this name was applied to those Ukrainians who went into the steppes to practice various trades and engage in hunting, fishing, beekeeping, and so on. The history of the Ukrainian Cossacks has three distinct aspects: their struggle against the Tatars and the Turks in the steppe and on the Black Sea; their participation in the struggle of the Ukrainian people against socioeconomic and national-religious oppression by the Polish magnates; and their role in the building of an autonomous Ukrainian state. Cossack culture focused on love to native land and free spirit. In the Cossack Ukraine a woman

had equal rights with a man, when men were fighting for their land, women were supervising their families and children. The position of woman is much higher in Ukrainian people than in other nations. In innumerable cases the woman is the real head of the household.

*Cultural development.* Even in prehistoric times, Ukrainian territory was the seat of a very high Trypillia culture, the remains of which, now brought to light, astonish the investigator through their loftiness and beauty. In ancient times the early Greek cultural influences flourished in the Southern Ukraine, then the Roman, and in the Middle Ages the Byzantine. Byzantine culture had a great influence upon ancient Ukrainian culture, and its traces may still be seen in the popular costume and in ornamentation. The worth of Ukrainian culture appears, in its most beautiful and its highest form, in the unwritten literature of the people. The philosophical feeling of the Ukrainian people finds expression in thousands of proverbs and parables, the like of which we do not find even in the most advanced nations of Europe. They reflect the great soul of the Ukrainian people and its worldly wisdom. But the national genius of Ukrainians has risen to the greatest height in their popular poetry. Beginning with the historical epics (dumy) and the extremely ancient and yet living songs of worship, as for example, Christmas songs (koladky), New Years' songs (shchedrivky), spring songs (vessilni), harvest songs (obzynkovi), down to the little songs for particular occasions (e. g. kozachki, kolomiyki), we find in all the productions of Ukrainian popular epic and lyric poetry, a rich content and a great perfection of form. In all of it the sympathy for nature, spiritualization of nature, and a lively comprehension of her moods, is superb; in all of it we find a fantastic but warm dreaminess; in all of it we find the glorification of the loftiest and purest feelings of the human soul. A glowing love of country reveals itself to us everywhere, but particularly in innumerable Cossack songs, a heartrending longing for a glorious past, a glorification, although not without criticism, of their heroes. In their love-songs we find that the spiritual beauty of woman is glorified above all. Even in jesting songs, and further, even in ribald songs, there is a great deal of grace.

*Value of education.* In medieval Europe Kievan Rus was considered a developed state in the 11th century and caused great astonishment among travellers from Western Europe because of its comparatively high culture. Till today Ukrainians place a great value in education, which is very often displayed in a wish of getting university diploma any way. Most Ukrainian families try to organize the free time of their children so that they were taking part in extra curriculum activities such as sports, music, learning foreign languages, etc.

<b>Geographical Factors</b>	<b>Ukrainian Values</b>

Historical Factors	Ukrainian Values

*5. Compare the traits of the national character of Americans, British people and Ukrainians. What makes each nation unique? What is similar?*

## II. Political Systems of Ukraine and English-Speaking Countries

*6. Read the texts and fill in the table to speak about the political systems of Ukraine and English-speaking countries.*

### THE POLITICAL SYSTEM OF UKRAINE

**The history of the country as a state** started on the 24th of August, 1991 when Ukraine proclaimed its independence. Nowadays Ukraine is a free independent state. **By the form of government** it combines the elements of presidential and parliamentary republic. **The three branches of Ukrainian political system are: legislative, executive and judicial.**

**The highest body of legislative power** is the Parliament – the VerhovnaRada. **It consists of** one chamber only and includes 450 deputies. People's deputies are elected at the general elections for a period of 5 years. The chairman of VerchovnaRada is elected by its members.

**The executive power** is presented by the President and the Cabinet of Ministers. The Cabinet of Ministers is responsible for the realization of the laws adopted by the VerchovnaRada. It consists of the Prime Minister, Vice Prime Minister, and Ministers.

**The head of the state** is the President, who is elected by citizens of Ukraine for the period of 5 years. But no more than two periods in a row.

**The judicial branch** is made up of the Constitutional Court, which has exclusive constitutional jurisdiction in Ukraine. It consists of 18 judges which are appointed for 9 years. The Supreme Court of Ukraine is the highest juridical body of general jurisdiction.

The Constitution is **the main law in the country**. It was adopted by the VerkhovnaRada on June 28, 1996. It consists of 15 chapters dealing with the political, social and economic structure of the Ukrainian State.

**The local bodies of state power** are regional, district, city, town and village Radas (Counsils). The Autonomous Republic of the Crimea has a Republican Rada and its own Prime-Minister.

## THE POLITICAL SYSTEM OF THE USA

**The history of the USA as a state** started on June 4 1776, when the Declaration of Independence was signed and British colonies became the United States of America. **By the form of government** it is a constitutional republic of 50 states, a federation.

**The three basic branches of the USA political system** are the legislative, the executive and the judicial powers. The highest body of the legislative power is the Congress which is made up of two houses: the Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators. Each state elects two members of the 100-member Senate.

**The executive power** in the country is represented by the President and the Vice President. The President is chosen in nation-wide elections every 4 years together with the Vice-President. **The head of the state** is the US President, who proposes bills to Congress, enforces federal laws, serves as commander-in-chief of the Armed Forces and with the approval of the Senate, makes treaties. **The vice President**, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President assumes the Presidency.

**The judicial branch** is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life. The Supreme Court may rule the law to be unconstitutional.

**The main law of the country** is the US Constitution, which consists of 8 Articles, 10 Amendments known as the Bill of Rights and 17 more Amendments. The Bill of Rights guarantees individual liberties: freedom of speech, religion and so on. Later amendments abolished slavery, granted the right to vote to women and allowed citizens to vote at age 18.

The local bodies of state power are represented by state governments, town and city councils.

## THE POLITICAL SYSTEM OF THE UK

**The history of the UK as a state** started in the 20th century, when Great Britain and Northern Ireland merged into the United Kingdom. Before this period Great Britain existed as a union of England, Scotland and Wales. **By the form of government** it is a constitutional monarchy. It means that the king or Queen reign but do not rule. The three basic branches of British political system are the legislative, the executive and the judicial powers.

**The highest body of the legislative power** is the Parliament which is made up of the two chambers of the Parliament of the United Kingdom, the House of Commons and the House of Lords, as well as in the Scottish parliament and Welsh and Northern Ireland assemblies.

**The executive power** in the country is represented by Her Majesty's Government, on behalf of and by the consent of the Monarch, as well as by the governments of Scotland and Wales, and the Executive of Northern Ireland. **The head of the state** is the monarch, who reigns but does not rule.

**The judicial branch** is independent of the executive and the legislature. The highest national court is the Supreme Court of the United Kingdom.

**The main law** of the country is the Constitution, which is not one written document, **it consists of** the set of laws and principles under which the United Kingdom is governed.

The local bodies of state power are county and borough Councils.

Facts	Ukraine	The USA	The UK
The history of the country as a state started...			
By the form of government it...			
The three basic branches of the political system are...			
The highest body of the legislative body is...			
It consists (is made up) of...			
It's also necessary to mention that...			
The executive power in the country is represented by...			
The head of the State is...			
The judicial branch is made up of...			
The main law in the country is...			
It consists of...			
The local bodies of state power are...			

**7. Read the text. Fill in the gap (1–7) with one suitable word.**

**LONDON**

Set in the (1) \_\_\_\_\_ of southern England, London is one of the biggest and busiest cities in Europe. A truly international city, London attracts millions of visitors every year from all (2) \_\_\_\_\_ the world, yet never loses its own unique charm.

London has many impressive sights to see, ranging (3) \_\_\_\_\_ the historical beauty of St. Paul's Cathedral and Big Ben to Buckingham Palace and the Houses of Parliament. In this city of contrasts, you can be walking (4) \_\_\_\_\_ one of the busiest streets, yet still be less than a mile from one of the many huge, peaceful parks. London is a great cultural centre, too; the National Gallery contains one of the finest collections of classical paintings in the world.

London is also well known (5) \_\_\_\_\_ other things apart from its monuments and art galleries. Shoppers will enjoy visiting the department stores on Oxford Street or they could try Harrods, the most exclusive shop in London. For evening entertainment,

the choice of theaters is enormous. From the famous Southbank Theater complex to the smaller theaters on Covent Garden, there is no end of plays to see. Soho and its pavement cafés are also (6) \_\_\_\_\_ visiting.

London is an exceptional place, a truly modern city that has managed to (7) \_\_\_\_\_ its traditional style and sense of history. You may get exhausted in London, but one thing is certain; you will never get bored, as Dr. Johnson once said, 'When a man is tired of London, he is tired of life.'

**8. Read the text. Match choices (A–H) to (1–6). There are two choices you do not need to use.**

### NEW YORK

You cannot stay neutral about New York. (1) \_\_\_\_\_ As far as New Yorkers themselves are concerned, they love to hate it. For example, The New York Times last year ran a series of leading articles under the overall title: 'New Calcutta: an occasional series'. Several of the articles have dealt with homelessness and the need for public housing. A specific case is that of the mentally ill. In New York, as in London, many of the city's homeless are former occupants of mental institutions who have been put on the streets without adequate shelter provided for them in the city. No one knows exactly how many in New York have no homes to go to, but it is roughly estimated at 100,000.

(2) \_\_\_\_\_ There are the weepers, those who sit with their knees drawn up, hand out, crying continuously. There are the ones who ask for big money: 'Give me a hundred dollars,' he cries. So you give him a quarter.

Everything in New York is extreme. It is a city of the incredibly rich and the miserably poor. For the rich, there are expensive private schools and hospitals, concert halls and theatres — although fewer of those than formerly — and restaurants. The poor are on a hiding to nowhere: all public facilities, schools and hospitals and housing, are deteriorating. (3) \_\_\_\_\_ There are 250,000 heroin addicts, 500,000 crack addicts, 400,000 carriers of the Aids virus.

Of all New York statistics, those concerning crimes of violence are most often quoted. About five people are murdered every day. The record for one day's killing was set on 9 July 1988 when 20 people were murdered. The total for any one year is going on 2,000. These are not the traditional gangland slayings. (4) \_\_\_\_\_ A typical killing occurred in the Bronx when a 14-year-old boy saw two friends being harassed by another teenager. When he tried to cool things down, the teenager pulled out a revolver and shot him. He was dead in seconds. In another case, a woman went to pull her child away from her apartment door because she knew that her flatmate's boyfriend was outside and angry. A blast from a shotgun ripped through the door, killing her.

The latest fashion in violence is called 'wilding'. Poses of teenagers often go on the rampage. Their most frequent victims are fellow blacks and Hispanics from the ghetto, violent and drug-infested neighbourhoods which are no longer in anyone's control. (5) \_\_\_\_\_ The strangest attacks have been on white women by gangs of black teenage girls: victims have reported being stabbed from behind by needles or pins, and some of them feared that they had been injected with an Aids-infected syringe.

New Yorkers routinely compare their city with Calcutta. But the comparison is unfair. (6) \_\_\_\_\_ It also has the know-how. In the early eighties, through the drive of one man, Richard Ravitch, the New York subway system was saved from total breakdown. Mr Ravitch, by huge efforts, raised the \$8 billion capital needed to clean the stations and trains of their graffiti, to lay down new track, and buy new, air-conditioned rolling stock.

**A** Has the American government got its priorities right?

**B** The streets are filled with beggars, or panhandlers, as Americans call them.

**C** New York has the wealth to do something about its problems.

**D** These are the result of casual violence combined with easy access to firearms.

**E** And from Susan to Ginger: 'Darling, next bus out of town. Be under it.'

**F** School-children from the ghetto commonly battle each other with knives and razors.

**G** The statistics of social breakdown make depressing reading.

**H** You either love it or hate it.

**9. Look through the text, try to memorize the ceremonial traditions in England.**

**ENGLISH TRADITIONS**

One of the most peculiar features of life in England which immediately strikes any visitor to this country is the cherishing and preserving of many traditions, sometimes very archaic, as they may seem. Uniforms are not particularly characteristic of this fact. However, when one sees the warders at the Tower of London with their funny flat hats, their trousers bound at the knee, and the royal monogram on their breast, one feels carried back to the age of Queen Elisabeth I. And should you chance to see the Lord Mayor of London riding through the streets of the city with his black robe and gold chain, his medieval carriage, and all sheriffs, councillors and other members of his suite, you have a picture of living history.

Tourists visiting London are usually eager to see Buckingham Palace, the official London residence of the Queen and the King. George III bought the house from the Duke of Buckingham, from whom it takes the name. Queen Victoria was the first to make the Palace the official residence of the Sovereign. The colourful ceremony of the Changing of the Guard before the palace is of great interest for a newcomer. The Guardsmen in their red coats and bearskin caps march behind the Drum Major and the Band. Whenever the Irish Guards are responsible for the guard duties at Buckingham Palace an Irish wolfhound appears on regimental ceremonial parades and marches at the head of the band.

A number of other ceremonies are of a similarly formal character, such as the King's or Queen's receptions and the State opening of Parliament.

There are other customs of a similar peculiar character, such as the searching of the cellars underneath the Houses of Parliament by half a dozen "Beefeaters" before the opening of Parliament, in memory of Guy Fawkes and the Gunpowder Plot in 1605.

English people tend to be rather conservative. The conservative attitude consists of an acceptance of things, which are familiar. All the same, several symbols of conservatism are being abandoned. The metric system came into general use in 1975.



The twenty-four-hour clock was at last adopted for railway timetables in the 1960s – though not for most other timetables, such as radio programmes. The decimal money was introduced, but the pound sterling as the basic unit was kept; one-hundredth part of it being a new penny. Temperatures have been measured in Centigrade as well as Fahrenheit for a number of years, though most people tend to use Fahrenheit for general purposes.

**10. List the following statements in the order in which they occur in the text.**

1. George III bought the house from the Duke of Buckingham, from whom it takes the name.
2. The colourful ceremony of the changing of the Guard before the palace is of great interest for a newcomer.
3. When one sees the warders at the Tower of London with these funny flat hats, their trousers bound at the knee, and the royal monogram on their breast, one feels carried back to the age of the Queen Elisabeth I.
4. The conservative attitude consists of an acceptance of things, which are familiar.
5. Should you chance to see Lord Major of London, riding through the streets of the city you have a picture of living history.
6. Queen Victoria was the first to make the Palace the official residence of the Sovereign.
7. Temperatures have been measured in Centigrade as well as Fahrenheit for a number of years.
8. The Irish Guards are responsible for the guard duties at Buckingham palace.
9. The metric system came into general use in 1975.
10. There are other customs of a similar peculiar character, such as the searching of the cellars underneath the Houses of Parliament before the opening of Parliament.

**11. Get acquainted with some more information about British people. Prepare the similar information about Ukrainian people.**

**BRITISH PEOPLE AS THEY ARE**

Great Britain is an island on the outer edge of the European continent, and its geographical situation has produced a certain insular spirit among its inhabitants, who tend, a little more perhaps than other people, to regard their own community as the centre of the world. The insularity produces a certain particularism among the numerous groups of whom the whole community is composed. The British look on foreigners in general with contempt and think that nothing is as well done elsewhere as in their own country. British people have also been known as superior, snobish, aloof, hypocritical and unsociable.

These characteristics have been noted by people from all over the world, but are they typical of all the Britons? The ordinary Briton was seen to be friendly and sociable. There are indeed two nations, with basically different outlooks and characters, in Britain. The two nations are defined simply as the rich and the poor. The traditional opinion about the British, or the English in earlier centuries, was based on the habits of those Britons who could afford to travel, the diplomats and merchants. English vanity

and arrogance grew as England fought off the competition from other European countries and became the world's leading trading nation, going on to industrialize rapidly.

Englishmen tend to be rather conservative, they love familiar things. They are hostile<sup>6</sup>, or at least bored, when they hear any suggestion that some modification of their habits, or the introduction of something new and unknown into their lives, might be to their advantage. This conservatism, on a national scale, may be illustrated by reference to the public attitude to the monarchy, an institution which is held in affection and reverence by nearly all English people.

Britain is supposed to be the land of law and order. Part of the British sense for law and orderliness is a love of precedent. For an Englishman, the best of all reasons for doing something in a certain way is that it has always been done in that way.

The Britons are practical and realistic; they are infatuated with common sense. They are not misled by romantic delusions.

The English sense and feeling for privacy is notorious. England is the land of brick fences and stone walls (often with glass embedded along the top), of hedges, of thick draperies at all the windows, and reluctant introductions, but nothing is stable now. English people rarely shake hands except when being introduced to someone for the first time. They hardly ever shake hands with their friends except seeing them after a long interval or saying good-bye before a long journey.

Snobbery is not so common in England today as it was at the beginning of the 19<sup>th</sup> century. It still exists, and advertisers know how to use it in order to sell their goods. The advertisers are very clever in their use of snobbery. Motorcar manufactures, for example, advertise the colour of their cars as "Embassy Black" or "Balmoral Stone". Embassy black is plain, ordinary black, but the name suggests diplomats and all the social importance that surrounds them, and this is what the snobs need.

The British people are prudent and careful about almost everything. Their lawns are closely cropped, their flower beds primly cultivated, and their trees neatly pruned. Everything is orderly. Drinks are carefully measured, seats in a cinema are carefully assigned (even if the theatre is empty you are required to sit in the seat assigned to you), closing hours rigorously observed.

A tradition that is rooted not only in their own soul, but in the minds of the rest of the world is the devotion of the English to animals. Animals are protected by law. If, for instance, any one leaves a cat to starve in an empty house while he goes for his holiday, he can be sent to prison. There are special dogs' cemeteries. The Royal Society for the Prevention of Cruelty to Animals was founded half a century before its counterpart for the prevention of cruelty to children.

Most people in Britain work a five-day week, from Monday to Friday; schools, colleges and universities are also closed on Saturdays and Sundays. As Friday comes along, as people leave work they say to each other, "Have a nice week-end". Then on Monday morning they ask, "Did you have a nice week-end?"

On Sunday mid-mornings most British people indulge in some fairly light activities such as gardening, washing the car, shelling peas or chopping mint for Sunday lunch, or taking the dog for a walk. Another most popular pre-lunch activity consists of

a visit to a "pub" – either a walk to the “local”, or often nowadays a drive to a more pleasant “country pub” if one lives in a built-up area. The national drink in England is beer, and the “pub”, where Englishmen go to drink to, is a peculiarly English institution.

Much leisure time is spent in individualistic pursuits, of which the most popular is gardening. Most English people love gardens, their own above all, and this is probably one reason why so many people prefer to live in houses rather than flats.

The British people are the world's greatest tea drinkers. They drink a quarter of all the tea grown in the world each year. Many of them drink tea on at least eight different occasions during the day.

The working people of Britain have had a long tradition of democracy, not so much in the sense of creating formal institutions, but in the active sense of popular cooperation to uphold the will of the people.

## THE PERFORMING ARTS

### READING 1

**1. Read the article and match headings A-H with paragraphs 1-5. There are three headings you don't need.**

- A Why I love going to the ballet
- B Where the idea came from
- C Why I was worried
- D *Romeo and Juliet* is the perfect choice
- E A new star is born in *Chicago*
- F How they found the young people
- G My final thoughts
- H A dancer's life

**2. Read the article again and circle the best alternatives.**

- 1 The article is about
  - a a professional ballet performance.
  - b why young people become criminals.
  - c an unusual ballet performance.
  - d the ballet of *Romeo and Juliet*.
- 2 At the beginning of the evening, the critic thought the ballet was a \_\_\_\_\_ idea.
  - a great      b harmless      c crazy      d fascinating
- 3 The critic thought the performance was \_\_\_\_\_ going to be bad.
  - a probably      b possibly      c not      d definitely
- 4 The two men wanted to make a programme in which
  - a amateur singers and dancers got jobs in a musical.
  - b professional dancers taught criminals to dance.
  - c ballet helped young people develop self-confidence.
  - d ballet dancers worked for a young people's charity.
- 5 The two men \_\_\_\_\_ the programme would change people's lives.
  - a thought      b couldn't believe      c were certain that      d didn't think
- 6 \_\_\_\_\_ chose the young people.
  - a Teenagers from an earlier project
  - b Professional dancers
  - c People with experience of difficult teenagers
  - d The two men and a television company
- 7 They chose *Romeo and Juliet* because
  - a teenagers can recognise the problems in it.
  - b there are mirrors in it for the dancers to look in.
  - c it's a funny story that everyone enjoys.
  - d the music and choreography are good.
- 8 At the end of the evening, the critic said
  - a the performance was not very good.
  - b the performers weren't good enough.

- c the performance changed her mind.
- d the performers weren't mad.

### Can ballet change lives?

**1 C** Last night I was worried, very worried. I had the job of going to watch amateur ballet dancers performing on stage with one of the UK's top professional ballet companies. A performance like this seemed very risky and I asked myself, 'Are they mad?' Before I tell you the answer, I'll tell you why I had such big doubts.

**2** The idea of mixing amateur and professional dancers started a couple of years ago when two friends with very different jobs found a way of working together. One of the men had created an award-winning TV series, *Musicality*, in which amateurs trained to perform in the musical *Chicago*. The other man runs a charity called Youth at Risk which works with young people who have serious problems with aggression and antisocial behaviour. Although it was a risk, the two men thought they could make a TV programme in which ballet changed the lives of young people with problems.

**3** Their idea was this: if the young people could accept the strict discipline and challenge of ballet training, it would build their self-esteem and give them new confidence in themselves. The first step was to find suitable teenagers to take part and they asked teachers and youth workers already working professionally with young people at risk, to find candidates for the project. Through them 300 young people joined the programme and although about half dropped out, in the end sixty teenagers appeared on stage in the public performance.

**4** The ballet they chose was Sergei Prokofiev's *Romeo and Juliet*, choreographed by Sir Kenneth MacMillan. The story of *Romeo and Juliet* includes family conflict, the generation gap, gangs, murder, young love and teenage suicide so it is the perfect mirror for the lives of troubled young people in today's society.

**5** Going back to my original question: 'Are they mad?' The answer is definitely 'no'. As soon as the ballet started, my worries disappeared. It was amazing how these unlikely dancers were magically transformed into their characters. At the end of the evening I was left with this thought: 'ballet can change lives'. It is a dancing cure, not a talking cure; it is silent so it stops arguments.

## VOCABULARY PRACTICE 1

### 3. Choose the best option to complete each sentence.

1. John Jeavous, the \_\_\_\_\_, wrote the theme music to many films.  
a) conductor    b) musician    c) composer
2. Paul McCartney and John Lennon were superb \_\_\_\_\_ whose songs are still popular more than 40 years later.  
a) song writers    b) musicians    c) composers
3. The band sent their demo tape to a \_\_\_\_\_ to find out his opinion about their performance and perspectives of their new album.  
a) conductor    b) record producer    c) composer
4. There are always a lot of \_\_\_\_\_ on the streets of London, playing songs and begging for money.

- a) conductors      b) musicians      c) buskers
5. The only performer on the stage besides the orchestra was the \_\_\_ Luchano Pavarotti.  
a) lead singer      b) soloist      c) conductor
6. During the rehearsal, the \_\_\_\_\_ shouted at the orchestra because they were not following his lead properly.  
a) lead singer      b) soloist      c) conductor
7. The lead singers sing the main tune, while the \_\_\_\_\_ accompany them for the chorus.  
a) buskers      b) soloists      c) backing singers
8. I have always wanted to be a \_\_\_\_\_ and have learned to play several instruments.  
a) lead singer      b) musician      c) conductor
9. The band «Get This» broke up when their \_ \_ \_ left because none of the others had a good enough voice.  
a) lead singer      b) soloist      c) conductor

**4. Fill in the gaps with one of the words given below and read about pop music.**

last      generation      different      young      properly      rubbish      exciting  
parents      whose      to      same      longer      of      popular  
brief      black

**Pop Music**

Most people agree that pop music started in the US in the 1950s and that it developed from

\_\_\_\_\_ (1) American music. When it started, it was especially performed for \_\_\_\_\_ (2) people. In many countries they liked listening to it and dancing to it because it was \_ (3) and it was a way of rebelling against their parents' \_\_\_\_\_ (4). Many parents strongly disapproved of it. They disliked the way many pop stars looked and acted. They thought the music was \_\_\_\_\_ (5) and the groups couldn't sing or play their instruments \_\_\_\_\_ (6). They said that pop music wouldn't \_\_\_\_\_ (7) for long. Today, attitudes are \_\_\_\_\_ (8). Many of today's \_\_\_\_\_ (9) are people who loved pop music when they were young and still do love it. As a result of this, pop music is no \_\_\_\_\_ (10) only for the young. In addition, some of the star \_\_\_\_\_ (11) careers began a long time ago and who are now middle-aged are just as \_\_\_\_\_ (12) today as they were then. Their original fans still like them, perhaps because they remind them \_\_\_\_\_ (13) the time when they were young. At the \_\_\_\_\_ (14) time, new generations of young people buy their records and go \_\_\_\_\_ (15) their concerts.' So pop music was not just a \_\_\_\_\_ (16) fashion. All these years later, it is more popular than ever.

**5. Read the story below and think of the word which best fits each space. Then answer the questions given after the story.**

Is music a drug?

A musician friend of mine once went on an English course during his summer \_\_\_\_\_ (1). What he really wanted to do was to improve his ability to think and react quickly and

correctly in \_\_\_\_\_ (2) English. He said speaking a foreign language always made him \_\_\_\_\_ (3), even after three years of study. It turned out that one of the teachers on the \_\_\_\_\_ (4) had very strong views on music, and was not afraid to express \_\_\_\_\_ (5) in the lessons. He claimed that music was a drug, just like alcohol or \_\_\_\_\_ (6), and people who could not live their lives without \_\_\_\_\_ (7) were to be pitied. Whatever was the subject of the lesson, the teacher always \_\_\_\_\_ (8) to include in it some reference to this idea. You can imagine that my \_\_\_\_\_ (9) was not very impressed. In the end, he lost his temper, and spent most of the remaining \_\_\_\_\_ (10) arguing about music and its role in people's lives. When his course had \_\_\_\_\_ (11), he came home still angry about the experience. However, whether he has enjoyed the course or \_\_\_\_\_ (12), my friend had to admit that the teacher's technique had worked since his nervousness in \_\_\_\_\_ (13) had completely disappeared and he was speaking far more fluently than before.

### (Questions)

1. Do you agree with that teacher's opinion that music is a drug? Give your arguments either in favour or against this idea.
2. Why do you think the teacher's technique worked?
3. Would you like your teacher to use this technique while teaching you?
4. Can the subject of music or criticism of your favourite performers make you speak English without nervousness?
5. Are there any other subjects besides music that will motivate you to speak freely? What are they?

## READING 2

**6. You are going to read a magazine article about one of the modern music styles and its brightest representatives.**

**STEP 1. Match the words given below with their equivalents or explanations.**

### Part 1

- |                |  |
|----------------|--|
| 1. a contender | a) a metal object that is fired from a gun     |
| 2. mainstream  | b) previous                                    |
| 3. raw         | c) an illegal drug                             |
| 4. to battle   | d) to mirror                                   |
| 5. drugs       | e) a competitor                                |
| 6. violence    | f) to move quickly away                        |
| 7. harsh       | g) strong and natural, but not fully developed |
| 8. a bullet    | h) to fight                                    |
| 9. to dodge    | i) brutality                                   |
| 10. crack (n)  | j) the most accepted, wide-spread              |
| 11. to reflect | k) cruel                                       |
| 12. former     | l) illegal stimulants                          |

### Part 2

- |               |  |
|---------------|--|
| 13. existence | m) wonderful   |
| 14. a vest    | n) smb who leaves school without completing a course |

- |                  |                     |
|------------------|---------------------|
| 15. to claim     | o) to go beyond     |
| 16. a hustler    | p) a friend         |
| 17. a consumer   | q) life             |
| 18. amazing 1    | r) bankrupt         |
| 19. . to exceed  | s) an aim           |
| 20. a bully      | t) a life jacket    |
| 21. a target     | u) to state         |
| 22. broke        | v) a minor criminal |
| 23. a dropout    | w) a buyer          |
| 24. a bud, buddy | x) a tormentor      |

**STEP 2. Read the article and decide which of the characters the statements below it are about. Choose between a) 50 Cent; b) Eminem; c) both**

### **Hip-Hop's Hottest**

For years pop music ruled. Now there's talk about the return of rock. But the true contender for number one in the music industry is Hip-hop. With unstoppable force, artists like Eminem, 50 Cent and Missy Elliott have taken the form from the underground to the mainstream. Rappers are no longer trying to gain respect from the music industry – they're fighting for control! With so much raw talent battling for a 5 billion dollar market, who will be on top? Meet some of the players.

**50 CENT.** His music is as truthful as it gets. For some, the topics of drugs and violence seem harsh, but 50 Cent just tells it like it is – or was – for him. "My music reflects my life", the Queens\*, NY\*\* native says, including both his current status as a wealthy rap star ('In Da Club') and his bullet-dodging, crack-dealing former existence ('Heat').

Violence, a repeated theme in 50's lyrics, was very much a part of his life. His mother was killed when 50 Cent (born Curtis Jackson) was eight years old, leading him to become a crack dealer at 12. At 24, he was shot nine times. These days, 50 Cent wears a bullet-proof vest and travels with body-guards. 50's track "Many Men" is about those out to get him ("Many men wish death on me"). But the rapper claims that he's not afraid. "I don't fear things that I have no control over," he explains. "You can't decide when your time comes. You believe in God. You believe in faith. You believe there's a plan."

Meanwhile, the current king of hip-hop is basking in the success of his debut album "Get Rich or Die Trying" which sold 2.1 million copies in its first three weeks. For 50, the fact that his six-year-old son Marquise won't be a hustler is the sweetest part of success. "That's the luxury that he has from me taking off as an artist," he says.

**EMINEM (SLIM SHADY).** If you're still not convinced Em's at the top of the hip-hop game, take a look at some recent accomplishments. He was number five on "Rolling Stone's" list of richest musicians in 2002, making him the top money-grossing rapper. Consumers spent more than \$75 million on the "8 Mile" DVD in the first week – the most ever for a movie. And he won an Oscar for Best Original Song – the first time for a hip-hop artist. Beyond the public successes, the Detroit native invests his all in the art form he loves, looking for new talents and working behind the scenes.



Most recently, he's banked his money on 50 Cent, which has proven to be an amazing partnership. 50 Cent is quick to defend his boss from haters: "Eminem is comparative with any artist out there, period," he says. "You might sell more records, but his talent exceeds that and that is why he is number one right now."

How did a shy little guy become rap music's biggest voice? Family and friends remembered Eminem as a sweet kid. When he was 5 years old his grandma used to send his photos to her friend as Christmas cards. At school poor little Slim was a big bully target. "We were constantly moving, so I was always the new kid at school," Eminem recollects. "I really didn't start opening up until I was in 8<sup>th</sup> grade," says Em. This was the period when he first got into rap. As a broke high school dropout, the future superstar had to pick hip-hop battles in order to make money. Now Em continues to make his mark in rap history by producing new staff with buds 50 Cent, D12 and Proof.

(From "J-14" ( "Just for Teens"), May/June 2003) \*Queens – one of the poor districts of New York \*\*NY – New York

#### (Statements)

1. This singer had more money than the other one in the year 2002. \_\_\_\_\_
2. This musician had a very unhappy childhood. \_\_\_\_\_
3. This musician didn't get any higher education. \_\_\_\_\_
4. This singer's parents adored him when he was a child \_\_\_\_\_.
5. This musician was born in a very big American city. \_\_\_\_\_
6. This singer did something illegal when he was young. \_\_\_\_\_
7. This musician never travels alone. \_\_\_\_\_
8. This singer had to change many schools. \_\_\_\_\_
9. This musician was famous before the other one \_\_\_\_\_.
10. This singer was often offended when he was a child. \_\_\_\_\_
11. This musician's life used to be very dangerous. \_\_\_\_\_
12. This singer is very religious. \_\_\_\_\_

### SPEAKING

**7. Tell the class (your partner) about the music style/trend you like most. What representatives of this style/trend can you name! What do you know about their careers!**

### VOCABULARY PRACTICE 2

**8. Complete using the words in the box in the correct form. There is one word you will not need.**

abstract	auction	audition	fine	installation	item	masterpiece	period	sketch
----------	---------	----------	------	--------------	------	-------------	--------	--------

An alternative to galleries

When most of us think of works of art, we tend to think of pieces in galleries, whether they be famous 1) \_\_\_\_\_ (such as da Vinci's **Mona Lisa**) hanging on the wall, or bizarre 2) \_\_\_\_\_ (such as a pile of bricks with a red shoe on top).

Certainly, galleries are one of the main ways in which people can view art. Another way is to go to a/an (3) \_\_\_\_\_. You don't have to be rich to attend (entrance is usually free), although you're going to bid for a Van Gogh, you'd better take your bank details with you.

They're actually a great way to learn about art, because the catalogue gives detailed information about each piece, and there's often more variety than in a gallery. On any one day, there may be 4) \_\_\_\_\_ in pencil (artists generally do these before painting the actual picture), 5) \_\_\_\_\_ art (which includes sculptures and ceramics as well as paintings), collector's 6) \_\_\_\_\_ (anything from broomsticks to postcards), (7) \_\_\_\_\_ paintings (the catalogue will help you work out what the artist was trying to express) and even (8) \_\_\_\_\_ furniture.

### READING 3

**9. Read the text given below and choose the best completion for each statement after it.**

Last Saturday I went to an exhibition of paintings at the Tate Gallery in London. I'm not really a great art lover but I'd read good reviews of the exhibition and I was keen to see it. When I arrived, there were already a lot of people waiting outside for the doors to open. I joined the queue and in the end the doors opened and we went inside to see the show.

Now, I must be honest and admit that many of the paintings disappointed me. Although I spent much time looking carefully at each one, I had some difficulty in understanding what the artist was getting at. Finally, as I was looking rather stupidly at one of the paintings and trying to decide if it was the right way up or not, an old gentleman came up behind me and started to explain the whole thing to me. He kindly answered all of my questions and we talked for over an hour. Then he said he had an appointment and had to go, so we shook hands and said goodbye. I went round the gallery once more and now I found that all the paintings seemed really beautiful.

It was only as I was leaving the gallery that I found out who the old man was - his self-portrait was on the posters advertising the exhibition!

1. The author of the text went to the Tate gallery because
  - a) he usually went there at the weekends.
  - b) he enjoyed painting.
  - c) he followed a recommendation.
2. When he reached the gallery he
  - a) saw the posters advertising the exhibition.
  - b) joined the queue outside the Gallery.
  - c) went straight inside.
3. After looking around the exhibition the author realized that
  - a) most of the paintings did not impress him much.
  - b) most of the paintings left him indifferent.
  - c) most of the paintings were praised by merit.
4. When the author was ready to leave the exhibition

- a) he decided to ask the painter himself what his pictures meant.
- b) he was approached by the painter himself who explained what his pictures meant.
- c) He met somebody who explained to him what the pictures meant.

## READING 4

**10. Read the text. Match the sentences with gaps 1-4 in the text. there is one sentence that you do not need.**

### BANKSY

'Banksy' is the name of a graffiti artist from Britain. Nobody knows his real name and few people have seen him. He has become famous for his street art, which has appeared in London and in other cities around the world. He has to stay unknown because graffiti is illegal. Nobody has caught him yet.

His images are very striking and often funny, and their message is usually anti-war, anti-capitalism and pro-freedom. He has claimed responsibility for a number of famous stunts over the past few years. For example, in 2001 he climbed into the penguin area at London Zoo and wrote 'We're bored of fish' in two-metre high letters on the wall. In May 2005, he made a primitive cave painting, showing a human hunting animals with a shopping trolley. He hung it secretly on the wall at the British Museum. 1 \_\_\_\_\_ In August of the same year, he painted nine images on the Palestinian side of the Israeli West Bank wall, including a picture of children digging a hole through the wall.

Nowadays, Banksy does some paid work for charities such as Greenpeace. He refuses to work for big businesses or do advertising. He has also started painting pictures. He has done a series of paintings based on famous works of art, such as Monet's **Water-Lily Pond**, except with rubbish floating in the water and a shopping trolley sticking out. 2 \_\_\_\_\_.

### Pavement Picasso

'Pavement Picasso' is another name for Julian Beever a chalk artist from Britain. He has been creating chalk drawings on the pavement for over ten years now. He has worked in cities all over the world, from Brussels to New York.

He works in chalk, so his art, which takes about three days to complete, can easily be destroyed by a shower of rain. The most important thing for him is to get a photo at the end before that happens.

He first started pavement drawing with copies of famous paintings like the **Mona Lisa** in the streets of Europe. Then he painted portraits of famous people; for example, when Princess Diana died, he did a portrait of her on a London pavement. 3 \_\_\_\_\_

But he is most famous for his amazing 3D images, which he started doing a few years ago. He can do a painting on the pavement which looks like a gigantic bottle of Coke standing in the road when you look at it from a certain angle. 4 \_\_\_\_\_ Some of his most elaborate 3D images show someone diving into a swimming pool, or being rescued from a building by Spiderman!

Nowadays, Beever is often paid by companies to advertise their products, but he still works on the pavement. He says, 'My art is for anybody, it's for people who wouldn't go into an art gallery. It's art for the people.'

a He sells them in a small gallery in London, but you'll never see him there.

b He earns money by charging people to see his pictures.

c He usually puts himself in the painting when he takes a photo of his work.

d The Museum has since allowed it to stay there.

e He also painted Bill Clinton on a New York sidewalk when he became President of the United States.

**11. Decide if the sentences are true or false for each artist.**

	Banksy	Pavement Picasso
1 He's British.	_____	_____
2 He works outside.	_____	_____
3 People know his real name.	_____	_____
4 Some of his work is illegal.	_____	_____
5 He does advertisements.	_____	_____
6 He sells his work.	_____	_____
7 His work is political.	_____	_____
8 His work disappears if it rains.	_____	_____
9 He has done work based on famous works of art.	_____	_____

**12. Find adjectives in the text that mean:**

- 1 against the law \_\_\_\_\_
- 2 very interesting and unusual \_\_\_\_\_
- 3 belonging to a very early, simple society \_\_\_\_\_
- 4 incredible \_\_\_\_\_
- 5 very big \_\_\_\_\_
- 6 very detailed and complicated \_\_\_\_\_

**USE OF ENGLISH**

**13. Write one word in each gap**

**Contemporary Art**

There is a widely held view that artistic standards have got (1) \_\_\_\_\_ over the last 100 years or so and that contemporary art is (2) \_\_\_\_\_ a bad way, the clichéd response being 'my three-year-old child could have done better than that'. Yet many pieces sell for millions of dollars within the art world. How can we get to the (3) \_\_\_\_\_ of this seeming contradiction? Those new (4) \_\_\_\_\_ contemporary art should be forgiven for this kind of response, but it is largely a matter of their ignorance rather than the reality. What needs to be (5) \_\_\_\_\_ clear is that contemporary art is at the cutting edge; painting a lifelike picture of a racehorse is no longer an option for an artist attempting to break new ground. Were contemporary artists to produce pictures

like this, we would actually have the (6) \_\_\_\_\_ of all worlds – a stagnant and backward-looking artistic tradition. Having said that, some contemporary art is of poor (7) \_\_\_\_\_, but that's true of every art (8) \_\_\_\_\_ at any point in history. We can only decide that novels are great, for example, by having mediocre or bad novels to compare them to. However, those (9) \_\_\_\_\_ the top of the contemporary art world are producing innovative and challenging pieces. At (10) \_\_\_\_\_ best, contemporary art is as exciting and productive as it's possible for art to be. There is, of course, a (11) \_\_\_\_\_ line between quality contemporary art and pseudo-art. Abstract pictures produced by cats, for example, have no real place in the contemporary art world. They merely relieve the gullible and the ignorant of their money.

## READING 5

**14. The passage describes the plot of a well-known film classic. Read the passage and decide which of these opinions matches the film best.**

- 1 It was the funniest film I've ever seen. \_\_\_\_
- 2 I've never seen such a happy ending. \_\_\_\_
- 3 It was terribly frightening. \_\_\_\_
- 4 I thought the story was really delightful. \_\_\_\_

The Birds, by Alfred Hitchcock, is a brilliant film of gripping suspense. Melanie Daniels, played by Tippi Hedren, is buying a parrot when Mitch, an extremely good-looking lawyer played by Rod Taylor, enters the shop and plays a practical joke on the young woman. To revenge herself she decides to send him a pair of love birds. She goes to his address and discovers that he is away for the weekend. So she drives to Bogata Bay where he is staying with his mother and sister. She crosses the bay in a boat and discreetly leaves the cage at the house. But as she is climbing out of the boat, a seabird violently attacks her and Mitch comes to her rescue. The following day the birds kill a man and from then on terror reigns in the village where the attacks are increasingly vicious and frequent. Mitch and Melanie barricade themselves in the house and frantically fight off the birds which seem determined to kill. The couple finally manage to escape from the house with the mother and sister who carries the love birds. The ending is ambiguous because when they are driving away, the village is still under attack. The audience leaves the cinema with an uneasy feeling.

**15. Answer these questions.**

- 1 What's the title of the film?
- 2 Who directed it?
- 3 What type of film is it?
- 4 Who are the main actors?
- 5 Have you seen it?

## VOCABULARY PRACTICE 4

### 16. Complete each sentence with a word from below.

channels                      advertisement      broadcast      commercials      documentary  
   circulation                      article                      scene                      ending prizes

- 1 Last night's late film was interrupted five times for \_\_\_\_\_.
- 2 I read your \_\_\_\_\_ for the post of secretary in yesterday's paper and I would like to apply for it.
- 3 I'm glad that the film had a happy \_\_\_\_\_.
- 4 The final \_\_\_\_\_ was filmed in the Amazonian jungle.
- 5 The most popular soap opera is \_\_\_\_\_ three times a week.
- 6 How many television \_\_\_\_\_ are there in your area.
- 7 He has won a lot of \_\_\_\_\_ by going on quiz shows.
- 8 There is a \_\_\_\_\_ on wildlife every Monday at 4 o'clock.
- 9 You should have a look at this \_\_\_\_\_ on the environment in today's paper.
- 10 The newspaper with the largest \_\_\_\_\_ all over the country is "The News".

### 17. Match an adjective (1-9) with a noun (a-i).

- |               |                        |
|---------------|------------------------|
| 1 appalling   | a science fiction film |
| 2 charming    | b documentary          |
| 3 fantastic   | c sitcom               |
| 4 funny       | d horror film          |
| 5 gripping    | e quiz show            |
| 6 independent | f love story           |
| 7 romantic    | g thriller             |
| 8 spectacular | h musical              |
| 9 popular     | i action film          |

### 18. Circle the odd-word-out.

- |             |           |             |            |
|-------------|-----------|-------------|------------|
| 1 political | musical   | regional    | national   |
| 2 editor    | stammer   | poacher     | viewer     |
| 3 amazing   | startling | astonishing | appalling  |
| 4 sarcastic | exotic    | precious    | fantastic  |
| 5 cynical   | lethal    | enamel      | cruel      |
| 6 tabloid   | satellite | magazine    | broadsheet |

## USE OF ENGLISH 3

### 19. Fill in the correct form of the word in bold.

1 The *Wizard of Oz*, which was directed by Victor Fleming and King Vidor, is a brilliant and \_\_\_\_\_ (**excite**) fantasy. It tells the story of a young girl's \_\_\_\_\_ (**fascinate**) adventures in the magical land of Oz.

2 All the critics said this book was really \_\_\_\_\_ (**interest**), but I was so \_\_\_\_\_ (**bore**) that I couldn't even finish it.

3 We were \_\_\_\_\_ (**fascinate**) by his \_\_\_\_\_ (**thrill**) account of his adventures in a South American jungle.

4 The characters in the book were so \_\_\_\_\_ (**convince**) that I was as \_\_\_\_\_ (**shock**) when one of them died as I would have been in real life.

5 I was \_\_\_\_\_ (**interest**) to learn that the writer of that \_\_\_\_\_ (**grip**) novel about the war has been given a prize.

## READING 6

### 20. Match the English cinema words with their Ukrainian equivalents.

- |                   |                            |
|-------------------|----------------------------|
| 1) animation      | a) мультиплікаційний фільм |
| 2) feature film   | b) вестерн                 |
| 3) documentary    | c) дубльований фільм       |
| 4) cartoon        | d) рецензія на фільм       |
| 5) adventure film | e) мультиплікація          |
| 6) musical film   | f) сюжет                   |
| 7) western        | g) художній фільм          |
| 8) horror film    | h) документальний фільм    |
| 9) dubbed film    | i) пригодницький фільм     |
| 10) film review   | j) музичний фільм          |
| 11) plot          | k) фільм жахів             |

### 21. Divide the adjectives given in the box into those that describe positive and negative impressions of the films.

excellent	disappointing	awful	exciting	violent
terrible	entertaining	great	superb	boring
fantastic	fabulous	scary	thrilling	dull
brilliant	enjoyable	stupid	terrific	

### 22. Read the review of different films.

#### ANTZ

Director: Eric Darnell.

What kind of life do you have when you are one of a billion ants living underground? This is the topic of this new production from the Steven Spielberg studios. Z, the «hero» of the film, is a male ant, unhappy with his life. He would rather give orders than obey them. One day he meets Princess Bala and falls head over heels in love. But trouble is not far away. Will Z conquer his princess? Will he beat his rivals?

Our young critics say, Nancy (14): «This is a great film. Really exciting! Don't be put off by the fact that it is animation: it doesn't mean it is just for kids. You simply have to see this brilliant movie. Full marks!»

Alex (14): «Very good film and the computer animation is good. But it's for kids. Take your little brother or sister. Otherwise save your pocket money to see something more appropriate for your age.»

## THE X-FILES

Director: Rob Bowman. Starring: David Duchovny and Gillian Anderson.

A new virus threatens the Earth. Two agents, Mulder and Scully, have to save the planet. Their investigation is made more difficult by traitors within the FBI and false clues. Extra-terrestrials, a believable plot and horrible villains are the ingredients in this new film based on the TV series.

Nafalie (16): «The movie is quite entertaining but do films have to be so scary and violent to be good? The plot is unoriginal, but if you liked the TV series, you will like the film; it's the same but on a big screen.»

Alex (14): «The film is very exciting. Duchovny and Anderson are first-rate actors - and here they are at their best. The terrific story will keep you glued to your seat. But be warned: if you are scared easily, you will probably have nightmares for weeks. This film really gets my vote.»

## THE TITANIC

Director: James Cameron. Starring: Leonardo Di Caprio and Kate Winslet.

Jack and Rose are two young lovers who find one another on the maiden voyage of the «unsinkable» R.M.S. Titanic. But when the doomed luxury liner collides with an iceberg in the frigid North Atlantic, their passionate love affair become a thrilling race for survival. It's a tale of forbidden love and courage in the face of disaster that triumphs as a true cinematic masterpiece.

Jane (16): «The film is spectacular and I wish all my friends could see it. The film won 11 Oscars and to my mind it deserves every one of them. It sailed into the hearts of all the moviegoers around the world.»

### **23. Match the statements with the three films reviewed in the text.**

- A. ANTZ
- B. The X-Files
- C. The Titanic

1. In this film you'll enjoy the play of first-rate actors. \_\_\_\_\_
2. This film is great for kids. \_\_\_\_\_
3. This film is a tale of forbidden love and courage. \_\_\_\_\_
4. This film is defined as a brilliant movie. \_\_\_\_\_
5. This film is described as a true cinematic masterpiece. \_\_\_\_\_
6. This film is based on the TV series. \_\_\_\_\_
7. This film is scary and violent. \_\_\_\_\_
8. This film is spectacular. \_\_\_\_\_
9. This film is a new Steven Spielberg production. \_\_\_\_\_
10. This film is a computer animation. \_\_\_\_\_
11. This film has a plot which is far from being original. \_\_\_\_\_
12. This film is thought not to be appropriate for teenagers. \_\_\_\_\_
13. This film has won 11 Oscars. \_\_\_\_\_

### **24. You are going to read 7 film reviews. One sentence has been removed from each film. Put the sentences in their right place.**



1. No one takes her seriously as a coach until she decides to get tough with her handful of seven foot-tall millionaires and begins to win some games.
2. When his pupil, Prince Eion, becomes an even crueller king than his father, Bowen vows to destroy him.
3. But suddenly he disappears mysteriously and the judge has to postpone the trial for a few days.
4. The Medivac pilot in question, played by Meg Ryan, is the first woman to be considered for this highest award.
5. This is the storm that two rival groups of scientists have been waiting for to earn their place in meteorological history.
6. The young landlubber and salty seafarer take an immediate dislike to one another.
7. Andie MacDowell plays his long suffering wife, who must juggle with more husbands than she can possibly handle.

**TWISTER:** The largest storm to hit Oklahoma in more than half a century is brewing, and it promises to drop multiple twisters (another word for tornado) into Tornado Alley. A \_\_\_\_\_ Jo Harding (Helen Hunt) and her band of university scientists race corporate-sponsored Dr. Joseph Miller (Gary Elwes) through an unforgettable afternoon, night and morning marked by life-threatening exploits.

**MULTIPLICITY:** Too many commitments and not enough time is the problem for Doug Kinney (Michael Keaton) in "Multiplicity", a new fantasy-comedy from director Harold Ramis. With his work, family, and personal needs all screaming for his attention, Doug becomes the ultimate split personality by having himself cloned, and that's when things really begin to go wrong. B \_\_\_\_\_

**COURAGE UNDER FIRE:** Denzel Washington is a US Army colonel undertaking the investigation of a candidate for the Medal of Honour. But nothing about his search is routine. C \_\_\_\_\_ The White House and the Pentagon are pushing him to rubber-stamp the approval. As he uncovers the survivors' conflicting stories about Ryan's death in the line of duty, he becomes forced to confront the truth about his own past as a tank commander in the fury of the same Gulf War.

**FLIPPER:** In this family adventure, Elijah Wood stars as Sandy Ricks, a typically rebellious 14-year-old city boy, sentenced to spend a summer with his bachelor uncle, Porter (Paul Hogan), an island fisherman. Forced to give up concert tickets and backstage passes to see his favourite band, Sandy is at an all-time low upon arriving at the ramshackle mess that is to be his summer home. D \_\_\_\_\_ All that changes once Sandy meets up with a feisty orphaned dolphin named Flipper.

**EDDIE:** This high-spirited comedy stars Whoopi Goldberg as "Eddie" Newton, a die-hard New York Knicks fan who offers a running monologue of advice for the team's coach from her seat in the rafters. When a promotion-minded eccentric takes over the losing NBA franchise, he overhears some of her advice, agrees with it, fires the coach and hires Eddie to take his place. E \_\_\_\_\_

**DRAGON HEART:** Long ago, when majestic, legendary fire-breathers soared through the skies, there lived a knight who came face-to-face, heart-to heart, with the

most remarkable creature that ever was. Dennis Quaid stars as Bowen, with Draco the Dragon (the voice of Sean Connery) in this story about a man of honour and a creature of legend. F \_\_\_\_\_ On his quest for revenge, he meets Draco. The life-or-death struggle between the two rocks the kingdom until it exacts the highest price of all.

**KEY WITNESS:** It is a gripping new film directed by Simon Steelberg. Paul Briggs plays a courageous and honest defence lawyer who tries to prove that his client, Marie Lyness, is innocent. G \_\_\_\_\_ Meanwhile, the prosecutor starts behaving in a very strange way. Although there is little evidence either way, he is determined to prove Marie guilty. Then, all of a sudden, a witness appears who claims he saw the crime being committed. Of course, no one suspects that he is actually the one who committed it! Will the junior defence lawyer believe his story? And what will happen when Paul Briggs returns? You must watch this film; you'll be guaranteed a few surprises.

**25. Write a review of a film you have seen recently.**

- Choose a film you have seen recently or know very well.
- Make a plan with clear paragraphs.
- Use the language from Exercises above.

**HOME READING**  
**Unit 1**  
**THE RETRIEVED REFORMATION**

*(by O. Henry)*

A guard came into the prison shoe-shop where Jimmy Valentine was working busily, and took him to the front office. There the warden handed Jimmy his pardon, which had been signed that morning by the governor. Jimmy took it tiredly. He had spent nearly ten months of a four-year sentence. He had many friends on the outside, so he hoped to stay only about three months in prison.

"Now, Valentine," said the warden, "you'll go out in the morning. Brace up and make a man of yourself, you are not a bad fellow.

Stop cracking safes and live straight."

"Me?" said Jimmy in surprise. "Why, I never cracked a safe in my life."

"Oh, no," laughed the warden. "Of course not. Let's see now. How had it happened that you were on that Springfield job? Was it because you wouldn't prove your alibi? Were you in fear of compromising somebody? Or was it simply a case of a mean old jury? It sometimes happens."

"Me?" said Jimmy. "Why warden, I never was in Springfield in my life!"

"Take him back, Cronin," smiled the warden, "and give him his outgoing clothes. Unlock him at seven in the morning. Better think over my advice, Valentine."

At a quarter past seven on the next morning Jimmy stood in the warden's office. He was wearing a ready-made suit and a pair of shoes given by the state.

The clerk handed him a railroad ticket and the five dollar bill. The warden gave him a cigar, and shook hands. He wrote down in his books: "Valentine 9762", "Pardoned by Governor".

Mr. James Valentine was walking in the sunshine paying no attention to the songs of the birds, the green trees, and the smell of the flowers. Jimmy entered a restaurant, had a chicken dinner there and went to the station to take his train. In three hours he arrived at a little town near the state line. He went to the café of Mike Dolan and shook hands with Mike.

He got his key and went upstairs, unlocking the door of his room. Everything was just as he had left it. There on the floor was still Ben Price's collar-button that had been torn from the detective's shirt during the arrest.

Jimmy opened a hidden panel in the wall and took out a dust-covered suitcase. There was the nicest set of burglar's tools in it. Jimmy invented it himself and it was a real pleasure for him to look at his tools now. It had cost him over nine hundred dollars to make all those drills, punches, braces and bits, jimmies, clamps, and augers of the latest designs. Jimmy was proud of them.

In half an hour Jimmy went downstairs and through the café. He was now well-dressed, and carried his dusted and cleaned suitcase in his hand.

A week after the release of Valentine, 9762 there were some cases of safe burglary done in Richmond, Indiana, in Logansport and in Jefferson City. It was a neat job with no clue to the author. That began to interest the police. The bank losses were high enough so it was Ben Price's class of work and he began to investigate the cases. He

compared the notes and came to the conclusion that the methods of the burglaries were similar.

“That’s Jim Valentine’s autograph. He’s begun his business again. Look at that combination knob. Only Jimmy can do such work with his tools. He never has to drill but one hole. Yes, I guess, I want Mr. Valentine. He’ll do his next job soon”.

Ben Price knew Jimmy’s habits. He had learned them while working up the Springfield case. Jimmy Valentine worked in different places, could quickly disappear, had no partners and he had a taste for good society. That’s why he was difficult to catch.

One afternoon Jimmy Valentine and his suitcase appeared in Elmore, a little town in Arkansas. Looking like an athletic young man who came home from college, Jimmy went toward the hotel.

A young lady crossed the street, passed him at the corner and entered “The Elmore Bank”. Jimmy Valentine looked into her eyes, forgot what he was, and became another man. She lowered her eyes and colored slightly. There were a few young men of Jimmy’s style and look in Elmore.

Jimmy noticed a boy that was standing on the steps of the bank and began to ask him questions about the town, giving him dimes from time to time. Soon the young lady came out pretending not to see the young man with the suitcase, and went her way.

“Isn’t that young lady Miss Polly Simpson?” asked Jimmy.

“No,” said the boy. “She is Annabel Adams. Her pa owns this bank. What did you come to Elmore for? Is that a gold watch chain? I’m going to get a bulldog. Got any more dimes?”

Jimmy went to the Planter’s Hotel, registered as Ralph D. Spencer, and took a room. He spoke about his plans to the clerk. He said that he had come to Elmore to start a new business. How was the shoe business in town? He had thought of the shoe business. Was there an opening?

The clerk was impressed by the clothes and manner of Jimmy and readily gave him information.

Yes, there ought to be a good opening in the shoe line. There wasn’t a shoe store in the place. Business in all lines was rather good. Hoped Mr. Spencer would decide to live in Elmore. He would find it a pleasant town to live in, and the people are very sociable.

Mr. Spencer thought he would stop over in the town a few days and look over the situation. No, the clerk needn’t call the boy. He would carry up his suitcase, himself; it was rather heavy.

Mr. Ralph Spencer, the phoenix that arose from Jimmy Valentine’s ashes – ashes left by the flame of a sudden attack of love – stayed in Elmore, and was a success. He opened a shoe store. He had many friends. The wish of his heart came true. He met Miss Annabel Adams and fell in love with her.

At the end of the year the situation of Mr Ralph Spencer was this: he was a noted and respected citizen of Elmore. His shoe business was profitable; he and Annabel were engaged to be married in two weeks. Mr Adams the typical country banker agreed to their marriage. Annabel was very proud of Jimmy. He was at home in the family of Mr Adams and of Annabel’s married sister as if he were already a member.

One day Jimmy sat down in his room and wrote his letter, which he mailed to the safe address of one of his old friends in St. Louis:

Dear Old Pal:

I want you to be at Sullivan's place, in Little Rock, next Wednesday night. I want you to do some little matters for me. And also I want to present you my kit of tools. I know you'll be glad to get them – you couldn't buy them for a thousand dollars. Say, Billy, I've left the old business a year ago. I've got a nice store. I'm living honestly and I'm going to marry the finest girl on earth in two weeks. It's the only life, Billy - the straight one. I wouldn't touch a dollar of another man's money for a million. After I get married I'm going to sell out and go West, where there won't be so much danger of having old scores. I tell you, Billy, she's an angel. She believes in me; and I wouldn't do another wrong thing for the whole world. Be sure to be at Sully's for I must see you. I'll bring along the tools with me.

*Your old friend,  
Jimmy.*

On the Monday night after Jimmy wrote this letter, Ben Price arrived at Elmore to find out what he wanted to know. From the drugstore across the street from Spencer's shoe shop he had a good look at Ralph D. Spencer.

"Going to marry the banker's daughter are you, Jimmy?" said Ben to himself, softly. "Well, I don't know!"

The next morning Jimmy took breakfast at the Adamses. He was going to Little Rock that day to order his wedding suit and buy something nice for Annabel. That would be the first time he had left town since those last professional "jobs", and he thought he could do this safely.

After breakfast all the family went downtown together – Mr Adams, Annabel, Jimmy, and Annabel's married sister with her two little daughters, aged five and nine. They came by the hotel where Jimmy still lived, and he ran up to his room and brought along his suitcase. Then they went on to the bank. There stood Jimmy's horse and buggy and Dolph Gibson, who was going to drive him over to the railroad station.

All went inside the railings into the banking-room – Jimmy included, because Mr. Adams's future son-in-law was welcomed everywhere. Jimmy greeted the clerks and they were very pleased. Jimmy put his suitcase down. Annabel, whose heart was full of happiness and lively youth, put on Jimmy's hat, and picked up the suitcase. "Wouldn't I make a nice travelling salesman?" said Annabel. "My, Ralph, how heavy it is! Feels like it was full of gold bricks."

"Lots of nickel-plated shoehorns in there," said Jimmy coolly, "that I'm going to return."

The Elmore bank had just put in a new safe and vault. Mr Adams was very proud of it, and wanted everyone to see it. The vault was a small one but it had a new patented door. It fastened with three solid steel bolts, a single handle, and had a time lock. Mr Adams explained its workings to Mr. Spencer who showed a polite but not too intelligent interest. The two children, May and Agatha, were delighted by the shining metal and funny clock and knobs.

While they were busy watching the safe and the vault Ben Price came in and was

looking between the railings. He told the teller that he didn't want anything but he was just waiting for a man he knew.

Suddenly there was a scream of two of the women. May, the nine-year-old girl, while playing, had shut Agatha in the vault. She had then shot the bolts and turned the combination as she had seen Mr Adams do.

The old banker ran to the handle and tried to pull it for a moment. "The door can't be opened," he said. "The clock and the combination set haven't been wound".

Agatha's mother screamed again hysterically.

"Hush!" said Mr Adams. "All be quiet for a moment. Agatha!" he called as loudly as he could. "Listen to me". During the following silence they could just hear the faint sound of the child in the dark vault.

"My darling!" cried the mother. "She will die! Open the door! Oh, break it open! Can't you men do something?"

"There isn't a man nearer than Little Rock who can open the door," said Mr Adams, in a shaky voice. "My God! Spencer, what shall we do? That child – she can't stand it long in there. There isn't enough air."

Agatha's mother beat the door of the vault with her hands. Somebody suggested dynamite. Annabel turned to Jimmy hopefully. To a woman nothing seems quite impossible to the powers of the man she loves.

"Can't you do something, Ralph – try, won't you?"

He looked at her with a smile on his lips and in his keen eyes.

"Annabel, give me that rose you are wearing, will you?"

She took the bud from her dress and gave it to him. Jimmy put it into his vest pocket, took off his coat and pulled up his shirt sleeves. With that act Ralph D. Spencer disappeared and Jimmy Valentine took his place.

"Get away from the door, all of you", he commanded shortly.

He put his suitcase on the table, and opened it out. From that time on he seemed not to notice anyone else in the room. He laid out all his tools quickly and orderly, whistling to himself as he always did when at work. The others watched him silently.

In a minute Jimmy was drilling the steel door. In ten minutes – breaking his own record - he threw back the bolts and opened the door.

Agatha was saved.

Jimmy Valentine put on his coat, and walked outside the railings toward the front door. As he went he heard a far-away voice that he once knew called "Ralph!" But he didn't stop.

At the door a big man stood in his way.

"Hello, Ben!" said Jimmy, still with his strange smile. "Well, let's go. I don't know that it makes much difference, now."

And then Ben Price acted strangely.

"Guess you're mistaken, Mr. Spencer." He said. "Don't believe I recognize you. Your buggy's waiting for you, isn't it?"

And Ben Price turned and walked down the street.

## **NOTES ON THE TEXT**

1. outgoing clothes – одяг, який видається в'язням при звільненні
2. state line = state border – державний кордон
3. He never has to drill but one hole. – Він ніколи не свердлив більше ніж одну дірку.
4. dime – монета в 10 центів
5. pa = father
6. phoenix – міфічний птах, що спалив себе і відродився з попелу знову молодим
7. pal – друг, товариш
8. I'm going to sell out – я збираюся продати все своє майно
9. a danger of having old scores – небезпека зведення старих рахунків
10. buggy – екіпаж запряжений одним конем для однієї або двох осіб
11. downtown – центр міста

## **ACTIVE WORDS**

1. guard – someone whose job is to look after a place or person so that no one causes damage, steals anything, or escapes
2. warden – Am. a governor of a prison
3. sentence – a punishment given by a judge, usually involving a period of time that a person must spend in prison
4. pardon – an official decision to forgive someone for committing a crime and free them from prison
5. governor – an elected official who is the political head of a state in the US
6. jury – a group of people, usually 12, who judge a court case
7. panel – a flat piece of wood, glass, or other material that forms part of something such as a door or wall
8. punch – a tool for forcing nails beneath a surface, or bolts out of holes
9. drill – an instrument with a pointed end or cutting edges for making holes
10. to brace – to make your body, or a part of it, stiff and strong in order to do something that needs a lot of physical effort
11. brace – a revolving tool used especially in the past for making holes in things. You usually use a drill now instead.
12. bit – a tool or part of a tool used for cutting or making holes in things fitted into a drill or a brace
13. jimmy – a long narrow piece of metal that is used to break a lock or force open a window or door
14. clamp – a tool used for holding or fastening two things together firmly
15. auger – a tool used for making holes in wood or in the ground
16. burglary – the crime of entering a building illegally in order to steal things
17. to release – to let someone leave a place where they have been kept
18. neat – carefully arranged and looking nice
19. clue – object or fact that someone discovers that helps them solve a crime or mystery
20. to investigate – to try to find out the facts about something in order to learn the truth

about it

21. knob – round handle on a door or drawer
22. sociable – a person who is friendly and enjoys being with other people
23. ash – the grey powder that remains after something has burned
24. noted – well known for a particular quality or ability, and usually admired
25. profitable – making a profit
26. railing – a fence made of narrow posts supporting an upper bar
27. vault – a strongly protected room in a bank where money, gold, etc. is kept
28. to fasten – to close a door, gate, or window so that it will not open using something such as a lock, or bolt
29. solid – strong enough not to break or become damaged easily
30. to wind (wound, wound) – to wrap or twist something around itself or something else
31. to faint – to suddenly become unconscious for a short time, and usually fall to the ground
32. bud – a tightly curled up part of a plant that will open to form a leaf or flower
33. vest – a piece of clothing with no sleeves or collar worn over other clothes
34. sleeve – the part of a piece of clothing that covers your arm
35. to whistle – to make a tune or musical notes by forcing air through your mouth

## **VOCABULARY AND GRAMMAR WORK**

**1. Learn the words given above. Recall the situations from the text in which they are used.**

**2. Analyse the use of the new words in the sentences.**

1. Many people in the crowd *fainted* in the heat.
2. The *jury* found him guilty of murdering three people.
3. Sue *whistled* softly to herself.
4. Do not prune fruit trees when they are in *bud*.
5. I put on my coat and *wound* a scarf round my neck.
6. He was jailed for 12 months for *burglary*.
7. The authorities had recently *released* two political prisoners.
8. His hair was pulled back into a *neat* ponytail.
9. We sent a reporter to *investigate* the rumour.
10. I'm not feeling very *sociable* today.
11. I have not taken one *dime* of his money.
12. He is particularly *noted* for his water-colours.

**3. Fill in the blanks with the active words given in the box.**

ashes, solid, wound, clues, downtown, burglaries, braced, jury, whistling, neat, wind, investigated
---



1. Police still have no \_\_\_\_\_ as to the identity of the killer.
2. All that remained of the fire was a pile of \_\_\_\_\_.
3. We walked along the streets of \_\_\_\_\_ Las Vegas.
4. The containers have to be \_\_\_\_\_ enough to withstand the pressure.
5. The wool was tightly \_\_\_\_\_ into a small ball.
6. He faced the angry crowd, his arms folded, his legs \_\_\_\_\_.
7. The \_\_\_\_\_ returned its verdict after five hours' deliberation
8. \_\_\_\_\_ are on the increase in the area.
9. I wish you'd stop \_\_\_\_\_ that tune!
10. She arranged the papers into three \_\_\_\_\_ piles on her desk.
11. All complaints from our customers are \_\_\_\_\_ quickly and efficiently.
12. I forgot to \_\_\_\_\_ my watch. What time is it?

**4. Think of the words that fit definitions below. All the required words are in the text.**

1. a group of people, usually 12, who judge a court case \_\_\_\_\_
2. a flat piece of wood, glass, or other material that forms part of something such as a door or wall \_\_\_\_\_
3. a tool for making a hole in something \_\_\_\_\_
4. to make your body, or a part of it, stiff and strong in order to do something that needs a lot of physical effort \_\_\_\_\_
5. a part of a tool used especially in the past for making holes in things \_\_\_\_\_
6. a long narrow piece of metal that is used to break a lock or force open a window or door \_\_\_\_\_
7. a tool used for holding or fastening two things together firmly \_\_\_\_\_
8. a tool used for making holes in wood or in the ground \_\_\_\_\_
9. the crime of entering a building illegally in order to steal things \_\_\_\_\_
10. to let someone leave a place where they have been kept \_\_\_\_\_

**5. Find the sentences to illustrate the meanings of the verb to release.**

1. to let someone leave a place where they have been kept
2. release someone from something
3. release someone on bail (= let someone go free until their trial after an amount of money is paid)
4. to let someone leave a hospital or other place where they have been having medical treatment
5. to let an animal leave a place where you have been keeping it
6. release something from something
7. to save someone from a place they are unable to leave
  - a) The tiger was accidentally released from its cage.
  - b) The hostages are due to be released at 2 pm today.
  - c) Two men were arrested and then released on bail.
  - d) Fully recovered, the birds can now be released back into the wild.
  - e) The men were released by firemen after becoming trapped in a lift.
  - f) He will be released from prison in July.

g) He was taken to a local hospital but released after a check-up.

h) He was released from prison in July.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_

**6. Fill in the blanks with the words from the text.**

A \_\_\_\_\_ came into the prison shoe-shop and took him to the front \_\_\_\_\_. There the warden handed Jimmy his \_\_\_\_\_. He had spent nearly ten months of a four-year \_\_\_\_\_. He had many friends on the \_\_\_\_\_, so he hoped to stay only about three months in \_\_\_\_\_.

Jimmy was wearing a \_\_\_\_\_ suit and a pair of \_\_\_\_\_ given by the state.

The clerk handed him a \_\_\_\_\_ ticket and the five dollar \_\_\_\_\_. The warden gave him a cigar, and \_\_\_\_\_ hands.

Mr James Valentine was walking in the \_\_\_\_\_ paying no attention to the songs of the birds, the green trees, and the \_\_\_\_\_ of the flowers. Jimmy \_\_\_\_\_ a restaurant, had a \_\_\_\_\_ dinner there and went to the station to take his train. In three hours he \_\_\_\_\_ at a little town near the \_\_\_\_\_ line. He went to the \_\_\_\_\_ of Mike Dolan and shook \_\_\_\_\_ with Mike.

**7. Match the halves of the nouns. Recall the situations in which the words appeared in the text.**

- |           |          |
|-----------|----------|
| 1) bull   | a) where |
| 2) suit   | b) shine |
| 3) collar | c) town  |
| 4) drug   | d) road  |
| 5) down   | e) man   |
| 6) rail   | f) horn  |
| 7) sales  | g) store |
| 8) shoe   | h) bone  |
| 9) sun    | i) case  |
| 10) every | j) dog   |

1	2	3	4	5	6	7	8	9	10

**8. Choose the most suitable adjective for each space.**

hidden, dust-covered, typical, well-dressed, cleaned, noted, profitable, respected, neat

1. Jimmy opened a \_\_\_\_\_ panel in the wall and took out a \_\_\_\_\_ suitcase. There was the nicest set of burglar's tools in it. proud of them.

2. He was now \_\_\_\_\_ and carried his dusted and \_\_\_\_\_ suitcase in his hand.

3. It was a \_\_\_\_\_ job with no clue to the author.

4. At the end of the year the situation of Mr Ralph Spencer was this: he was a \_\_\_\_\_ and \_\_\_\_\_ citizen of Elmore. His shoe business was \_\_\_\_\_ – he and Annabel were engaged to be married in two weeks. Mr Adams the \_\_\_\_\_ country banker agreed his old friends in St. Louis.

**9. Form the adverbs from the given adjectives.**

silent		orderly	
simple		warm	
short		strange	
hopeful		ready	
hysteric		sudden	
quick		honest	

**10. Complete this table to make word families. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
burglary			
		profitable	
	compromise		
conclusion			
		sudden	
	sign		
		pleasant	
	register		
impression			
			honestly
difference			
danger			
		professional	

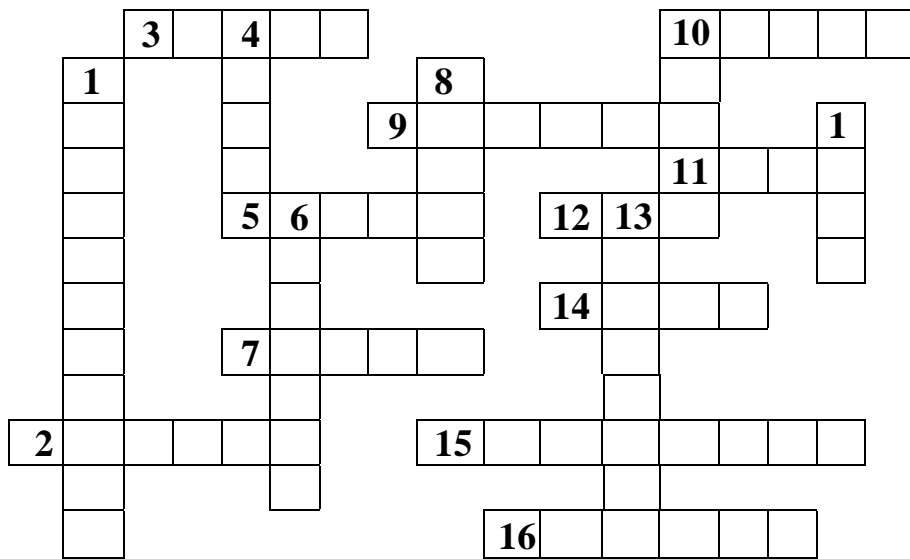
<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
combination			
safe			
			successfully

**11. Which words fit these categories.**

Railing, brace, vault, clamp, drill, safe, handle, bit, auger, bolt, clock, code, punch,  
jimmy, time lock

<b>Banking-Room</b>	<b>A Kit of Tools</b>

**12. Do this crossword using the clues to help you find the missing words.**



**Down**

- 1. to try to find out the facts about something in order to learn the truth about it
- 4. someone whose job is to look after a place or person so that no one causes damage, steals anything, or escapes
- 6. a fence made of narrow posts supporting an upper bar
- 8. a strongly protected room in a bank where money, gold, etc is kept
- 10. a tool for forcing nails beneath a surface, or bolts out of holes
- 13. a punishment given by a judge, usually involving a period of time that a person must spend in prison
- 17. a piece of clothing with no sleeves or collar worn over other clothes

**Across**

- 2. an official decision to forgive someone for committing a crime and free them from prison
- 3. a tool used for making holes in wood or in the ground
- 5. an instrument with a pointed end or cutting edges for making holes.
- 7. a tool used for holding or fastening two things together firmly
- 9. a governor of a prison
- 10. money gained in business
- 11. object or fact that someone discovers that helps them solve a crime or mystery
- 12. the grey powder that remains after something has burned
- 14. round handle on a door or drawer
- 15. the centre of a town or city, especially the business or shopping areas
- 16. the part of a piece of clothing that covers your arm

**13. Suggest the Ukrainian versions for the following.**

English phrase	Ukrainian equivalent
a dress with long sleeves the right to trial by jury a bulletproof vest yellow rose buds a door with stained glass panels the sound of a dentist's drill neat and tidy	

English phrase	Ukrainian equivalent
search for a clue cigarette ash a noted British scientist a profitable business the solid stone walls of the church to wind a watch	

**14. What features characterize the main characters of the story? Tick the appropriate box.**

Qualities	Jimmy	Annabel	Mr Adams	Ben Price
inventive shy respectable sociable noted quick-witted clever intelligent modest dignified skillful cheerful				

**16. Rewrite the sentences in indirect speech.**

1. "Now, Valentine," said the warden, "you'll go out in the morning. Brace up and make a man of yourself, you are not a bad fellow. Stop cracking safes and live straight."
2. "Take him back, Cronin," smiled the warden, "and give him his outgoing clothes. Unlock him at seven in the morning. Better think over my advice, Valentine."
3. "Isn't that young lady Miss Polly Simpson?" asked Jimmy.
4. "No," said the boy. "She is Annabel Adams. Her pa owns this bank. What did

you come to Elmore for? Is that a gold watch chain? I'm going to get a bulldog. Got any more dimes?"

5. "Can't you do something, Ralph – try, won't you?" asked Annabel.

6. "Annabel, give me that rose you are wearing, will you?" said Jimmy with a smile on his lips.

**17. Make these sentences complete according to the text.**

1. Mr James Valentine was released from prison \_\_\_\_\_.
2. He went straight to \_\_\_\_\_.
3. Jimmy found his \_\_\_\_\_.
4. He went to the station and \_\_\_\_\_.
5. In Elmore he was known as \_\_\_\_\_.
6. Business in the shoe line was \_\_\_\_\_.
7. Mr. Ralph Spencer fell in love with \_\_\_\_\_.
8. He decided to start \_\_\_\_\_.
9. In the letter to his old pal \_\_\_\_\_.
10. While visiting the Mr Adams's bank \_\_\_\_\_.
11. Jimmy had a chance to \_\_\_\_\_.
12. Outside the bank \_\_\_\_\_.

**18. Say the same in Ukrainian.**

1. 'Brace up and make a man of yourself.'
2. 'Stop cracking safes and live straight.'
3. It was a neat job with no clue to the author.
4. He never had to drill but one hole.
5. There was a nicest set of burglar's set in the wall.
6. The lady lowered her eyes and coloured slightly.
7. He was at home in the family of Mr Adams and of Annabel's married sister as if he were already a member.
8. I wouldn't touch a dollar of another man's money for a million.
9. Annabel's heart was full of happiness and lively youth.
10. Mr Spencer showed a polite but not too intelligent interest to the vault.
11. He laid out all his tools quickly and orderly, whistling to himself as he always did when at work.

**19. Say the same in English.**

1. У нього залишилося багато друзів на свободі.
2. У Елморі було мало чоловіків схожих на Джіммі манерами та зовнішнім виглядом.
3. Він сказав службовцю готелю, що приїхав у Елмор відкривати власну справу.
4. Його заповітна мрія здійснилася.
5. Джіммі та Аннабель були заручені і збиралися одружитися через два тижні.

6. Джіммі жив чесно і кохав найкращу дівчину у світі.
7. Він сказав, що продасть усе і поїде на Захід.
8. Бен Прайс відповів, що йому нічого непотрібно; він просто чекає на знайому людину.
8. Він швидко скинув пальто і закачав рукава.
9. З того часу, здавалося, Джіммі не помічав нікого в кімнаті.
10. Джіммі не боявся знову опинитися у в'язниці.

**20. Who said the following? Under what circumstances?**

- “Why, I never cracked a safe in my life.”
- “How had it happened that you were on that Springfield job?”
- “That’s Jim Valentine autograph. He’s begun his business again.”
- “Is that a gold watch chain? I’m going to get a bulldog. Got any more dimes?”
- “Wouldn’t I make a nice travelling salesman?”
- “Lots of nickel-plated shoehorns in there that I’m going to return”.
- “The door can’t be opened.”
- “My darling! She will die! Open the door! Oh, break it open!”
- “Get away from the door, all of you.”
- “Guess you’re mistaken. Don’t believe I recognize you. Your buggy’s waiting for you, isn’t it?”

**READING COMPREHENSION**

**Recalling**

1. Why was Valentine in prison?
2. Why was he pardoned?
3. Where did he return after his release?
4. Out of prison, how did Valentine support himself?
5. Why was Jimmy proud of his set of tools? Where did he keep it?
6. Has anything changed in the room he had lived before?
7. Why did Ben Brice start looking for Jimmy again?
8. Where did Jimmy move to live?
9. How did Jimmy look like when he arrived in Elmore?
10. What information did Jimmy find out about the place where he wanted to live?
11. What kind of business did he start? Was he successful in it?
12. Why did Valentine decide to give his kit of tools to his old friend as a present?
13. Who was he going to marry?
14. What did Annabely father du?
15. What was Mr Adams proud of?
16. What happened to Agatha when the family were examining a new vault in the banking-room?
17. Why does Valentine use his old talent once again?
18. Who watched him from behind the railings?
19. Was Jimmy arrested? Why/ Why not?
20. How did the story finish?

## **ATTENTION CHECK**

**1. 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. Jimmy Valentine spent half of his sentence in prison.
2. He was freed by amnesty.
3. After his release he was intended to meet most of his friends on the outside.
4. After leaving prison he went straight to the place where he had lived before.
5. He stopped cracking safes and started to live straight.
6. Jimmy took great pride in the costly kit of tools invented by him.
7. The purpose of his coming to Elmore was to master his professional skills he had gained before.
8. Meeting with Annabel changed him so much that he decided to quit his old job.
9. He became a successful businessman, a respected citizen of Elmore.
10. Jimmy was very much interested in the new bank's vault of the latest design and he was waiting for a moment to unlock it.
11. Money was the only thing that made him marry Annabel.
12. Ben Price arrested Jim after he had unlocked the door.

## **2. Check your understanding of the text.**

1. Jim Valentine spent \_\_\_\_\_ in prison.
  - a) ten months
  - b) twenty-four months
  - c) three months
2. The warden handed him \_\_\_\_\_.
  - a) his shoes
  - b) a cigar
  - c) his forgiveness
3. Jimmy found his set of tools \_\_\_\_\_.
  - a) in the sofa
  - b) in the wall
  - c) in the vault
4. Jimmy Valentine was difficult to catch because he \_\_\_\_\_.
  - a) worked with companions
  - b) made long jumps
  - c) he knew the places well
5. When Jimmy arrived in Elmore, he looked like \_\_\_\_\_.
  - a) a man who had just left prison
  - b) a successful businessman
  - c) a poor student who had come home from college
6. On arriving in Elmore Jimmy found out many things about the city's life from \_\_\_\_\_.
  - a) a young lady
  - b) a clerk in a bank



- c) a lad hanging around outside
- 7. Jimmy decided to live in Elmore and \_\_\_\_\_.
  - a) open the shoe store
  - b) build a bank
  - c) crack safes
- 8. When Jimmy fell in love with Annabel Mr Adams \_\_\_\_\_.
  - a) approved of their marriage
  - b) rejected their marriage
  - c) asked them to postpone their wedding
- 9. In the letter to his old pal Jimmy wrote that he \_\_\_\_\_.
  - a) was going to crack a new vault
  - b) was making an honest living
  - c) had duplicated his set of tools for him
- 10. Jimmy's future father-in-law \_\_\_\_\_.
  - a) didn't trust him
  - b) told him all the combinations of the knobs in the new vault
  - c) respected him and was happy to see Jimmy among the members of his family
- 11. Agatha had been shut in the vault \_\_\_\_\_.
  - a) on purpose
  - b) in a spirit of play
  - c) because she behaved badly
- 12. Jimmy Valentine opened the door of the vault because he \_\_\_\_\_.
  - a) wanted to know the secret code of the safe
  - b) was eager to save the child's life
  - c) decided to demonstrate his unique tools

### **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. Imagine that you are Jimmy Valentine. In your own words say**

- why you were imprisoned;
- how you made your set of tools;
- why you decided to stay in Elmore;
- what you felt when you were trying to unlock the vault.

**3. Act out the conversations between:**

- Jimmy Valentine and the warden in prison;
- Jimmy and the clerk of the hotel in Elmore;
- Annabel and Jimmy while visiting her father's bank.

### **Interpreting and Evaluation**

1. Do you think that Jimmy was guilty or innocent in Springfield job?
2. Which details show that Ben Price really knew Jimmy's habits and was going to investigate his case?

3. How did the idea of starting a shoe business come to Jimmy's mind?
4. What urged Jimmy to get his set of tools and unlock the vault?
5. What was the effect on all the people present in the bank when they saw Jimmy trying to save the girl?
6. What human characteristics did Jimmy display while saving the child?
7. Why does Ben Price pretend not to know Jimmy?
8. Find three details in the story that support the idea that Valentine has really changed.
9. Explain the meaning of the story's title.
10. O. Henry writes, "Mr Ralph Spencer, the phoenix that arose from Jimmy Valentine's ashes - ashes left by the flame of a sudden and attack of love - stayed in Elmore and was a success".
  - a) What do you know about a mythical bird phoenix?
  - b) In what way is Valentine like a phoenix?
  - c) How does this allusion help you predict that Valentine is now truly Ralph Spencer?
11. At what point in the story does Valentine become another man? What causes this change?
12. People speak of turning points of their lives. Can people really change? Support your answer.
13. O. Henry is known by startling his readers with surprise endings.
  - a) How did you think this story would end?
  - b) Which clues led to expect this ending?
  - c) How did the story really end?
  - d) Was the ending a surprise for you in this story?
  - e) Is it believable or unbelievable?
  - f) What hints did the author give you about the ending without giving it away?
14. Did you enjoy the story?
15. What passages seemed the most powerful?
16. Relate an incident from the text that you think most impressive.
17. Did the author keep you in suspense to the end?

### **Reproduction and Composition**

1. Tell of an episode of how all the family and Jimmy are examining the vault in the bank.
2. Imagine that it was you who had come upon the events similar to that described in the passage.
3. Tell the story of Jimmy Valentine's life.
4. Comment on the author's words, "To a woman nothing seems quite impossible to the powers of the man she loves."
5. What do the words "It's the only life, Billy – the straight one" suggest about Jimmy's views on his life.
6. Write a simplified version of the story in words and expressions with which you are familiar.

## Unit 2

### ONE THOUSAND DOLLARS

*(by O. Henry)*

‘One thousand dollars’, repeated Lawyer Tolman, ‘and here is the money.’ Young Gillian gave an amused laugh as he took the thin package of new fifty-dollar notes.

‘It’s such an awkward amount,’ he explained to the lawyer. ‘If it had been ten thousand a fellow might wind up with a lot of fireworks and do himself credit. Even fifty dollars would have been less trouble.’

‘You heard the reading of your uncle’s will,’ continued Lawyer Tolman, professionally dry in his tones. ‘I do not know if you paid much attention to its details. I must remind you of one. As soon as you have spent this \$ 1,000, the will requires to inform us about the way you did it. I trust that you will fulfill Mr Gillian’s wishes.’

‘Then I may have to engage a secretary. I was never good at accounts,’ said the young man politely.

Gillian went to his club. There he found Old Bryson.

Old Bryson was calm and forty. He was in a corner reading a book, and when he saw Gillian approaching, he sighed, laid down his book and took off his glasses.

‘Old Bryson, wake up,’ said Gillian. ‘I’ve a funny story to tell you.’

‘I wish you would tell it to someone in the billiard room,’ said Old Bryson. ‘You know how I hate your stories.’

‘This is a better one than usual,’ said Gillian, rolling a cigarette, ‘and I’m glad to tell it to you. It’s too sad and funny to go with the rattling of billiard balls. I’ve just come from my late uncle’s firm. He leaves me a thousand dollars. Now, what can a man do with a thousand dollars?’

‘I thought,’ said Old Bryson, showing as much interest as a bee shows in a vinegar glass, ‘that the late Septimus Gillian was worth something like half a million.’

‘He was,’ said Gillian joyously, ‘and that’s where the joke comes in. He’s left his gold to a microbe. That is, part of it goes to the man who invents a new bacillus, and the rest to establish a hospital for doing away with it again. There are one or two people on the side. The butler and the housekeeper a seal ring and \$10 each. His nephew gets \$1,000.’

‘You’ve always had plenty of money to spend,’ noticed old Bryson. ‘Tons,’ said Gillian. ‘Uncle was the fairy godmother.’

‘Any other heirs?’ asked Old Bryson.

‘None.’ Gillian frowned at his cigarette. ‘There is a Miss Hayden, a ward of my uncle who lived in his house. She is a quiet thing – musical – the daughter of somebody who was unlucky enough to be his friend. I forgot to say that she got the seal ring and \$10 joke, too. Don’t be superior, Old Bryson – tell me what a fellow can do with a thousand dollars.’

Old Bryson rubbed his glasses and smiled. And when old Bryson smiled, Gillian knew that he intended to be more offensive than ever.

‘A thousand dollars,’ he said, ‘means much or little. One man may buy a happy home with it and laugh at Rockefeller. Another could send his wife South with it and save her life. A thousand dollars would buy pure milk for one hundred babies during

June, July and August and save fifty of their lives. It could pay an education to a boy. You could move to a New Hampshire town and live respectably on it. You could rent Madison Square Garden for one evening with it, and give lectures.'

'People might like you, Old Bryson,' said Gillian, 'if you wouldn't moralize. I asked you to tell me what I could do with a thousand dollars.' 'You?' said Bryson with a laugh. 'Why, Bobby Gillian, there's only one logical thing you could do. You can buy Miss Lotta Lauriere a diamond pendant with the money and then go to Idaho and live on a sheep ranch.' 'Thanks,' said Gillian, rising, 'I thought you would help me, Old Bryson, because I have to write an account for it, and I hate doing this.' Gillian phoned for a cab and went to the Theatre.

Miss Lotta Lauriere was preparing for a matinee, when Gillian arrived. 'Now, what is it, Bobby? I'm going on in two minutes.'

'It won't take two minutes for me. What do you say to a diamond pendant?' said Gillian.

'Oh, just as you say,' said Miss Lariere. 'My right glove, Adams. Say, Bobby, did you see that necklace Della Stacey had on the other night? It costs twenty-two hundred dollars at Tiffany's. But of course -'

At that moment she was invited for the opening chorus.

Gillian went out to where his cab was waiting. "What would you do with a thousand dollars if you had it?" he asked the driver.

'Open a saloon,' said the cabman. 'I know a place I could take money in with both hands.'

Oh, no,' said Gillian. 'I simply asked from curiosity. I take you by the hour. Drive till I tell you to stop.'

Eight blocks down Broadway Gillian got out. A blind man sat upon a stool on the sidewalk selling pencils. Gillian went out and came up to him.

'Excuse me,' he said, 'could you tell me what would you do if you had a thousand dollars?'

'You got out of that cab, didn't you?' asked the blind man.

'I did,' said Gillian.

'I guess you are all right,' said the pencil dealer, 'to ride in a cab by a daylight. Take a look at that, if you like.'

He took out a small book from his coat pocket - and gave it to Gillian. Gillian saw that it was a bank deposit book. It showed a balance of \$1,785 to the blind man's credit.

Gillian returned the book and got into the cab.

'I forgot something,' he said. 'You may drive to the law offices of Tolman and Sharp, - Broadway.'

Lawyer Tolman was surprised to see him again.

'I beg your pardon,' said Gillian cheerfully, 'but may I ask you a question? Was Miss Hayden left anything by my uncle's will besides the ring and the \$10?'

'Nothing,' said Mr Tolman.

'I thank you very much,' said Gillian, and out he went to his cab. He gave the driver the address of his late uncle's home.

Miss Hayden was writing letters in the library. She was small and slender and

clothed in black.

‘I’ve just come from old Tolman’s,’ Gillian explained. ‘They found a postscript to the will. It seemed that the old man changed his mind and willed you a thousand dollars. I was driving up this way, and Tolman asked me to bring you the money. Here it is. You’d better count it to see if it’s right.’ Gillian put the money on the desk.

Miss Hayden turned white. ‘Oh!’ she said, and again ‘Oh!’

Gillian turned and looked out of the window.

‘I suppose you know that I love you.’

‘I’m sorry,’ said Miss Hayden, taking up her money.

‘May I write a note?’ asked Gillian with a smile. He sat at the big library table. She gave him some paper and a pen and then went back to her secretaire.

Gillian made out his account of his expenditure of the thousand dollars in these words:

‘Paid by the black sheep, Robert Gillian, \$1,000 to the best and dearest woman on earth.’

Gillian put his writing into an envelope, bowed and went his way.

His cab stopped again at the offices of Tolman and Sharp.

‘I have spent the thousand dollars,’ he said, ‘and I have come to give an account of it as I agreed. There is a feeling of summer in the air – do you not think so, Mr Tolman?’ he put a white envelope on the lawyer’s table.

Without touching the envelope, Mr Tolman went to a door and called his partner, Sharp. Together they opened a big safe. They took out a big envelope sealed with wax. They opened it and Tolman read its contents.

‘Mr Gillian,’ said Tolman formally, ‘there was an appendix to your uncle’s will.

We were told not to open it until you give us a full account of your expenditure of the \$1,000. As you have fulfilled the conditions I will tell you its contents.’

‘Your uncle named me and Mr Sharp as the judges. I assure you that we will be just to you. If your disposal of the money is wise or unselfish it is our power to hand you over bonds to the value of \$50,000 which have been placed in our hands for that purpose. But if you have used this money as you have used money in the past – the \$50,000 is to be paid to Miriam Hayden, ward of the late Mr Gillian, without delay. Now, we will examine your account in regard to the \$1,000.’

Mr Tolman reached for the envelope.

Gillian took it up a little quicker. He tore the account and dropped it into his pocket.

‘It’s all right,’ he said smilingly. ‘I won’t bother you with this. I don’t think you’d understand my writings. I lost the thousand dollars on the races. Good day to you, gentlemen.’

Tolman and Sharp shook their heads mournfully at each other when Gillian left, for they heard him whistling gaily in the hallway as he waited for the elevator.

### **NOTES ON THE TEXT**

1. Broadway – вулиця у Нью-Йорку з багатьма театрами, де можна побачити популярні п’єси та мюзикли

2. Madison Square Garden – місце у Нью-Йорку, де проводяться концерти та спортивні змагання, особливо боксерські матчі та баскетбольні ігри
3. at Tiffany's – у престижному торговому центрі Тіффані

### **ACTIVE WORDS**

1. lawyer – someone whose profession is to provide people with legal advice and services
2. will – a legal document that explains what you want to happen to your money and possessions after you die. This is often more formally called a last will and testament
3. remind – to tell someone again about an event from the past or about a fact that they used to know
4. require – to need someone or something
5. country – an area of land that has its own government and official borders
6. engage – to attract and keep someone's interest or attention
7. account – an arrangement in which a bank looks after your money. You can deposit (= pay in) or withdraw (= take out) money when you need to
8. approach – a particular way of thinking about or dealing with something
9. sigh – to breathe out slowly making a long soft sound, especially because you are disappointed, tired, annoyed, or relaxed
10. rattle – if something rattles, it makes short sharp knocking sounds as it moves or shakes
11. microbe – a microorganism
12. bacillus – a type of bacteria with a long straight shape, some of which cause diseases
13. butler – the most important male servant in a rich person's house, whose job is to organize the other servants, to welcome guests, to pour wine at meals etc
14. establish - to make something start to exist or start to happen
15. heir – someone who will receive money, property, or a title when another person dies
16. frown – to move your eyebrows down and closer together because you are annoyed, worried, or thinking hard
17. rub – to press and move your hands or an object over a surface
18. offensive – unpleasant or insulting, and likely to make people upset or embarrassed
19. pendant – a piece of jewellery that hangs from a chain around your neck
20. matinee – an afternoon performance of a play or a film
21. necklace – a piece of jewellery that hangs round your neck
22. curiosity – a strong feeling of wanting to find out about something
23. sidewalk – Am. the pavement by the side of a road
24. expenditure – money spent by a government, organization, or person
25. bow – to bend your body forwards from the waist, especially to show respect for someone
26. assure – to tell someone that something will definitely happen or is definitely true, especially in order to remove doubt about it
27. disposal – the process of getting rid of something

28. bond – a document given to someone who invests money saying that money will be paid back with interest
29. chorus – the part of a song that does not change and is repeated several times
30. appendix – a section giving extra details at the end of a book, part of a book, or document
31. fulfill – to achieve something that you wanted to do, or get something you hoped for
32. to examine – to look at something carefully in order to find out about it or see what it is like
33. credit – an amount of money that you add to an account
34. dealer – a person or company that buys and sells a particular product
35. ton – a very large number or amount
36. judge – someone whose job is to make decisions in a court of law
37. selfish – thinking only about yourself and not caring about other people
38. to tear – to pull something so that it separates into pieces or gets a hole in it
39. saloon – a place where you can buy and drink alcoholic drinks
40. wax – a soft natural or artificial substance for making candles

## **VOCABULARY AND GRAMMAR WORK**

**1. Learn the words given above. Recall the situations from the text in which they are used.**

**2. Pick out compound nouns from the text, transcribe them, and put primary and secondary stresses.**

**3. Analyse the use of the new words in the sentences.**

1. I really should make *a will*, just in case something happens.
2. I can't think of his name – can you *remind* me?
3. Taming wild animals *requires* a great deal of patience.
4. Technical specifications are included in the *appendix* to Chapter 9.
5. There was only pound 50 in his bank *account*.
6. We need a fresh *approach* to sports in education.
7. Jan *sighed* heavily and shook her head.
8. The house shook and the doors and windows *rattled*.
9. A proper procedure for complaints should be *established*.
10. John was the *heir* to a grocery fortune.
11. Sarah *frowned* and shook her head.
12. *Rub off* the skins of the peppers when they have softened.

**4. Think of the words that fit the definitions below. All the required words are in the text.**

1. a legal document that explains what you want to happen to your money and possessions after you die \_\_\_\_\_
2. to tell someone again about an event from the past or about a fact that they used

to know \_\_\_\_\_

3. to need someone or something \_\_\_\_\_
4. to attract and keep someone's interest or attention \_\_\_\_\_
5. a particular way of thinking about or dealing with something \_\_\_\_\_
6. to breathe out slowly making a long soft sound, especially because you are disappointed, tired, annoyed, or relaxed \_\_\_\_\_
7. if something rattles, it makes short sharp knocking sounds as it moves or shakes \_\_\_\_\_
8. a microorganism \_\_\_\_\_
9. a type of bacteria with a long straight shape, some of which cause diseases \_\_\_\_\_
10. to make something start to exist or start to happen \_\_\_\_\_

**5. Find the sentences to illustrate the meanings of the verb to remind.**

1. remind someone of/about something
2. remind someone that
3. remind someone to do something
4. remind someone about something
5. remind someone what/when/where/how etc
  - a) Can you remind us about your plans for the building?
  - b) I need the notes to remind me what to say.
  - c) Can you remind me about my dentist's appointment tomorrow?
  - d) She reminded me that we had in fact met before, at a conference in Washington.
  - e) Remind Jenny to bring her laptop when she comes.

1	2	3	4	5

**6. Find the sentences to illustrate the meanings of the verb to require.**

1. required reading
2. if a rule, law, contract etc requires something, you must do that thing
3. be required to do something
4. require someone to do something
5. a medical condition requiring urgent treatment
  - a) The cause of the accident is still unclear and requires further investigation.
  - b) Car insurance is required by law in most countries.
  - c) No previous knowledge of Arabic is required for admission to the university.
  - d) The amount that patients are required to pay has been raised.
  - e) The agreement requires all parties to renounce the use of violence.

1	2	3	4	5

**7. Write the opposites.**

wise  
selfish



gay  
amused  
sad  
professional  
attentive  
rattling

**8. Choose the appropriate word to each of the explanations.**

Explanations	Words
a) the most important male servant in a rich person's life	1. pencildealer
b) a person who drives a vehicle pulled by horses	2. cabman
c) someone who is being looked after by someone who is not their parents	3. lawyer
d) someone whose profession is to provide people with legal advice and services	4. butler
e) a person that buys and sells a particular product	5. ward

**9. Make up adverbs from the given adjectives with the help of the suffix -ly.**

respectable \_\_\_\_\_  
mournful \_\_\_\_\_  
gay \_\_\_\_\_  
offensive \_\_\_\_\_  
professional \_\_\_\_\_  
smiling \_\_\_\_\_

**10. Pick up from the text all the words to be related to the topic "Bank."**

**11. Match the related words.**

- |              |             |
|--------------|-------------|
| 1) diamond   | a) balls    |
| 2) opening   | b) laugh    |
| 3) clear     | c) amount   |
| 4) seal      | d) pendant  |
| 5) offensive | e) chorus   |
| 6) awkward   | f) writings |
| 7) amused    | g) ring     |
| 8) billiard  | h) tone     |

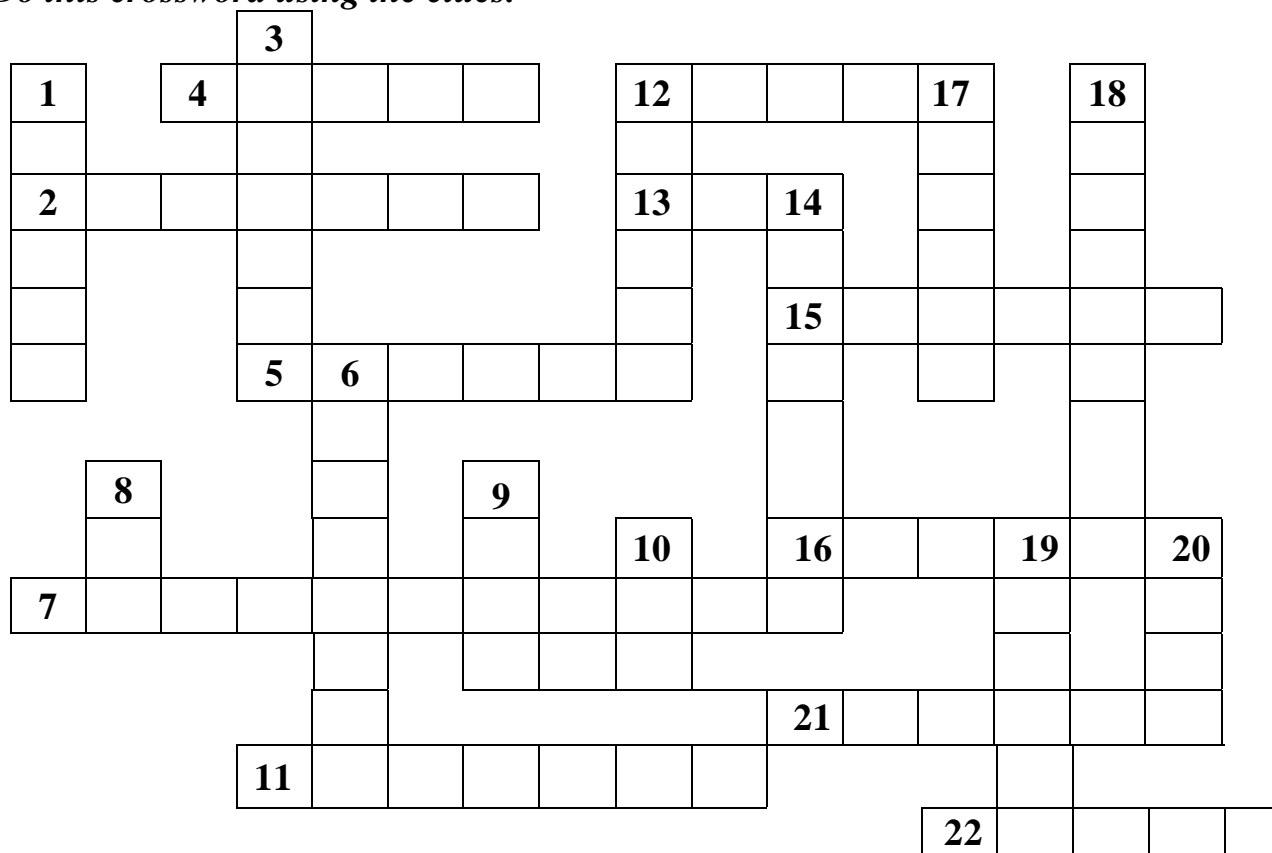
1	2	3	4	5	6	7	8

**12. Suggest the English versions for the following.**

Ukrainian phrase	English equivalent
відкрити рахунок	

згідно заповіту  
 зітхати стомлено  
 нахмуритися через щось  
 стерти щось  
 через допитливість  
 запевнити когось у чомусь  
 неприємні запахи  
 витрати на щось  
 доступний для використання  
 бути в розпорядженні когось  
 гарне намисто  
 з цією метою  
 без затримки  
 кинути у кишеню  
 на скачках  
 скріпити сургучем  
 додаток до чогось  
 вручити комусь щось  
 протягом дня  
 ти не проти, щоб

**13. Do this crossword using the clues.**



*Down*

1. to tell someone that something will definitely happen or is definitely true, especially in order to remove doubt about it

3. to achieve something that you wanted to do, or get something you hoped for
6. a section giving extra details at the end of a book, part of a book, or document
8. a soft natural or artificial substance for making candles
9. someone who will receive money, property, or a title when another person dies
10. to press and move your hands or an object over a surface
12. the most important male servant in a rich person's house, whose job is to organize the other servants, to welcome guests, to pour wine at meals etc.
14. a piece of jewellery that hangs round your neck
17. a place where you can buy and drink alcoholic drinks
18. an arrangement in which a bank looks after your money
19. the unit of money used in the US and in several other countries such as Canada and Australia. Its symbol is \$.
20. to pull something so that it separates into pieces or gets a hole in it

*Across*

2. thinking only about yourself and not caring about other people
4. someone whose job is to make decisions in a court of law
5. someone whose profession is to provide people with legal advice and services
7. money spent by a government, organization, or person
11. to look at something carefully in order to find out about it or see what it is like
12. documents given to someone who invest money
13. a very large number or amount
15. the part of a song that does not change and is repeated several times
16. an amount of money that you add to an account
21. a person or company that buys and sells a particular product
22. to move your eyebrows down and closer together because you are annoyed, worried, or thinking hard

**14. Find the participles in the sentences. Analyze their usage.**

1. 'This is a better one than usual,' said Gillian, rolling a cigarette."
2. He was in the corner reading a book when he saw Gillian approaching.
3. They heard him whistling gaily in the hallway.
4. Gillian bowed putting his writing into an envelope.
5. Gillian noticed a blind man selling pencils on the sidewalk.
6. Miss Lotta Lauriere greeted Gillian rising from the chair.
7. When Gillian entered his uncle's home, he found Miss Hayden writing letters in the library.

**15. Use the correct form of the verbs in the conditional sentences.**

1. 'If it \_\_\_\_\_ (be) ten thousand a fellow might wind up with a lot of fireworks and do himself credit.'
2. 'What would you do with a thousand dollars if you \_\_\_\_\_ (have) it?' he asked the driver.
3. As soon as you \_\_\_\_\_ (spend) this \$1,000, the will requires to inform us

about the way you did it.

4. 'People might like you, Old Bryson,' said Gillian, 'if you \_\_\_\_\_ (not moralize).'

5. If you \_\_\_\_\_ (do) what was said in the will, you would have received all the money.

6. When she \_\_\_\_\_ (earn) a thousand dollars, she will buy a happy home and laugh at Rockefeller.

### ***16. Say the same in Ukrainian.***

1. She is a quiet thing – musical – the daughter of somebody who was unlucky enough to be his friend.

2. It could pay an education to a boy.

3. Don't be superior, Old Bryson – tell me what a fellow can do with a thousand dollars.'

4. You could rent Madison Square Garden for one evening with it, and give lectures.'

5. It seemed that the old man changed his mind and willed you a thousand dollars.

6. Gillian put his writing into an envelope, bowed and went his way.

7. Without touching the envelope, Mr Tolman went to a door and called his partner, Sharp.

8. They took out a big envelope sealed with wax.

9. Tolman and Sharp shook their heads mournfully at each other when Gillian left, for they heard him whistling gaily in the hallway as he waited for the elevator.

### ***17. Say the same in English.***

1. "Ви чули як читали заповіт? Я не знаю, чи ви звернули увагу на деталі. Я мушу нагадати вам одну з них. Як тільки ви витратите цю тисячу доларів, заповіт вимагає повідомити нас, як ви це зробили."

2. Не приділяй багато уваги деталям.

3. Тобі слід найняти секретаря.

4. Він ніколи не цікавився його справами.

5. Його улюбленим заняттям було скручувати цигарки.

6. Ця справа не коштувала і півмільйона грошей.

7. Старий Брайсон протер окуляри і посміхнувся.

8. Ніколи не насміхайся з людей.

9. Вона легко могла змінити свою точку зору.

10. Роз'їжджати в таксі у день – це не для таких людей, як ти.

11. Якщо ти виконаєш усі умови, я розкажу тобі цікаву історію.

12. Він розірвав свої записи та засунув їх у кишеню.

## ***READING COMPREHENSION***

### **Recalling**

1. Was Old Gillian a rich man?

2. What did Septimus Gillian bequeath to his nephew?

3. Did he leave all he had to his nephew??
4. Who was responsible for fulfilling the uncle's wishes
5. Why did Bobby call his uncle's will a joke?
6. What were the details of Mr Gillian's will?
7. Whom did Gillian ask for help?
8. What did Old Bryson advise Gillian to do with the money?
9. What other advice did Gillian get about \$1,000?
10. Where did Gillian find Miss Lotta Lauriere? What were they talking about?
11. What event made Gillian understand the real values in life?
12. Where did Gillian go after meeting with the blind man?
13. Was Lawyer Tolman surprised to see Gillian again? Why or why not?
14. Miss Hayden was a ward of Gillian's uncle, wasn't she?
15. What kind of person was Miss Hayden?
16. How did Miss Hayden meet Gillian?
17. Did she take the money he gave her? Why?
18. What was Gillian's attitude towards Miriam Hayden?
19. Gillian didn't write the account of his expenditure, did he?
20. Where did Tolman & Sharp keep their documents?
21. What was written in Mr Gillian's appendix to the will?
22. Was Bobby pleased to get a great amount of money?
23. Why didn't he want Lawyer Tolman to examine his account?
24. Did Tolman & Sharp know how Gillian had spent his \$1,000?
25. What was their reaction?

### **ATTENTION CHECK**

***1. 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', 'It's true', 'Nothing of the kind', 'Rubbish'.***

1. Young Gillian liked the idea of having \$1,000.
2. He was very good at accounts and knew what to do with the money.
3. Gillian's uncle was a very rich man.
4. Septimus Gillian left all his money to his nephew.
5. Old Bryson was the first man whom Gillian shared his joy with.
6. Old Bryson advised Gillian to spend the inherited money on a sheep farm.
7. Gillian liked the idea of buying a farm, that's why he went straight to Idaho.
8. Lotta Lauriete, a friend of Gillian, worked in the theatre.
9. Gillian bought a diamond pendant as a present for Lotta.
10. Then Gillian spent the rest of the money on the races and wrote the account of it.
11. Mr Tolman was glad to announce the appendix to the uncle's will.
12. As Gillian was wise and unselfish, a great amount of money was handed to him according to the will's appendix.

**2. Check your understanding of the text.**

1. When Gillian got the package of money he \_\_\_\_\_.
  - a) was delighted
  - b) didn't know what to do with it
  - c) thanked Lawyer Tolman
2. The will required Gillian \_\_\_\_\_.
  - a) to spend all the money immediately
  - b) to leave the money at the bank's disposal
  - c) to write a full account of his expenditure
3. After getting the sum of money Gillian went to \_\_\_\_\_.
  - a) the club
  - b) the theatre
  - c) to his uncle's home
4. Mr Gillian bequeathed the greater part of his gold \_\_\_\_\_.
  - a) to the butler and the house keeper
  - b) on the scientific experiments
  - c) to the poor people
5. When Gillian had spoken with Old Bryson he understood that it would be better for him \_\_\_\_\_.
  - a) to buy a new house
  - b) to marry Miss Lauriete
  - c) to behave as he wished
6. Miss Lotta Lauriere was \_\_\_\_\_.
  - a) Gillian's friend
  - b) Mr Gillian's ward
  - c) a singer in the club
7. Miss Lotta was going \_\_\_\_\_.
  - a) to open the matinees
  - b) to buy a new pair of gloves
  - c) to show Bobby her necklace
8. The blind man showed Gillian \_\_\_\_\_.
  - a) his stool
  - b) his pencils
  - c) his banking book
9. Gillian decided to visit his uncle's home after \_\_\_\_\_.
  - a) meeting with the blind man
  - b) visiting the lawyers
  - c) spending an hour in the theatre
10. Miss Hayden was Old Gillian's \_\_\_\_\_.
  - a) daughter
  - b) ward
  - c) maid
11. Gillian spent \$ 1,000 \_\_\_\_\_.
  - a) on the races

- b) playing billiards
  - c) leaving the money to the woman he loved
12. Gillian left the Tolman & Sharp's office feeling \_\_\_\_\_.  
 a) happy  
 b) mournfully  
 c) gaily

### **Reorganization**

1. Write the plan of the text. Retell the story according to your plan.
2. Imagine that you are Mr Gillian. In your own words say
  - how you used to spend your free time and money;
  - how you felt when you heard the reading of your uncle's will;
  - why you decided to leave all the money to Miss Hayden;
  - why you didn't show the account of your money expenditure to the lawyers.
3. Act out the conversations between:
  - Gillian and Old Bryson;
  - Gillian and Miss Lotta Lauriere;
  - the blind man and Gillian.

### **Interpreting and Evaluation**

1. Do you think that Gillian led a right way of life?
  2. Whom did Gillian's uncle leave his money? Why did he add the appendix to his will?
  5. Gillian wrote in the account of his expenditure "Paid by the black sheep, Robert Gillian, \$1,000." How can you explain his words?
  6. Who gave Gillian the following advice?
    - a) "Open a saloon."
    - b) "Buy a diamond pendant."
    - c) "Have a look at a bank deposit book."
    - d) "Go to Idaho and live on a ship ranch."
- Explain in your own words if those were good ideas or not? What are the facts that support your opinion?
7. Prove that Tolman and Sharp were good lawyers.
  8. Gillian left the Tolman and Sharp's office "whistling gaily." How can this episode characterize him?
  9. What evidence can you find in the story to show that
    - a) Tolman did his duty as it was required.
    - b) Old Bryson was an intelligent, witty person.
    - c) Bobby Gillian liked to waste money.
    - d) Miss Hayden was pleased to get the money.
  10. What can you say about Gillian's manner to perceive things?
  11. How did Gillian really spend the one thousand dollars? Ground your answer.
  12. The author uses comparisons in the story. For example, describing the talk between Gillian and his friend Old Bryson O. Henry writes: 'I thought,' said Old

Bryson, showing as much interest as a bee shows in a vinegar glass, ‘that the late Septimus Gillian was worth something like half a million.’

- a) How does this simile show Bryson’s attitude to Gillian?
- b) What do you think about the real wealth of Septimus Gillian?
13. Why in your opinion did the old man disposed of his property in such a way?
14. Was the ending of the story a surprise for you?
15. If you were Gillian how would you spend the money?
16. Have you ever owned a great sum of money? How did you dispose of it?
17. From what you have read what is your impression of Gillian?
18. Is this story instructive? What useful things did you learn from it?

### **Reproduction and Composition**

1. Explain in your own words what Mr Gillian’s will said.
2. Give a clear account of what happened to \$1,000.
3. “There’s only one logical thing you could do.” Explain this line from the text as fully as you can. What things do people consider to be logical in solving different life situations?
4. Comment on the title of the story. What is the main idea of it?
5. ‘I hate doing this,’ said Gillian. Explain what he hated doing? Write some sentences about you, the members of your family or friends using the pattern given above.
6. Write a simplified version of the story in words and phrases with which you are familiar.
7. Discuss the following proverbs. In what way are they related to the text?
  - a) Money is the root of the evil.
  - b) Neither a borrower nor a lender be.
  - c) Look after the pennies, and the pounds will look after themselves.
  - d) A fool and his money are soon parted.
8. Make up a list of positive and negative influences of a great amount of money. Compare your list with those of your groupmates. Comment on the results.

Positive	Negative



### Unit 3

## THE THIRD INGREDIENT

(by O. Henry)

The Vallambrosa Apartment House is not an apartment-house. It is composed of two old-fashioned, brownstone residences. The parlour floor of one side is gay, the other is sad. You may have a room there for two dollars a week or you may have one for twenty dollars. Among the Vallambrosa's roomers are stenographers, musicians, brokers, shop-girls, writers, art students, and other people.

This story is about two of the Vallambrosians.

At six o'clock one afternoon Hetty Pepper came back to her third-floor rear \$3.50 room in the Vallambrosa. She was discharged from the department store where she had been working four years, and had only fifteen cents in her purse.

One morning four years before, she walked into the Biggest Store with seventy-five other girls, applying for a job.

The capable, cool-eyed, impersonal, young bald-headed man, was watching the line of the blond haired wage-earners. His task was to choose six of the contestants. All of them made a wonderful scene of beauty like white clouds, hand-embroidered, floated around him. And then he noticed emerald eyes and chocolate-coloured hair of Hetty Pepper, dressed in a plain suit and a common-sense hat. She was twenty-nine.

'You're on!' shouted the bald-headed young man. And that is how Hetty came to be employed in the Biggest Store.

The story of Hetty's discharge from the Biggest Store is so nearly a repetition of her engagement.

In each department of the store there is a person carrying always a book and a red necktie, and referred to as a 'buyer.' The destinies of the girls in his department who live on so much per week are in his hands.

This particular buyer was a capable, cool-eyed, impersonal, young, bald-headed man. As he walked along the aisles of his department he seemed to be sailing on a sea while white clouds, machine-embroidered, floated around him. He looked upon Hetty Pepper's emerald eyes, and chocolate-coloured hair as a welcome oasis of green in a desert of beauty. In a quiet corner of a counter he pinched her arm kindly, three inches above the elbow. She slapped him three feet away with one good blow. So, now you know why Hetty Pepper came to leave the Biggest Store at thirty minutes' notice, with one dime and a nickel in her purse.

The usual price of rib beef was six cents per pound. But on the day that Hetty was released by the B.S. the price was seven and one-half cents. Hetty bought some rib beef and went to her room.

One hot, savoury beef-stew for supper, a night's good sleep, and she would be fit in the morning to do any kind of work.

In her room she got the graniteware stew-pan. Hetty began to dig down in the paper bags for the potatoes and onions.

There was neither a potato nor an onion. Now, what kind of beef stew can you make out of simply beef? You can make oyster-soup without oysters, turtle-soup without turtles, coffee-cake without coffee, but you can't make beef-stew without

potatoes and onions.

Hetty took her stew-pan to the rear of the third-floor hall. According to the advertisements of the Vallambrosa there was running water to be found there. There was also a sink where housekeeping roomers often met to dump their coffee grounds and glare at one another's kimonos.

At this sink Hetty found a girl with heavy, gold-brown artistic hair and plaintive eyes, washing two large potatoes. Hetty knew the Vallambrosa very well. The kimonos were her encyclopedia, her 'Who's What?' her clearing-house of news, of goers and comers. From a rose-pink kimono edged with green she had learned that the girl with the potatoes was a miniature-painter living in a kind of attic – or 'studio,' as they prefer to call it – on the top-floor.

The potato girl was quite slim and small. She had a dull shoemaker's knife in her right hand and she had begun to peel one of the potatoes with it.

Hetty addressed her in the formal tone. But she wanted to get acquainted with the girl closer.

'Beg pardon,' she said, 'for butting into what's not my business but if you peel potatoes in such a way, you lose out. You should scrape them. Let me show you.'

She took a potato and the knife and began to demonstrate.

'Oh, thank you,' breathed the artist. 'I didn't know. And I also hated to see the thick peeling go; it seemed such a waste. When you've got only potatoes to eat, you count the peelings.'

'Say, kid,' said Hetty, 'you aren't up against it, are you?'

The miniature artist smiled

'I suppose I am. I have only these potatoes for my dinner. But they aren't so bad boiled and hot, with a little butter and salt.'

'Child,' said Hetty, 'Fate has sent me and you together. I've got some meat in my room as big as a lap-dog. And I've done everything to get potatoes except pray for them. Let's make a stew together. We'll cook it in my room. If we only had an onion to go in it! Say, kid, you haven't got a couple of pennies, have you? I could step down to the comer and get one at old Giuseppe's stand. A stew without an onion is worse than a matinee without candy.'

'You may call me Cecilia,' said the artist. 'No; I spent my last penny three days ago.'

'Then we'll have to cut the onion out instead of slicing it in,' said Hetty. 'I'd ask the doorkeeper for one, but I don't want her to know that I'm looking for another job. But I wish we did have an onion.'

In the shop-girl's room the two began to prepare their supper. Cecilia's was sitting on the couch helplessly. Hetty prepared the rib beef, putting it in cold salted water in the stew-pan and setting it on the one-bumer gas-stove.

'I wish we had an onion,' said Hetty, as she scraped the two potatoes.

On the wall of the room opposite the couch an advertising picture of one of the new ferry-boats of the P.U.F.F. Railroad was pinned.

Hetty turned her head during her monologue, and saw tears running from her guest's eyes as she gazed on the picture of the speeding transport.

‘Why, say, Cecilia, kid,’ said Hetty, ‘don’t you like this picture? I am not a critic, but I thought it could brighten the room. Of course, a painter could tell it was a bum picture in a minute. I’ll take it down, if you say so; I wish we had an onion.’

But the miniature-painter was still sobbing. The picture on the wall might have reminded her of something.

Hetty knew. She had accepted her role long ago. How scant the words with which we try to describe a single quality of a human being! When we reach the abstract we are lost. The nearer to Nature that the babbling of our lips comes, the better do we understand. Figuratively (let us say), some people are Bosoms, some are Hands, some are Heads, some are Muscles, some are Feet, some are Backs for burdens.

Hetty was a Shoulder. Hers was a sharp shoulder; but all her life people had laid their heads upon it and had left there all or half their troubles.

Hetty was only thirty-three, and she was not indifferent to those who was looking for consolation. So she gave one pale look into the old looking-glass on the wall above the gas-stove, turned down the flame a little lower from the bubbling beef and potatoes, went over to the couch, and encouraged Cecilia to confess.

‘Go on and tell me, honey,’ she said. ‘I know now that it isn’t art that’s worrying you. You met him on a ferry-boat, didn’t you? Go on Cecilia, kid and tell your Aunt Hetty about it.’

‘It was only three days ago. I was coming back on the ferry from Jersey City. Old Mr. Schrum, an art dealer, told me of a rich man in Newark who wanted a miniature of his daughter painted. I went to see him and showed him some of my work. When I told him the price would be fifty dollars he laughed at me like a hyena. He said an enlarged picture would cost him only eight dollars.’

‘I had just enough money to buy my ferry ticket back to New York. I felt as if I didn’t want to live. I must have looked as I felt, for I saw him on the row of seats opposite me looking at me as if he understood. He was nice-looking, but, oh, above everything else, he looked kind. When one is tired or unhappy or hopeless, kindness counts more than anything else.’ ‘When I got so miserable that I couldn’t fight against it any longer, I got up and walked out of the rear door of the ferry-boat cabin. No one was there, and I slipped quickly over the rail, and dropped into the water. Oh, friend Hetty, it was cold, cold!’

‘For just one moment I wished I was back in the old Vallambrosa, starving and hoping. And then I got numb, and didn’t care. And then I felt that somebody else was in the water close by me, holding me up. He had followed me, and jumped in to save me.’

‘Somebody threw something big and white at us, and he made me put my arms through the hole. Then they pulled us on board. Oh, Hetty, I was so ashamed of my wickedness in trying to drown myself; and, besides, my hair had all tumbled down and was sopping wet, and I was such a sight.’ ‘And then some men in blue clothes came around; and he gave them his card. I heard him tell them he had seen me drop my purse on the edge of the boat. I leaned over to get it and fell overboard. And then I remembered having read in the papers that people who try to kill themselves are locked up in cells with people who try to kill other people, and I was afraid.’

‘But some ladies on the boat took me downstairs and got me nearly dry and did up

my hair. When the boat landed, he came and put me in a cab. He was all dripping himself, but laughed as if he thought it was all a joke.

He begged me, but I wouldn't tell him my name nor where I lived. I was so ashamed.'

'You were a fool, child,' said Hetty, kindly. 'Wait till I turn up the light a bit. I wish we had an onion.'

'Then he raised his hat,' went on Cecilia, 'and said: "Very well. But I'll find you, anyhow. '

'Then he gave money to the cab-driver and told him to take me where I wanted to go, and walked away. '

'It has been three days,' sighed the miniature-painter, 'and he hasn't found me yet.'

'Wait,' said Hetty. 'This is a big town. Think of how many girls he might have to see soaked in water with their hair down before he would recognize you. The stew's getting on fine - but, oh, for an onion! I'd even use a piece of garlic, if I had it. '

The beef and potatoes bubbled merrily and had a mouthwatering savour lacking the needful ingredient.

'It ought to have more water in it,' said Hetty; 'the stew, I mean. I'll go get some at the sink.'

'It smells good,' said the artist.

'Well, I wish we had an onion for it,' said Hetty 'Did he look like he had money?'

'First he looked kind,' said Cecilia. 'I'm sure he was rich; but that matters so little. When he drew out his bill-folder to pay the cabman you couldn't help seeing hundreds and thousands of dollars in it. And I looked over the cab doors and saw him leave the ferry station in a motor-car; and the chauffeur gave him his bearskin to put on, for he was sopping wet. And it was only three days ago. 'What a fool!' said Hetty shortly.

'Oh, the chauffeur wasn't wet,' breathed Cecilia. 'And he drove the car away very nicely.'

'I mean you,' said Hetty. 'For not giving him your address.'

'I never give my address to chauffeurs,' said Cecilia.

'I wish we had one,' said Hetty.

'What for?'

'For the stew, of course - oh, I mean an onion.'

Hetty took a pitcher and started to the sink at the end of the hall.

A young man came down the steps from above just as she was opposite the lower step. He was decently dressed, but pale and haggard. His eyes were dull as if he suffered greatly. In his hand he had an onion - a pink, smooth, solid, shining onion, as large around as a ninety-eight-cent alarm clock.

Hetty stopped. So did the young man. The young man stopped at the foot of the stairs and coughed. He felt held up, attacked, sacked, brow-beaten though he knew not why. It was the look in Hetty's eyes that did it.

'Beg your pardon,' said Hetty, as sweetly as her acid tones permitted, 'but did you find that onion on the stairs? There was a hole in the paper bag; and I've just come out to look for it.'

The young man coughed for half a minute. The interval gave him the courage to

defend his own property.

‘No,’ he said huskily, ‘I didn’t find it on the stairs. It was given to me by Jack Bevens, on the top floor. If you don’t believe it, ask him. I’ll wait until you do.’

‘I know about Bevens,’ said Hetty. ‘He writes books and things up there for the papers. We can hear the postman call him all over the house when he brings him thick envelopes back. Say – do you live in the Val- lambrosa?’

‘I do not,’ said the young man. ‘I come to see Bevens sometimes. He’s my friend. I live two blocks west.’

‘What are you going to do with the onion? – begging your pardon,’ said Hetty.

‘I’m going to eat it.’

‘Raw?’

‘Yes: as soon as I get home.’

‘Haven’t you got anything else to eat with it?’

The young man thought a little.

‘No’, he confessed; ‘there’s not another one in my house to eat. I think old Jack worked hard to get it. He hated to give up the onion, but I made him part with it.’

‘Man,’ said Hetty, looking at him and laying her impressive finger on his sleeve, ‘you’ve known trouble, too, haven’t you?’

‘Lots,’ said the onion owner. ‘But this onion is my property. If you will excuse me, I must go.’

‘Listen,’ said Hetty, ‘Raw onion is a poor diet. And so is a beef-steak without one. Now, if you’re Jack Sevens’ friend, I guess you’re nearly right. There’s a little lady – a friend of mine – in my room there at the end of the hall - both of us are out of luck; and we had just potatoes and meat between us. They’re stewing now. There’s something lacking to it. There’s certain things in life that are naturally intended to fit and belong together. One is pink cheese-cloth and green roses, and one is ham and eggs, and one is Irish and trouble. And the other one is beef and potatoes with onions. And still another one is people who intend to belong together.’

The young man began to cough.

‘No doubt; no doubt,’ said he. ‘But, as I said, I must be going because –’ Hetty clutched his sleeve firmly.

‘Don’t be stubborn, Little Brother. Don’t eat raw onions. Give it to me and enjoy the dinner with the best stew you ever licked a spoon over. Must two ladies knock a young gentleman down and drag him inside for the honour of dining with them? No hann shall befall you, Little Brother.’

The young man’s pale face relaxed into a grim.

‘Believe I’ll go with you,’ he said, brightening. ‘If my onion is good I’ll accept the invitation gladly.’

‘You come and stand outside the door till I ask my lady friend if she has any objections. And don’t run away with that letter of recommendation before I come out,’ said Hetty.

Hetty went into her room and closed the door. The young man waited outside.

“Cecilia ‘kid,’ said the shop-girl, there’s an onion outside. And a young man. I’ve asked him in to dinner. You are not against, are you?”

‘Oh, dear!’ said Cecilia, sitting up and patting her artistic hair. She glanced mournfully at the ferry-boat poster on the wall.

‘No,’ said Hetty. ‘It isn’t him. You’re up against real life now. I believe you said your hero friend had money and automobiles. This is a poor boy that’s got nothing to eat but an onion. But he’s easy spoken. I imagine he’s been a gentleman, he’s so low down now. And we need the onion. Shall I bring him in? I’ll guarantee his behaviour.’

‘Hetty, dear,’ sighed Cecilia, ‘I’m so hungry. What difference does it make whether he’s a prince or a burglar? I don’t care. Bring him in if he’s got anything to eat with him.’

Hetty went back into the hall. The onion man was gone. Her heart sank. And then he saw him leaning out of the front window at the other end of the hall. She hurried there. He was shouting to someone below. The noise of the street overpowered the sound of her footsteps. She looked down over his shoulder, saw whom he was speaking to, and heard his words. He pulled himself in from the window-sill and saw her standing over him.

‘Don’t lie to me,’ Hetty said calmly. ‘What were you going to do with that onion?’

The young man suppressed a cough and faced her resolutely.

‘I was going to eat it,’ said he slowly, just as I told you before.’

‘And you have nothing else to eat at home?’

‘Not a thing.’

‘What kind of work do you do?’

‘I am not working at anything just now.’

‘Then why,’ said Hetty, ‘do you lean out of windows and give orders to chauffeurs in green automobiles in the street below?’

The young man flushed, and his dull eyes began to sparkle.

‘Because, madam,’ said he, ‘I pay the chauffeur’s wages and I own the automobile - and also this onion madam.’

He flourished the onion within an inch of Hetty’s nose.

‘Then why do you eat onions,’ she persisted, ‘and nothing else?’

‘I never said I did,’ answered the young man. ‘I said I had nothing else to eat where I live. I am not a delicatessen storekeeper.’

‘Then why,’ repeated Hetty, ‘were you going to eat a raw onion?’

‘My mother,’ said the young man, ‘always made me eat one for a cold. I beg your pardon but you have noticed that I have a very, very severe cold. I was going to eat the onion and go to bed. I wonder why I am standing here and apologizing to you for it.’

‘How did you catch this cold?’ went on Hetty, suspiciously.

The young man seemed it to be ridiculous and the empty hall echoed his hoarse laughter.

‘You’re strange,’ said he. ‘And I don’t blame you for being careful. I don’t mind telling you I got wet. I was on a North River ferry a few days ago when a girl jumped overboard. Of course, I –’

Hetty extended her hand, interrupting his story.

‘Give me the onion,’ she said.

The young man set his jaw harder.

‘Give me the onion,’ she repeated.

He grinned and laid it in her hand.

Then Hetty’s infrequent, grim, melancholy smile showed itself. She took the young man’s arm and pointed with her other hand to the door of her room.

‘Little Brother,’ she said, ‘go in there. The little fool you fished out of the river is there waiting for you. Go on in. I’ll give you three minutes before I come. Potatoes is in there, waiting. Go on in, Onions.’

After he had tapped at the door and entered Hetty began to peel and wash the onion at the sink. She gave a grey look at the dark roofs outside, and the smile on her face vanished.

‘But it is us,’ she said grimly to herself, ‘it’s us that furnished the beef.’

### ***NOTES ON THE TEXT***

1. you’re on – вас прийнято
2. a bearskin coat – пальто зі шкіри ведмедя
3. nickel – монета у п’ять центів
4. dime – монета у десять центів
5. BS = Biggest Store
6. clearing house of news – джерело інформації
7. parlour – вітальня, вестибюль
8. the best stew you ever licked a spoon over – найкраща тушена страва, яку ти коли-небудь куштував
9. her heart sank – вона раптом засмутилася

### ***ACTIVE WORDS***

1. rear – the part of a place or thing that is at the back
2. capable – able to do something
3. impersonal – not showing any friendly feelings or interest in someone
4. bald – with little or no hair on the head
5. wage-eamer – someone who receives money for work that they do
6. to embroider – to decorate cloth with a design of coloured stitches
7. to float – to rest or move slowly on the surface of a liquid and not sink
8. emerald – bright green in colour
9. discharge – a situation in which someone is officially allowed or forced to leave an institution
10. engagement – a formal arrangement to meet someone or do something, especially as part of your public duties
11. destiny – a mysterious power that some people believe controls everything that happens
12. fate – the things that happen to someone, especially unpleasant things
13. to pinch – to squeeze someone’s skin between your thumb and finger so that it hurts them
14. to slap – to hit someone or something quickly with the palm of the hand or a flat object, making a loud noise

15. savoury – tasting of salt or spices and not sweet
16. oyster – a type of shellfish that has a rough shell and is eaten as food, often raw
17. to dump – to get rid of someone or something that you no longer want or need
18. grounds – extremely small pieces of crushed coffee beans, especially after they have been used for making a drink of coffee
19. to scrape – to remove the skin of a vegetable or fruit with a tool
20. to peel – to remove the skin from a fruit or vegetable
21. lapdog – a small pet dog
22. ferryboat – a boat that makes short regular journeys between two or more places
23. to gaze – to look at someone or something for a long time, for example because they are attractive or interesting, or because you are thinking of something else
24. to glance – to look somewhere quickly and then look away
25. to sob – to cry noisily while taking short breaths
26. scant – very little or not enough
27. to babble – to speak quickly in a way that other people cannot understand easily
28. burden - something heavy that you have to carry
29. consolation – something that makes you feel less unhappy or disappointed
30. to confess – to admit that you have committed a crime
31. numb – a part of your body that is numb has no feeling
32. to tumble – to fall or hang down violently
33. cell – a small room where a prisoner is kept
34. soaked – extremely wet
35. pitcher – Am. jug for serving liquids from
36. haggard – looking very tired, worried, or ill
37. to browbeat (browbeat; browbeaten) – to make someone do something by asking or threatening them until they agree
38. huskily – to speak in a husky voice, like you have a sore throat
39. raw – raw food has not been cooked, or has not been thoroughly cooked
40. cheesecloth - thin light cotton cloth
41. to clutch – to hold someone or something firmly, for example because you are afraid or in pain, or do not want to lose them
42. to drag – to pull something or someone along with difficulty, for example because they are heavy
43. to befall (befell, befallen) – if something unpleasant befalls you, it happens to you
44. to flush – if someone flushes, their face becomes red because they are hot or ill, or feeling angry, embarrassed, or excited
45. to sparkle – to shine with small points of reflected light
46. resolutely - extremely determined
47. suspiciously – in a way that shows you think someone has done something wrong
48. hoarse – someone who is hoarse or has a hoarse voice speaks in a low rough voice, usually because their throat is sore
49. to grin – to smile showing your teeth
50. to tap – to touch someone or something gently and move them slightly, or make a soft knocking sound



## VOCABULARY AND GRAMMAR WORK

**1. Learn the words given above. Recall the situations from the text in which they are used.**

**2. Consult the dictionary and put the primary and secondary stresses in the following compound nouns.**

Cab-driver, bill-boiler, footstep, window-sill, storekeeper, shop-girl, wage-earner, necktie, graniteware, stew-pan, beef-stew, clearing-house.

**3. Pronounce correctly the second form of the regular verbs.**

Glared, breathed, hated, peeled, seemed, counted, smiled, boiled, prepared, wanted, stepped, burned, scraped, pinned, gazed, reminded, accepted, turned, encouraged, showed, repeated, answered.

**4. Write the infinitive of the regular verbs given in the Past Simple tense.**

Past simple	Infinitive	Past simple	Infinitive
painted		locked	
laughed		begged	
walked		sighed	
wished		bubbled	
slipped		suffered	
followed		stopped	
jumped		permitted	
pulled		coughed	
leaned		confessed	
glanced		worked	

**5. To each of the sentences choose the appropriate meaning of the verb to confess.**

A. to admit that you have committed a crime

B. to admit that you have done something wrong

C. to admit something about yourself that you would not normally tell people

D. to tell a priest about the bad things you have done, and ask to be forgiven for them

1. He confessed to Sarah that he had been seeing another woman.

2. After three hours of interrogation, he confessed everything.

3. Nick confessed to being a secret opera fan.

4. He later confessed that he had been involved in the attack.

5. Eventually he confessed to the police.

6. He confessed he did not understand financial matters at all.

7. I had to confess my ignorance when they asked me to operate the truck.

8. Simpson has confessed to taking the money.

9. Years later Luke confessed to friends that he really fancied me.

10. I must confess I was slightly annoyed by his attitude.

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10.

**6. Arrange the halves of the words into the complete ones. Make up your own sentences with them.**

- |              |            |
|--------------|------------|
| 1) ferry     | a) car     |
| 2) coffee    | b) glass   |
| 3) miniature | c) boat    |
| 4) top       | d) stove   |
| 5) lap       | e) keeper  |
| 6) shoe      | f) maker   |
| 7) door      | g) dog     |
| 8) gas       | h) floor   |
| 9) ferry     | i) painter |
| 10) looking  | j) cake    |
| 11) motor    | k) boat    |

	1	2	3	4	5	6	7	8	9	10	11

**7. Can you explain what these words mean?**

*Eg.* Someone who can't keep his temper under control is short-tempered. Or: A short-tempered person is a person who can't keep his temper under control.

cool-eyed  
bald-headed  
blond-haired  
chocolate-coloured  
hand-embroidered  
brow-beaten

**8. Find in the text the words similar in meaning to the following.**

to look at, to peel, to drop into the water, to seek, to shut the door, to let sb do sth, to say one more time, to go red, to take a breathe, to comfort sb, to acknowledge.

**9. Explain the following phrases in other words.**

to apply for a job  
to be decently dressed  
to have a mouth-watering savour  
to be out of luck  
to be starving  
to dump the coffee grounds

**10. Find the sentences with the following adverbs in the text. Read and translate them.**

Kindly, grimly, suspiciously, resolutely, gladly, mournfully, decently, huskily, sweetly, merrily, greatly, helplessly.

**11. Divide the adverbs given above into two groups.**

1. with positive meaning
2. with negative meaning

**12. Pick out from the text the items which are being described as:**

1. infrequent, grim, melancholy \_\_\_\_\_
2. pink, smooth, solid, shining \_\_\_\_\_
3. decently dressed, pale, haggard \_\_\_\_\_
4. mouth-watering, bubbling \_\_\_\_\_
5. sopping wet, tumbled down \_\_\_\_\_
6. miserable, tired, unhappy, hopeless \_\_\_\_\_
7. boiled, hot, salted \_\_\_\_\_
8. running, cold, salted \_\_\_\_\_
9. heavy, gold-brown, artistic, blond, chocolate-coloured \_\_\_\_\_
10. plaintive, emerald \_\_\_\_\_
11. cool-eyed, impersonal, bald-headed, young, capable \_\_\_\_\_

**13. Give the plural of the nouns.**

1. Destiny, story, penny, lady, candy; 2. hero, potato, kimono; 3. joke, name, edge, turtle, rose, hole; 4. man, woman, cabman, child; 5. cell, boat, cab, onion, pan; 6. people, hair; looking-glass, gas-stove.

**14. Make analysis of the following words from the text. All of them have suffixes and prefixes. Think over the meaning of the prefixes and suffixes. Consult a dictionary.**

Wickedness, kindness, overpower, discharge, outside, overboard, needful, enlarge, encourage, infrequent, brighten, befall.

**15. Match the words opposite in meaning. Reproduce the sentences in which the following words are used in the text.**

- |              |               |
|--------------|---------------|
| 1) discharge | a) hate       |
| 2) raw       | b) sad        |
| 3) love      | c) engagement |
| 4) happy     | d) wet        |
| 5) dry       | e) stewed     |

1	2	3	4	5

**16. Find in the text sentences containing synonyms for the following.**

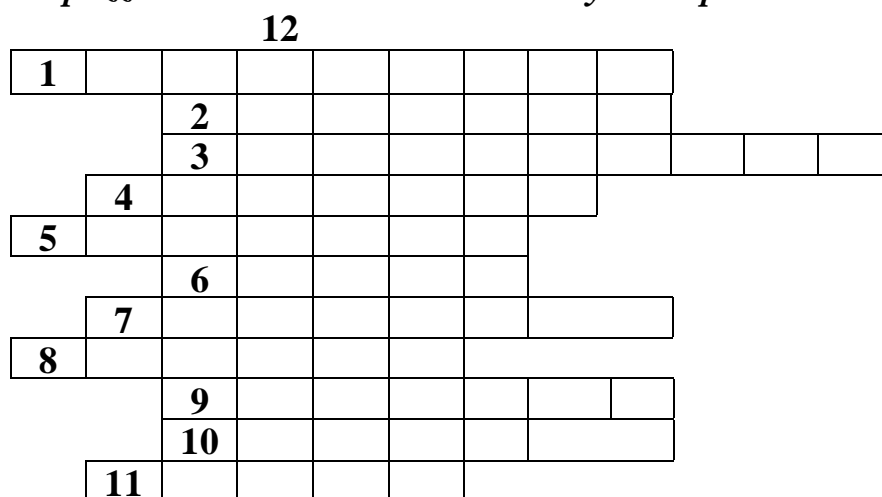
Slender, a salary, a fate, engaged, to overpower, to hope, to protect, back, a bill-folder, a jug, tired, hungry, a driver, a taxi, encouragement, to disappear, to happen.

**17. Provide the words similar in meaning to the following.**

1. look, glance, glare \_\_\_\_\_

2. house, residence, flat \_\_\_\_\_
3. cut, slice, scrape \_\_\_\_\_
4. to fall, to slip \_\_\_\_\_
5. to cook, to prepare, to make \_\_\_\_\_
6. to look for, to search \_\_\_\_\_
7. to weep, to cry \_\_\_\_\_
8. wet, dripping \_\_\_\_\_

**18. Do the puzzle. Guess the clue word. Give your explanation to it.**



1. a situation in which someone is officially allowed or forced to leave an institution
2. to admit that you have committed a crime
3. a formal arrangement to meet someone or do something, especially as part of your public duties
4. a mysterious power that some people believe controls everything that happens
5. tasting of salt or spices and not sweet
6. to rest or move slowly on the surface of a liquid and not sink
7. to shine with small points of reflected light
8. a type of shellfish that has a rough shell and is eaten as food, often raw
9. Am. jug for serving liquids from
10. someone who is hoarse or has a hoarse voice speaks in a low rough voice, usually because their throat is sore
11. to squeeze someone's skin between your thumb and finger so that it hurts them

**19. Supply the correct form of the verbs in the conditional sentences.**

1. I'll take it down, if you \_\_\_\_\_ (say) so; I wish we had an onion.
2. I wished I \_\_\_\_\_ (were) back in the old Lallambrosa, starving and hoping.
3. He begged me, but I \_\_\_\_\_ (not tell) him my name nor where I \_\_\_\_\_ (live).
4. I'd even use a piece of garlic if I \_\_\_\_\_ (have) it.
5. When he \_\_\_\_\_ (draw) out his bill-folder to pay the cabman you couldn't help seeing hundreds and thousands of dollars in it.

6. If you \_\_\_\_\_ (excuse) me, I must go.
7. 'If my onion \_\_\_\_\_ (be) good, I'll accept the invitation gladly.'
8. 'You come and stand outside the door till I \_\_\_\_\_ (ask) my lady friend if she \_\_\_\_\_ (have) any objections. And don't run away with that letter of recommendation before I \_\_\_\_\_ (come) out,' said Hetty.

**20. Open the brackets using the proper tense form.**

'It \_\_\_\_\_ (be) only three days ago. I \_\_\_\_\_ (come) back on the ferry from Jersey City. Old Mr. Schrum, an art dealer, \_\_\_\_\_ (tell) me of a rich man in Newark who (want) a miniature of his daughter \_\_\_\_\_ (paint). I \_\_\_\_\_ (go) to see him and \_\_\_\_\_ (show) him some of my work. When I \_\_\_\_\_ (tell) him the price \_\_\_\_\_ (be) fifty dollars he \_\_\_\_\_ (laugh) at me like a hyena. He \_\_\_\_\_ (say) an enlarged picture \_\_\_\_\_ (cost) him only eight dollars.

**21. What does 's' mean in each case?**

1. This is a poor boy that's got nothing to eat but an onion.
2. He's easy spoken.
3. I imagine he's been a gentleman, he's so low down now.
4. 'But it's us that furnished the beef,' Hetty said grimly to herself.

**22. Paraphrase the underlined part of each sentence choosing the appropriate phrase from the text.**

1. The Vallambrosa Apartment House comprises two old-fashioned, brownstone-residences.
2. One morning Hatty Patty came in to the Biggest Store with 75 other girls in the hope to be employed.
3. The young man shouted, "You are accepted."
4. In a quiet corner he pressed her arm gently.
5. Hetty began to investigate the paper bags.
6. From a roe-pink kimono trimmed with green she had discovered that the girl dwelled in a sort of a loft.
7. The girl wanted to establish good relationships with Hetty.
8. Hetty made the rib beef ready, laving it in cold water in the stew-pan and placing it on the gas-stove.
9. "When I fell into the river I became dead and paralyzed", said Cecilia.
10. The young man was very wet himself but made fun of it as if he considered it was all a play.
11. He tried to put an end to tickling in his throat.
12. Wait till I increase the volume of the light a little.

**23. Study the phrases from the text. Use them in the sentences of your own.**

to live on sth, per week, to be in one's hands, to butt into, to lay the head upon sth, to look for consolation, to feel (be) ashamed, to be sopping wet, to do one's hair, to be all dripping oneself, to draw sth out, to be de-cently dressed, to feel held up, to be out

of luck, to accept the invitation, to be ridiculous, to set one's jaw harder, to suppress a cough.

**24. Arrange the sentences in the logical order.**

**Cecilia's Story**

- ☐ She was coming back home.
- ☐ She wanted to show her work to a rich man.
- ☐ Some people pulled her on board.
- ☐ She met a nice-looking, kind young man.
- ☐ The man didn't like the price she wanted for her work.
- ☐ She dropped into the water.
- ☐ Somebody threw her a little belt.
- ☐ A young man jumped into the water and saved her.
- ☐ He put the girl in a cab and brought home.
- ☐ Some ladies dried her and did her hair.

**25. Say the same in Ukrainian.**

1. Hetty Pepper was dressed in a plain suit and a common-sense hat.
2. She slapped him three feet away with one good blow.
3. The artist said that she also hated to see the thick peeling go.
4. A painter could tell it was a bum picture in a minute.
5. How scant the words with which we try to describe a single quality of a human being!
6. A young man came down the steps from above just as she was opposite the lower step.
7. He felt held up, attacked, sacked, brow-beaten though he knew not why.
8. He flourished the onion within an inch of Hetty's nose.
9. I am not a delicatessen store-keeper.
10. Hetty extended her hand, interrupting his story.

**26. Say the same in English.**

1. Вона була змушена покинути приміщення за 30 хвилин після попередження.
2. Якби вона добре поїла і поспала, вона знову могла б вранці виконувати багато справ.
3. Варена картопля смачна з маслом та сіллю.
4. Старий Джек працював багато і важко, щоб отримати те, чим він володів.
5. Обидвом з нас не повезло.
6. "Не будь впертим! Ніколи не їси сирі овочі."
7. Сподіваюся, ніяке лихо не станеться з тобою.
8. Вона випрямилася і підбила своє волосся.
9. "Я ручаюся за його поведінку," сказала Хетті.
10. Зараз я не виконую ніякої роботи.
11. Ця ситуація здавалася дивною і він зайшовся сміхом.

12. Поглянувши на темні дахи будинків навпроти, Хетті перестала усміхатися.

## **READING COMPREHENSION**

### **Recalling**

1. What kind of house was the Vallambrosa?
2. What facts support that the Vallambrosians were mostly poor people?
3. What part of the house did Hetty live in?
4. Was she still working at the Biggest Store at the moment of telling the story?
5. How did she look like when she was applying for a job?
6. Who employed Hetty in the Biggest Store?
7. How did he look like?
8. What job did Hetty do at the store?
9. Why did she come to leave the Biggest Store?
10. Hetty decided to cook a beef-stew, didn't she?
11. Did she have all needful ingredients for the stew?
12. Where was she going to cook her stew?
13. Who did Hetty get acquainted with in the kitchen?
14. Was it easy or difficult for Hetty to make friends with people? Why or why not?
15. Hetty liked to console people and give them her strong support, didn't she?
16. What story did a young girl tell Hetty?
17. Did Hetty know how to help her?
18. Where did Hetty meet a young man with an onion?
19. How did he look like?
20. What did they talk about?
21. How did it happen that Hetty recognized in him a friend of Cecilia?
22. Did the young man accept Hetty's invitation to dinner at once?
23. What did Hetty think ok when the young man entered the room?

### **ATTENTION CHECK**

**1. 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: 'To my mind', 'I quite agree', 'I entirely disagree with it'.**

1. The Vallambrosa Apartment House was for those who could pay more than two dollars a week for the room.
2. Hetty Pepper lived in the \$3,50 room in the parlour floor.
3. Hetty Pepper had been living in the Vallambrosa for 4 years, since she had applied for a job in the Biggest Store.
4. Working in the department store she earned enough money to feel happy.
5. She was discharged from the store because of the rib beef.
6. Cecilia invited Hetty to prepare a beef stew.
7. They peeled potatoes together and started to cook in Hetty's room.

8. They didn't have everything they needed for a good stew.
9. Hetty went round the Vallambrosa looking for the needful ingredient while Cecilia kept sitting in the room.
10. Jack Bevens was glad to give Hetty an onion for her beef-stew.
11. While cooking the stew Cecilia told Hetty her sad story.
12. Hetty invited one young man to have dinner with them.

**2. Check your understanding of the text.**

1. The Vallambrosa Apartment House was \_\_\_\_\_.
  - a) an old-fashioned residence
  - b) a place where people rented rooms
  - c) a big department store
2. Hetty Pepper lived in the \_\_\_\_\_ on the third-floor.
  - a) back room
  - b) front room
  - c) upper room
3. She was \_\_\_\_\_ when she applied for a job.
  - a) 28 years old
  - b) 33 years old
  - c) 29 years old
4. Hetty's wage depended on \_\_\_\_\_.
  - a) those who came to the department store
  - b) the person who gave her this job
  - c) her attitude to work
5. When she was discharged she had only \_\_\_\_\_ in her purse.
  - a) 15 cents
  - b) 1 dollar
  - c) one dollar and 5 cents
6. One afternoon Hetty bought rib beef at the \_\_\_\_\_.
  - a) lower price
  - b) usual price
  - c) higher price
7. She found \_\_\_\_\_ in her room.
  - a) one potato
  - b) no potatoes
  - c) one potato and an onion
8. All the Vallambrosa roomers liked to gather in the \_\_\_\_\_.
  - a) parlour
  - b) third-floor hall
  - c) attic
9. Hetty met a miniature painter while \_\_\_\_\_.
  - a) peeling potatoes
  - b) washing up her stew-pan
  - c) taking some water



10. They decided \_\_\_\_\_ together.
  - a) to go to old Giuseppe's stand
  - b) to make a stew
  - c) to talk to the doorkeeper
11. A miniature-painter was \_\_\_\_\_.
  - a) a brave and strong girl
  - b) a small and slender girl
  - c) an active and courageous girl
12. Cecilia usually earned \_\_\_\_\_ for her miniatures.
  - a) 8 dollars
  - b) 50 dollars
  - c) 3,50 dollars

### **Reorganization**

1. Write the plan to the text in questions. Retell the story according to your plan.
2. Imagine that you are Hetty Pepper. In your own words say
  - why you were discharged from your work in the Biggest Store;
  - how you got acquainted with Cecilia;
  - why you managed to drag the onion-owner into your room.
3. Act out the conversations between:
  - Hetty Pepper and the manager in the Biggest Store;
  - Cecilia and Hetty in the kitchen;
  - Cecilia and a rich man, who wanted to have a miniature of his daughter.
4. Imagine a talk between Cecilia and a young man after his entering the room.

### **Interpreting and Evaluation**

1. Do you agree with the following: 'You can make oyster-soup without oysters, turtle-soup without turtles, coffee-cake without coffee, but you can't make beef-stew without potatoes and onion.'
2. How do you understand the words from the text: 'When you've got only potatoes to eat, you count the peelings.'
3. In the story Hetty said that a stew without an onion was worse than a matinee without candy. And what do you think about this?
4. O. Henry writes: 'Figuratively, some people are Bosoms, some are Hands, some are Heads, some are Muscles, some are Feet, some are Backs for burdens. Hetty was a Shoulder.' Why does the author consider Hetty to be a shoulder? What did she do to comfort people?
5. Imagine an ideal person to whom you could come for consolation. Dwell upon the personality and the way he/she treats other people.
6. 'I felt as if I didn't want to live,' said Cecilia. Discuss the situations when people are apt to die, paying no attention to anything. What would you do to help others recover from such oppressing thoughts?
7. 'I'm sure he was rich, but that matters so little.' How do these words characterize the girl? What matters more in life if not money and richness? Ground your

point of view.

8. Discuss the words of wisdom from the story: 'When one is tired or unhappy or hopeless, kindness counts more than anything else.' How do you treat people? What can you do to help others?

9. Hetty thought that raw onion was a poor diet, and so was a beefsteak without one. What food is good for you? What are your eating and drinking habits? Suggest a good diet for someone who wants to be fit and healthy?

10. Comment on the following quotation: 'There's certain things in life that are naturally intended to fit and belong together. One is pink cheesecloth and green roses, and one is ham and eggs, and one is Irish and trouble. And the other one is beef and potatoes with onions. And still another one is people who intend to belong together.'

Can you give your own examples of the things that naturally go together?

11. Find in the text the episode in which Hetty and Cecilia discussed the men of different social status. What kind of men would you prefer to be your company?

12. 'But it is us,' Hetty said grimly to herself, 'it's us that furnished the beef'. How do you understand these words?

How can they characterize Hetty? Are you sure that every man is a maker of his own fortune?

### **Reproduction and Composition**

1. Give a character sketch of
  - Hetty Pepper
  - Cecilia
  - the young man who saved Cecilia.
2. Entirely in your own words describe the meeting of Hetty Pepper with the man in the Biggest Store.
3. Write the story of Cecilia in about 120 words.
4. Give a clear account of what happened to the pale and haggard young man met by Hetty on the stairs.
5. Write a paragraph beginning with one of the following proverbs:
  - a) "A little boy often harbours a great soul."
  - b) "A word is enough to the wise."
  - c) "He that is full of himself is very empty."

## Unit 4 BURIED TREASURE

(by O. Henry)

There are many kinds of fools.

I had been every kind of fool except one. I parted with my money in many ways, but there remained one role I had not played. That was the Seeker after Buried Treasure.

I was a fool of a sentimental thought. I saw May Martha Mangum and fell in love with her at first sight. She was eighteen. She was beautiful. Her skin was the color of the white ivory keys of a new piano. She was like an angel that had to live in a small, dull, Texas prairie-town. She had a spirit and charm, but I didn't paint the picture for her.

I wanted to marry May Martha Mangum. I wanted her to live with me, and put my slippers and pipe away every day in places where they cannot be found of evenings.

May Martha's father was a man hidden behind whiskers and spectacles. He lived for bugs and butterflies and all insects that fly or crawl or buzz. He was an etymologist. He spent his life collecting insects and then sticking pins through them and calling them names.

He and May Martha were the whole family. He loved her dearly because she took good care of him. She saw that that he had food at times, put his clothes in their right places, and kept his alcohol bottles filled. Scientists, they say, are apt to be absent-minded.

There was another man who thought May Martha Mangum one to be desired. That was Goodloe Banks, a young man just home from college. He knew a lot of things to be found in books – Latin, Greek, philosophy, and especially the higher branches of mathematics and logic. If it hadn't been for his habit of pouring out the information on everyone that he addressed, I'd have liked him pretty well. But even as it was, we were great pals.

We got together every time we could because each of us wanted to win the heart of May Martha Mangum. That is the way of rivals.

You might think that Goodloe was a man who liked books, manners, culture, rowing, intellect, and clothes; and I preferred more baseball, Friday-night debating societies and good horse-racing. But in our talks together, and in our visits and conversation with May Martha, neither Goodloe Banks nor I could find out which one of us she liked best. May Martha knew how to keep people guessing.

As I said, old man Mangum was absent-minded. After a long time he found out one day – a little butterfly must have told him – that the two young men were trying to throw a net over the head of the young person, a daughter, who looked after his comforts.

Old Mangum classified Goodloe and myself among the lowest orders of the vertebrates and he told us that if he ever caught us around his house again he would add us to his collection.

Goodloe Banks and I remained away five days, waiting for the storm to come down. When we came to the house again May Martha Mangum and her father were gone. Gone! The house they had rented was closed. Their little store of goods was gone

also.

May Martha didn't say goodbye to both of us. Not a note pinned to the hawthorn-bush, not a chalk mark on the gatepost nor a post card in the post office to give us a clue.

For two months Goodloe Banks and I – separately – tried to find them. We used our friendship with the ticket agent, with livery-stable men, railroad conductors and our constable, but without results.

Then we became better friends and worse enemies than ever. We gathered in the back room of Snyder's saloon every afternoon after work, and played dominoes, and tried to find out from each other if anything had been discovered. That is the way of rivals.

Now, Goodloe Banks displayed his knowledge in a sarcastic way. I liked Goodloe but I hated the showing of his college learning. But I kept my temper because I was always regarded as good-natured. I endured his company because I wanted to find out if he knew anything about May Martha. One afternoon he said to me:

'Suppose you do find her, Ed. What's the use of it? What can you give her? Miss Mangum has a mind. She is destined for higher things than you could give her. Don't you think you are wasting your time looking for her?' 'My idea' said I, 'of a happy home is an eight-room house in a grove of live-oaks on a Texas prairie, a piano' I went on, 'with an automatic player in the sitting-room, three thousand head of cattle under fence for a starter, ponies always hitched at a post and May Martha Mangum to spend the profits of the ranch as she pleases, and to live with me and put my slippers and pipe away every day in places where they cannot be found of evenings. That,' said I, 'is what is to be; and a fig for your curriculums, cults, and philosophy.'

'She is meant for higher things,' repeated Goodloe Banks.

'Whatever she is meant for,' I answered, 'just now she is out of pocket. And I shall find her as soon as I can without help of the colleges.'

'The game is blocked,' said Goodloe putting down a domino; and we had the beer.

Shortly after that a young farmer whom I knew came into town and brought me a folded blue paper. He said his grandfather had just died. Then he added that the old man had carefully guarded this paper for twenty years. He left it to his family as part of his estate, the rest of which consisted of two mules and a piece of land.

The sheet of paper was very old. It was dated June 14, 1863, and it described the hiding place of gold and silver coins valued at three hundred thousand dollars. Old Rundle - grandfather of his grandson, Sam – was given the information by a Spanish priest who was present on a treasure-burying, and who died many years ago in old Rundle's house. Old Rundle wrote it down from dictation.

'Why didn't your father look this up?' I asked young Rundle.

'He went blind before he could do so,' he replied.

'Why didn't you hunt for it yourself?' I asked.

'Well,' said he, 'I've only known about the paper for ten years. I was very busy with ploughing, chopping the weeds out of the com, and taking fodder. And soon winter came. It ran along that way year after year.'

That sounded reasonable to me, and we began to study the paper. The directions on

it were simple. The treasure belonged to the Spaniards. They travelled south by the compass until reached the Alamito River. They buried the treasure on the top of a little mountain shaped like a pack-saddle standing in a row between two higher ones. A heap of stones marked the place of the buried treasure. All the party except the Spanish priest were killed by Indians a few days later. Only he knew the secret.

Lee Rundle suggested that we prepare all the necessary things for our expedition, hire a guide and then spend the three hundred thousand dollars seeing the sights.

We went to the State land-office and studied all the surveys of the land from the old mission to Alamito River. I was not highly educated, but I calculated the lengths of each survey, found the shortest way to the place we needed and drew a map. Then I marked a line connected the river with the important point on this map.

After that Lee Rundle and I took a two-horse wagon team with all the necessary things, and drove a hundred and forty-nine miles to Chico, the nearest town to the point we wished to reach. There we hired a guide. He found the place, laid a stone on the spot, had coffee and bacon with us, and returned to Chico.

I was pretty sure we would get that three hundred thousand dollars. Lee Rundle's was to have only one third, because I was paying all the expenses. With that two hundred thousand dollars I knew I could find May Martha Mangum if she was on earth. And with it I could please old man Mangum, too. If I could find that treasure!

Lee and I put up a camp. Across the river there were a dozen little mountains densely covered by cedar-brakes, but not one shaped like a pack-saddle. They didn't show us the right place. Appearances are deceptive. A pack-saddle, like beauty, may exist only in the eye of the beholder.

I and the grandson of the treasure examined those cedar-covered hills with the care of a lady hunting for the wicked flea. We explored every side, top, angle, slope for two miles up and down the river. We spent four days doing so. Then we decided to leave the place.

Lee Rundle chewed much tobacco on the return trip. I was busy driving, because I was in a hurry.

After our return, Goodloe Banks and I gathered in the back room of Snyder's saloon to play dominoes and fish for information. I told Goodloe about my expedition after the buried treasure.

'If I could have found that three hundred thousand dollars,' I said to him, 'I could have done everything on earth to find May Martha Mangum.'

'She is meant for higher things,' said Goodloe. 'I shall find her myself. But, tell me how you went discovering the spot where this treasure was buried.'

I told him in the smallest detail. I showed him the map with distances marked upon it.

After glancing over it, he leaned back in his chair with an explosion of superior laughter.

'Well, you are a fool, Jim,' he said, when he could speak. 'It's your play,' said I patiently, showing my double six.

'Twenty,' said Goodloe, making two crosses on the table with his chalk.

'Why am I a fool?' I asked. 'Buried treasure has been found before in many

places.'

'Because,' said he, 'in calculating the point on the river where your line would strike you didn't think of variation. It would be nine degrees west. Let me have your pencil.'

Goodloe Banks counted quickly on the back of an envelope.

'The distance from north to south, of the line run from the Spanish mission,' said he, 'is exactly twenty-two miles. It was run by a pocket-compass, according to your story. Considering the variation, the point on the Alamito River where you should have found your treasure is exactly six miles and nine hundred and forty-five miles farther west than the place you explored. Oh, what a fool you are, Jim!'

'What is this variation that you speak of,' I asked. 'I thought figures never lied.'

'The variation of the magnetic compass,' said Goodloe, 'from the true meridian.'

He smiled in his superior way; and then I noticed in his face the expression of the seeker after buried treasure.

'Sometimes,' he said, 'these old traditions of hidden money are not without foundation. Suppose you let me look over that paper describing the location. Perhaps together we might -'

The result was that Goodloe Banks and I, rivals in love, became companions in adventure. We went to Chico. In Chico we hired a team. We had the same guide who took us to the place revised by Goodloe and his variations and then sent him home.

It was night when we arrived. I fed the horses, made a fire near the bank of the river and cooked supper. While I worked Goodloe told me the stories and quoted some translations from the Greek. He explained that when he recited the passages, May Martha Mangum enjoyed them greatly. 'She is meant for higher things,' said I, repeating his phrase.

'Can there be anything higher,' asked Goodloe, 'than to live in the society of classics, in the atmosphere of learning and culture? You have often despised education. You didn't know simple mathematics and you couldn't find the place. How soon would you have found your treasure if I hadn't shown you your mistake?'

'We'll take a look at those hills across the river first,' said I, 'and see what we find. I am still doubtful about variation.'

The next day morning was bright. We got up early and had breakfast. Goodloe was charmed with June weather. While I cooked the bacon, he recited poems. We were going to cross the river and explore the many sharp-peaked, cedar-covered hills on the other side.

'My good friend,' said Goodloe, slapping me on the shoulder while I was washing the tin breakfast plates, 'let me see the document once more. I believe it gives directions for climbing the hill shaped like a pack-saddle. I never saw a pack-saddle. What is it like, Jim?'

'I'll know it when I see it,' said I. Goodloe was looking at old Rundle's document and cried out.

'Come here,' he said, holding the paper up against the sunlight. 'Look at that', he said, laying his finger against it.

On the blue paper – a thing I had never noticed before I saw the word and figures.

‘Malvern, 1898.’

‘What about it?’ I asked.

‘It’s the water – mark,’ said Goodloe. ‘The paper was manufactured in 1898. The writing on the paper is dated 1863. This is an obvious fraud.’ ‘Oh, I don’t know,’ said I. ‘The Rundles are pretty reliable, plain, uneducated country people. Maybe it was the paper manufactures deceit.’

And then Goodloe Banks got angry. He took off his glasses and said to me,

‘I’ve often told you you were a fool. Twice I have discovered serious mistakes in your plans. I’ve spent a lot of money on this expedition. I am done with it.’ I rose and pointed a spoon at him.

‘Goodloe Banks,’ I said, ‘I don’t care for your education. I despised it in you. What has your learning done for you? It is a curse to yourself and a bore to your friends. Go away! Your water-marks and variations are nothing to me. They won’t stop me.’

I pointed with my spoon across the river to a small mountain shaped like a pack-saddle.

‘I am going to search that mountain,’ I went on, ‘for the treasure. Decide now whether you are in it or not. If you wish to let a water-mark or a variation shake your soul, you are not a true adventurer. Decide.’

The mail-wagon to Chico arrived in a white cloud of dust. Goodloe gathered his personal things, climbed into the mail-wagon, put on his glasses nervously and shouted,

‘I am done with this. No one but a fool would pay any attention to that paper now. Well, you always were a fool, Jim. I leave you to your fate.’

After I had washed the dishes and fed the horses I crossed the shallow river and went slowly through the cedar-brakes up to the top of the hill shaped like a pack-saddle.

It was a wonderful June day. Never in my life had I seen so many birds, so many butterflies, dragonflies, grasshoppers, and other beasts of the air and fields.

I investigated the hill shaped like a pack-saddle from base to top. I didn’t find any signs of the buried treasure. There was no pile of stones, none of the evidences of the three hundred thousand dollars as was written in the document of old man Rundle.

I came down the hill in the cool of the afternoon. Suddenly, out of the cedar-brake I stepped into a beautiful green valley where a small stream ran into the Alamito River.

And there I was surprised to see a wild man with a long beard and ragged hair trying to catch a giant butterfly with brilliant wings.

‘Perhaps he is an escaped madman,’ I thought; and wondered how he had got there.

And then I noticed a vine-covered cottage near the small stream. And in a little grassy glade I saw May Martha Mangum picking wild flowers.

She looked at me. For the first time since I knew her I saw her face – which was the color of the white keys of a new piano – turn pink. I walked toward her without a word. The flowers fell slowly from her hand to the grass.

‘I knew you would come, Jim,’ she said clearly. ‘Father wouldn’t let me write, but I knew you would come.’

What followed, you may guess – there was my wagon and team just across the river.

I've often wondered what good too much education is to a man if he can't use it for himself. If all the benefits of it are to go to others, where does it come in?

Now May Martha Mangum lives with me. There is an eight-room house in a live-oak grove, and a piano with an automatic player, and the three thousand head of cattle is under fence.

And when I ride home at night my pipe and slippers are in places put away where they cannot be found.

But who cares for that? Who cares – who cares?

### ***NOTES ON THE TEXT***

1. etymologist – людина, яка вивчає походження та розвиток слів
2. if it hadn't been for the habit of – якби не ця звичка
3. that is the way of rivals – так як поведуться суперники
4. a fig for your curriculum – мені абсолютно байдуже, щодо твого плану
5. the game is blocked – гра закінчена
6. Spaniard – іспанець
7. Indian – індіанець, корінний житель Америки
8. I am done with it. – Я покінчив з цим.

### ***ACTIVE WORDS***

1. treasure – a collection of valuable things, especially jewels or gold and silver objects
2. to bury – to put something in the ground and cover it with earth
3. seeker – someone who is looking for something or trying to get something
4. ivory – something that is ivory is a yellowish-white colour
5. to crawl – to move along the ground on your hands and knees or with your body close to the ground
6. bug – an insect
7. to buzz – when an insect such as a fly or bee buzzes, it makes a rough continuous sound
8. apt – very suitable; good at learning
9. absent-minded – likely to forget things or to think about something different from what you should be thinking about
10. rival – a person, team, or business that competes with another
11. vertebrate – an animal with vertebrae
12. hawthorn – a small tree that produces red berries and has thorns
13. gatepost – one of the two upright posts that a gate is fixed to
14. to endure – to suffer something unpleasant or difficult in a patient way over a long period
15. livery stable – a place where owners pay to have their horses looked after or where horses can be hired
16. grove – a group of trees of a particular type, especially trees arranged in lines
17. oak – a large tree that can live for a very long time and produces small hard fruits called acorns
18. to hitch – to fasten a horse to something such as a post or wagon



19. profit – money that you make by selling something or from your business, especially the money that remains after you have paid all your business costs
20. estate – an area where there are many houses, usually built at the same time by the same company
21. priest – someone whose job is to lead worship and perform other duties and ceremonies in some Christian churches
22. to value – to consider someone or something to be important
23. to plough – to turn over the soil before putting seeds into it using a plough
24. to chop or chop up – to cut something such as food or wood into pieces
25. fodder – food, especially hay or straw, for animals such as cows and horses
26. pack saddle – a type of horse's saddle to which you can fix a load
27. to hire – to send someone to work for other people for short periods of time in return for payment
28. survey – an examination of an area of land in order to make a map of it; a general examination of a subject or situation
29. cedar – a tall tree with red wood and thin sharp leaves that do not fall off in the winter
30. flea – a small jumping insect that lives on animals and bites them
31. slope – a straight surface that has one end higher than the other
32. angle – the side of a hill or mountain
33. variation – the existence of differences in amount, number, level, form etc
34. to despise – to hate someone or something and have no respect for them
35. to slap – to hit someone or something quickly with the palm of the hand or a flat object, making a loud noise
36. fraud – the crime of obtaining money from someone by tricking them
37. deceit – dishonest behaviour that is intended to trick someone
38. curse – an offensive or very impolite word or phrase
39. shallow – with only a short distance from the top or surface to the bottom
40. grasshopper – a large insect with long back legs that moves by jumping and makes short high sounds
41. dragonfly – an insect with a long narrow brightly coloured body and two pairs of transparent wings
42. butterfly – a flying insect with large colourful wings
43. fly – a common small insect with wings. Flies eat food, are often found near rubbish, and are responsible for spreading many diseases
44. beast – an animal, especially a dangerous or strange one
45. evidence – facts or physical signs that help to prove something
46. ragged – with edges that are not straight or smooth
47. glade – an area of a forest where there are no trees or bushes
48. benefit – an advantage you get from a situation
49. soul – the spiritual part of a person that most religions believe continues to exist after their body dies
50. to charm – to give someone pleasure or enjoyment

## VOCABULARY AND GRAMMAR WORK

**1. Learn the words given above. Recall the situations from the text in which they are used.**

**2. Analyse the use of the new words in the sentences.**

1. *Evidence* shows that global warming is definitely occurring.
2. The new sports centre will bring lasting *benefit* to the community.
3. That's the first lot *done*.
4. She *crawled* across the floor, her eyes stinging from the smoke.
5. It seemed *apt* that the winning goal was scored by the captain.
6. Fie *endured* solitude and torture for months at a time.
7. Manchester United beat their *rivals* 3-1.
8. I'm getting more *absent-minded* as I get older.
9. He *hitched* his backpack onto his shoulder and set off.
10. Many *estates* are owned by local government and have cheap houses for poorer families.
11. He led the campaign for women to become Anglican *priests*.
12. Finely *chop* the cabbage and cook it in boiling salted water.

**3. Fill in the blanks with the active words given in the box.**

treasure flies charmed fraud buried deceit profits buzzing apt chop shallow slapped
---

1. There's supposed to be \_\_\_\_\_ buried around here.
2. Flies were \_\_\_\_\_ around my head.
3. The cars were old and \_\_\_\_\_ to break down.
4. She was \_\_\_\_\_ by Henry's thoughtfulness.
5. \_\_\_\_\_ rose 31% to pound 144 million.
6. Police are investigating a complex \_\_\_\_\_ involving several bogus contractors.
7. Don't \_\_\_\_\_ any more wood; we've got enough.
8. The whole relationship was based on lies and \_\_\_\_\_.
9. Move to the \_\_\_\_\_ end of the pool.
10. Then, with a resounding smack, she \_\_\_\_\_ Claudia's face.
11. There's supposed to be treasure \_\_\_\_\_ around here.
12. \_\_\_\_\_ were buzzing around my head.

**4. Find the sentences to illustrate the meanings of the verb to release.**

a) if you hire something, such as a car, room, or piece of equipment, you pay the owner so that you can use it, usually for a short time.

b) to pay someone to work for you: employ

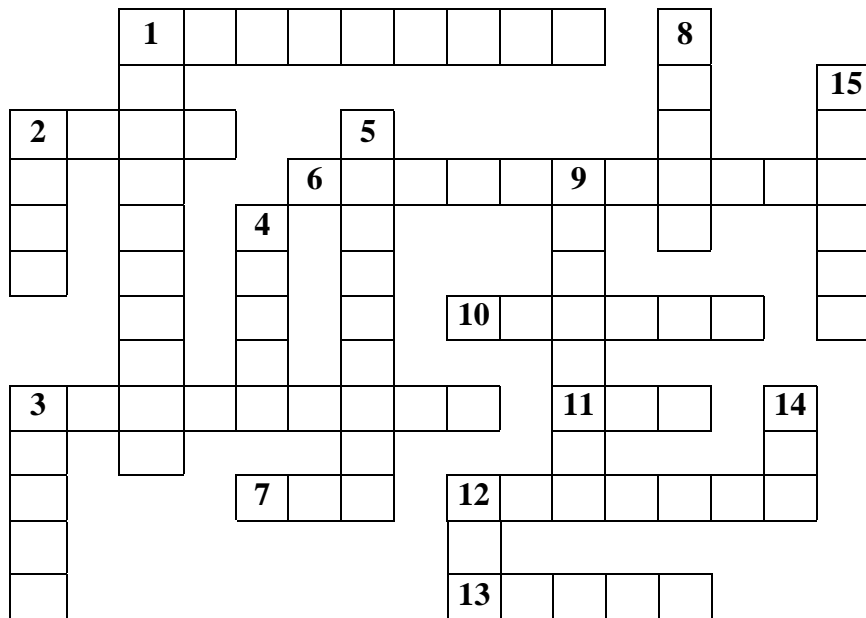
c) hire or hire out to let someone use something temporarily in return for money.  
American usually to rent something out

d) to send someone to work for other people for short periods of time in return for payment

1. You can hire a car at the airport.

2. He earned his living by hiring himself out to whoever needed his services.
  3. I hired someone to paint the house.
  4. There are several companies that hire office equipment to businesses.
- a \_\_\_\_\_, b \_\_\_\_\_, c \_\_\_\_\_, d \_\_\_\_\_

**5. Do this crossword using the clues to help you find the necessary word.**



*Across*

1. the existence of differences in amount, number, level, form etc.
2. to put something in the ground and cover it with earth
3. a flying insect with large colourful wings
6. a large insect with long back legs that moves by jumping and makes short high sounds
7. a common small insect with wings, which eats food often found near rubbish, and is responsible for spreading many diseases
10. an area where there are many houses
11. a large tree that can live for a very long time and produces small hard fruits called acorns
12. an advantage you get from a situation
13. an area of a forest where there are no trees or bushes

*Down*

1. an animal with vertebrae
2. when an insect such as a fly or bee buzzes, it makes a rough continuous sound
3. an animal, especially a dangerous or strange one
4. a group of trees of a particular type, especially trees arranged in lines
5. an insect with a long narrow brightly coloured body and two pairs of transparent wings
8. a straight surface that has one end higher than the other

9. a small tree that produces red berries and has thorns
12. an insect
14. very suitable; good at learning
15. an examination of an area of land in order to make a map of it

**6. Paraphrase the italicized part of each sentence choosing the appropriate phrase from the text.**

1. We were *good friends*.
2. Goodloe and I *didn't come close* to their house five days.
3. Whatever she is meant for, just now she *has lost money*.
4. He had *accurately preserved* the paper for twenty years.
5. Why didn't your father *find it* himself? (find 2 phrases with the same meaning).
6. I *was not taught well* but I *counted* the shortest way.
7. Lee Rundle chewed much tobacco *coming back home*.
8. He *burst out greater laughing*.
9. I am still *unclear as to* the variation.
10. *I have finished* my expedition.

**7. Compare the adjectives. Complete the table.**

Adjective	Comparative	Superlative
	than	the
	than	the
	than	the
	than	the
	than	the
	than	the

Adjective	Comparative	Superlative
	than	the
	than	the
	than	the
	than	the
	than	the
	than	the
	than	the
	than	the

**8. Reproduce the sentences in which the following words and expressions are used.**

to fall in love  
to live for sth  
to take good care of  
to pour out the information  
to find out  
to slap sb on the shoulder  
to spend the profits  
to guard carefully  
to explore the place  
to lay the finger against sth

**9. There are a great many nouns in English which have more than one meaning, and which are countable in one meaning but uncountable in another.**

**Here are 15 nouns. Some of them can have meanings as common countable nouns. Can you find them ?**

fault	scenery	paper
fire	laud	direction
gold	food	instruction
laughter	wood	time
stone	work	spirit

**10. Odd one out.**

1. location, spot, place, top, point
2. friend, companion, rival, pal
3. enemy, friend, opponent, rival
4. treasure, wealth, poverty, money
5. deceit, truth, lie, fiction
6. stream, brook, torrent, slope
7. peak, summit, bottom, top
8. intellect, mind, sense, soul
9. to endure, to enjoy, to stand, to bear

**11. Study the synonyms and underline the word with the most genii meaning.**

to look after	to care for	to keep an eye
to look up	to seek out	to hunt for
to discover	to find out	to learn
to investigate	to explore	to examine
to prefer	to choose	to desire
to suggest	to advise	to recommend
to notice	to see	to watch
to despise	to detest	to look down on
to hire	to rent	to charge
to exist	to be present	to live

**12. The author uses analogous words and expressions to denote the same things. Find them in the text and say how otherwise the author put the following.**

- a thick forest
- to be delighted with
- to gather insects
- to describe as a forgetful man
- to be suitable to
- to dislike sb
- a right sign
- to tie a horse
- people who look after horses
- to stay calm
- to camp out
- sometimes, not often
- expenditure

**13. Important case of the use of inversion is after certain negative adverbs such as: never, however, only, hardly, scarcely, no sooner... than, rarely, seldom, etc.**

Eg. Never in my life had I seen so many beasts of the air and fields.

**Translate the following sentences into English using inversion in each.**

1. Ніде я не бачила такої чудової трави, таких чудових квітів.
2. Рідко можна побачити такі велетенські дуби, як у цьому лісі.
3. Ніколи раніше він не бачив, щоб її щоби так зарум'янилися.
4. Лише у певних випадках вони поводитися як справжні товариші.
5. Як тільки він оглянув усю територію, лише тоді зрозумів, що скарбу він не знайде.
6. Не встигнув він помітити дивну істоту, як зрозумів, що знайшов те, що шукав довгий час.
7. Ніхто крім дурнів не звертає увагу на таке.
8. Ніколи раніше у своєму житті я не бачив так багато птахів та різних комах.

**14. Provide the context of your own into which the following expressions would fit naturally.**

1. at the first sight
2. at times
3. none of the evidences
4. to leave to one's fate
5. not to pay attention to
6. to use education to oneself

**15. Explain in your own words the meaning of the following sentences from the story.**

1. She was like an angel.
2. He and May were the whole family.

3. Old Mangum classified Goodloe and myself among the lowest orders of the vertebrates.

4. She knew how to keep people guessing.

5. All the party except the Spanish priest were killed.

6. I was paying all the expenses.

7. ... the expression of the seeker after buried treasure.

8. She is meant for higher things.

**16. Arrange the sentences in the logical order.**

☐ I calculated the lengths of each survey.

☐ We prepared all necessary things.

☐ We hired the guide.

☐ We went to the state land-office.

☐ We drove 149 miles to Chico.

☐ I drew a map and marked the line there.

☐ We took a two-horse wagon team.

☐ The guide helped us to find the place.

☐ We laid the stone on the spot.

**17. Say the same in Ukrainian.**

1. I was a fool of a sentimental thought.

2. She had a spirit and charm, but I didn't paint the picture for her.

3. May Martha's father was a man hidden behind whiskers and spectacles.

4. If it hadn't been for his habit of pouring out the information on everyone that he addressed, I'd have liked him pretty well.

5. We used our friendship with the ticket agent, with livery-stable men, railroad conductors and our constable, but without results.

6. It ran along that way year after year.

7. I liked the Goodloe but I hated the showing of his college learning.

8. Miss Mangum has a mind. She is destined for higher things than you could give her.

9. I and the grandson of the treasure examined those cedar-covered hills with the care of a lady hunting for the wicked flea.

10. How soon would you have found your treasure if I hadn't shown you your mistake.

11. I leave you to your fate.

12. I came down the hill in the cool of the afternoon.

**18. Say the same in English.**

1. Він закохався у дівчину одразу ж, як тільки побачив її.

2. Я хотів би, щоб вона жила зі мною.

3. Він проводив час, збираючи комахи та вивчаючи їх.

4. Кожен з нас хотів завоювати серце Мей.

5. Ні Гудлоу, ні я не могли знати кому з нас вона віддавала перевагу і любила

більше.

6. Ти марнуєш час, шукаючи її.
7. Він записав це під диктовку.
8. Він був дуже зайнятий польовими роботами.
9. Скарб був захований на вершині гори.
10. Ми хотіли витратити гроші на поїздки по визначних місцях.
11. Ми дослідили всі куточки гори зверху донизу вздовж річки.
12. Тримаючи папір навпроти сонця, він помітив на ньому дивні знаки.

## **READING COMPREHENSION**

### **Recalling**

1. Who are the main characters of the story?
2. Who did the young men fall in love with?
3. What kind of girl was May Martha?
4. What was the narrator's dream?
5. What did Martha's father live for?
6. What was he engaged in?
7. Who did Jim like to spend time with?
8. Where did they hold discussions?
9. Were they friends or rivals?
10. What did they have in common?
11. Why didn't Martha's father like the young men?
12. How long did they stay away from her house?
13. The Mangums left the town, didn't they?
14. Was there any clue for their location?
15. What did the young men undertake to find the girl?
16. How much were their opinions as for Martha different?
17. Who told the author about the buried treasure?
18. What made him believe in it?
19. Where did the men find out all the necessary information about the location of the buried treasure?
20. How did they organize their expedition?
21. Was it successful?
22. What mistakes did Goodloe discover in their curriculum?
23. In what way did their second expedition differ from the first one?
24. It wasn't easy to find the right place, was it? Why?
25. How did Goodloe behave? Was he a real adventurer?
26. What place was the author investigating when he found May Martha?
27. Did she expect him to find her? Why?
28. Did the man's dream come true?

### **ATTENTION CHECK**

***1. 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: ‘To my mind’, ‘It’s quite obvious’, ‘I can’t be sure because...’**

1. Jim led a decent life.
2. May Martha Mangum charmed Jim with her timid beauty.
3. Martha’s father was a famous scientist.
4. It was Martha’s occupation to help her father collect insects.
5. Goodloe Banks was very proud of his education.
6. Both of the men wanted to marry May Martha.
7. Old Magnum didn’t like anyone to disturb his comfortable life.
8. Goodloe and Jim were neither friends nor enemies.
9. They spent much time gambling and drinking alcohol.
10. They never argued with each other and always shared all the information they got.
11. Both of them knew perfectly well what Martha needed.
12. It was Goodloe’s wish to live together with Martha in a Texas prairie.

**2. Check your understanding of the text.**

1. Who told Jim about the buried treasure?
  - a) Old Mangum
  - b) Old Rundle
  - c) Lee Rundle
2. How long had this information been guarded?
  - a) for a century
  - b) for 20 years
  - c) since 1863
3. What was described in the paper?
  - a) the value of the hidden treasure
  - b) the place of the hidden treasure
  - c) the story of the hidden treasure
4. How did the information about the treasure become known?
  - a) Sam Rundle was present at the treasure-burying himself.
  - b) A priest told the information to him.
  - c) Lee Rundle discovered it in the old papers.
5. Who hid the money?
  - a) Old Rundle
  - b) a Spanish priest
  - c) the Spaniards
6. Where was the treasure buried?
  - a) on the top of the mountain
  - b) at the foot of the mountain
  - c) in a little crack of the mountain
7. How much money did they suppose to find?
  - a) three hundred dollars
  - b) three hundred thousand dollars
  - c) three thousand dollars

8. How did they get to the place of the buried treasure?
  - a) by a horse wagon
  - b) by a mail-wagon
  - c) by a cab
9. How many mountains covered by cedar-brakes did they find?
  - a) twelve
  - b) thirteen
  - c) thirty
10. What was Goodloe doing while Jim was cooking supper?
  - a) He was helping him.
  - b) He was exploring the mountains.
  - c) He was reciting the poems that Martha enjoyed.
11. Where did Jim find Martha?
  - a) in the green valley
  - b) on the saddle-shaped mountain
  - c) in the live-oak grove
12. What was Martha doing there?
  - a) She was catching a giant butterfly.
  - b) She was picking wild flowers.
  - c) She was taking care of her father.

### **Reorganization**

1. Make up a plan to the text. Retell the story according to your plan.
2. Imagine that you are the main character of the story. In your own words say
  - why you wanted to marry May Martha Mangum;
  - how you treated Goodloe Banks;
  - how you liked to spend your free time.
3. Dramatize the following episodes:
  - Martha's father in the fields;
  - Goodloe Banks and Jim playing dominoes;
  - Jim examining the hills and mountains.

Reproduce the words of each of the characters as vividly as possible.

4. Tell the story of the buried treasure in your own words.
5. Imagine a talk between Martha and the young man after he had found her in the mountains.

### **Interpreting and Evaluation**

1. How does the author emphasize the contrast between Goodloe Banks and Jim?
2. Give a clear account of the reasons that stimulated Jim in looking for the buried treasure.
3. Do you agree with the following: 'Scientists are apt to be absent- minded'. Have you ever met any scientist in real life? How can you characterize a scientist? What do you know about his way of life?
4. How do you understand the words from the text: 'Sometimes, these old

traditions of hidden money are not without foundation.'

5. Goodloe Banks considered that there could be nothing higher than to live in the society of classics, in the atmosphere of learning and culture. What is your point of view on the problem? What society do you live in? What is the role of education and culture in a man's life?

6. The author of the story wrote, 'I've often wondered what good too much education is to a man if he can't use it for himself.' Do you agree that learning makes a good man better and an ill man worse?

7. Do you think that adventures are necessary? What adventures have you had in your life? What people can be true adventurers?

8. O. Henry writes: 'Appearances are deceptive. A pack-saddle, like beauty, may exist only in the eye of the beholder.' How can you comment on these words?

9. Imagine an ideal person with whom you could spend much of your time. Dwell upon his/her personality and the ways you would entertain yourselves.

### **Reproduction and Composition**

1. Mention all the things it was vital to know about the expedition.
2. Comment on the title of the story. What is the main idea of it?
3. Highlight the meanings of the proverbs, making up short situations.
  - a) Home is where the heart is.
  - b) East or west - home is best.
  - c) Home sweet home.
4. What is your idea of a 'happy home'?
5. Write a simplified version of the story in words and phrases with which you are familiar.

## Unit 5

### THE TRIMMED LAMP

(by O. Henry)

Of course there are two sides to the question. Let us look at the other. We often hear 'shop-girls' spoken of. There are girls who work in shops. They make their living that way. But why turn their occupation into an adjective? We do not refer to the girls who live on Fifth Avenue as 'marriage-girls'.

Lou and Nancy were chums. They came to the big city to find work because there was not enough to eat at their homes. Nancy was nineteen; Lou was twenty. Both were pretty, active country girls who had no ambition to go on the stage.

They lived in a cheap and respectable boarding house. Both found position and began to earn money. They remained chums.

At the end of six months Lou was an ironer in a hand laundry. She was clothed in a badly-fitting purple dress, and her hat plume was four inches too long; but her muff and scarf cost \$25. Her cheeks were pink and her light-blue eyes were bright. She was pleased with her life.

Nancy was a shop-girl. She was pompous. She had a flared skirt. No furs protected her against the bitter spring air, but she wore her short broadcloth jacket as if it were Persian lamb. On her face and in her eyes was the typical shop-girl expression. Even when she laughed loudly the look was still there. It was a look that could embarrass man and make him offer flowers.

The two waited in the corner for Dan. Dan was Lou's company. Faithful? Well, he was always on hand.

'Ain't you cold, Nance?' said Lou. 'Say, what a fool you are for working in that old store for \$8 a week! I made \$18.50 last week. Of course ironing ain't as swell work as selling lace behind a counter, but it pays. None of us ironers make less than \$10. And I'm sure our work is respectful too.'

'You can have it,' said Nancy. 'I'll take my eight a week and hall-bed-room. I like to be among nice things and swell people. And look what a chance I've got! Why, one of our glove girls married a Pittsburg-steel-maker worth a million dollars. I'll catch a swell myself sometime. I'll take my chances. What can a girl see in a laundry?'

'Why, that's where I met Dan,' said Lou triumphantly. 'He came in for his Sunday shirt and collars and saw me at the first board ironing. (We all try to get to work at the first board. Ella Maginnis was sick that day and I had her place. He said he noticed my arms first, how round and white they were. I had my sleeves rolled up. Some nice fellows come into laundries. You can tell them by their bringing their clothes in suit-cases.'

'How can you wear a waist like that, Lou?' said Nancy. 'It shows bad taste.'

'This waist?' cried Lou, with indignation. 'Why, I paid \$16 for this waist. It's worth twenty-five. A woman left it to be laundered, and never called for it. The boss sold it to me. It's got much hand embroidery on it. Better talk about that ugly, plain thing you've got on.'

'This ugly, plain thing,' said Nancy calmly, 'was copied from one that Mrs Fisher was wearing. The girls say her bill in the store last year was \$12,000. I made mine

myself. It cost me \$1.50. Ten feet away you couldn't tell it from hers.'

'Oh, well,' said Lou good-naturedly, 'if you want to starve and put on airs, go ahead. But I'll take my job and good wages; and after hours give me something as fancy and attractive to wear as I am able to buy.'

But just then Dan came - a serious young man with a ready-made necktie - an electrician earning \$30 per week. He looked upon Lou with the sad eyes of Romeo, and thought her embroidered waist a web in which any fly should delight to be caught.

'My friend, Mr Owens - shake hands with Miss Danforth,' said Lou. 'I'm very glad to meet you Miss Danforth,' said Dan, with outstretched hand. 'I've heard Lou speak of you so often.'

'Thanks,' said Nancy, touching his fingers with the tips of the cool ones, 'I've heard her mention you - a few times.'

Lou giggled.

'Did you get that handshake from Mrs Fisher, Nance?' she asked.

'If I did, you can feel safe in copying it,' said Nancy.

'Oh, I couldn't use it at all. It's too stylish for me. You should have diamond rings to shake hands with. Wait till I get a few and then I'll try it.' 'Learn it first,' said Nancy wisely, 'and you'll get the rings.'

'Now, to settle this argument,' said Dan with his ready, cheerful smile, 'let me make a proposition. As I can't take both of you up to Tiffany's and do the right thing, what do you say to a little vaudeville? I've got the tickets. How about looking at stage diamonds since we can't shake hands with the real sparklers?'

Lou, a little peacocky in her bright and pretty clothes; Nancy, slender, and clothed as a sparrow, but with the true Mrs Fisher walk; and Dan, the faithful friend, set out for their evening walk.

A great department store in which Nancy worked was an educational institution to her. She was surrounded by beautiful things. If you live in an atmosphere of luxury, luxury is yours whether you or somebody else pays money for it.

The people she served were mostly women, whose dress, manners, and position in the social world were an example for others. From them Nancy took the best from each according to her view.

From one she would copy and practice a gesture, from another a lifting of an eyebrow, from others, a manner of walking, of carrying a purse, of smiling, of greeting a friend, of addressing people. From her best beloved model, Mrs Fisher, she took a soft, low voice as clear as silver and as perfect as a song of a thrush. In this atmosphere it was impossible for her to escape a deeper effect of it. As good habits are said to be better than good principles, so, perhaps, good manners are better than good habits. If you repeat the same words forty times they will not flee from you. And when Nancy spoke in the Mrs Fisher tones she felt noble.

There was another source of learning in the big departmental school. Whenever you see three or four shop-girls having a conversation, do not think that they are criticizing the way Ethel does her hair. It is a Woman's Conference for Common Defence and Exchange of Strategical Theories of Attack and Repulse upon and against the World, which is a Stage, and Man, its Audience who Persists in Throwing Bouquets

Thereupon. Woman, the most helpless of the young of any animal – with the fawn's grace but without its fleetness; with the bird's beauty but without its power of flight; with the honey-bee's burden of sweetness but without its – Oh, let's drop that simile – some of us may have been stung.

During that council of war they pass weapons one to another, and exchange strategies formulated out of the tactics of life.

Thus Nancy learned the art of defense; and to women successful defense means victory.

The curriculum of the department store fitted her.

She liked her place in the store. The music-room was near enough for her to hear and become familiar with the works of the best composers – at least to get acquainted with those appreciated in the social world. She absorbed the influence of art, costly fabrics and of adornments.

The other girls soon became aware of Nancy's ambition. 'Here comes your millionaire, Nance,' they would call to her whenever any rich man approached her counter. It was a habit of men to stroll over to the handkerchief counter while their women were shopping. Nancy attracted them. Some of them were millionaires, others were certainly not. Nancy learned to discriminate. There was a window at the end of the handkerchief counter; and she could see the rows of vehicles waiting for the shoppers in the street below. She looked and realized that automobiles differ as well as do their owners.

Once a fascinating gentleman bought four dozen handkerchiefs. When he had gone one of the girls said:

'What's wrong, Nance, that you weren't kind to that fellow? He looks swell, all right, to me.'

'Him?' said Nancy, with her coolest, sweetest, most impersonal Mrs Fisher smile; 'not for me. I saw him drive up outside. And did you notice what kind of handkerchiefs he bought – silk!'

Two of the most 'refined' women in the store – a forelady and a cashier – had a few 'swell gentlemen friends' with whom they now and then dined. Once they invited Nancy. The dinner took place in a café. There were two 'gentlemen friends' – one without any hair on his head – the other a young man who swore that all the wine was corked; and he wore diamond cuff buttons. Nancy was fond of this young man greatly. He enjoyed such girls as Nancy was. So, on the following day, he appeared in the store and made her serious proposal of marriage. Nancy refused.

'What a terrible little fool you are! That fellow's a millionaire – he's a nephew of old Van Skittles himself. Have you gone crazy, Nance?'

'Have I?' said Nancy. 'I didn't take him, did I? He isn't a millionaire and you could notice it, anyhow. His family only allows him \$20,000 a year to spend.'

'Say, what do you want?' she asked. 'Ain't that enough for you? Do you want to marry Rockefeller and the King of Spain? Ain't \$20,000 a year good enough for you?'

Nancy flushed a little.

'It wasn't altogether the money, Carrie,' she explained. 'His friend saw him with some girl. He said he hadn't been to the theatre with her. Well, I can't stand a liar. I

don't like him, that's all! I want to marry a rich man, that's true. But I also want to like him!'

Nancy continued to work on \$8 per week. The store was her forest; and many times she raised her rifle at game; but always her deep instinct – perhaps of the huntress, perhaps of the woman – made her hold her fire and take up the trail again.

Lou worked on in the laundry. Out of her \$ 18.50 per week she paid \$6 for her room and board. The rest went on clothes. She had fewer opportunities for bettering her taste and manners than Nancy's. In the steaming laundry there was nothing but work, work and her thoughts of the evenings pleasures.

When the day's work was over Dan waited for her outside. He was her faithful shadow. Dan didn't like her clothes, they were too bright – he thought – and in bad taste. But she liked bright clothes, and when people in the streets looked at her, she liked that very much.

And Lou was still faithful to her chum. She always took Nancy when they went outing with Dan. He was not against. He was of that kind that you forget when they are present, but remember after they are gone.

'Dan is always wanting me to marry him right away,' Lou told Nancy once. 'But why should I? I'm independent. I can do what I like with the money I make. And if I marry Dan, he will not allow me to work. And say, Nance, are you planning to work in that store? There is a place in the laundry for you if you come. It seems to me you could make more money. '

'I'd rather stay where I am. I'm not going to be always behind the counter. I'm learning something new every day. It's the chance that I want.'

'Have you caught your millionaire yet?' asked Lou, with her teasing laugh.

'I haven't selected one yet,' answered Nancy. 'I've been looking them over.'

'You are joking,' said Lou. 'Millionaires don't think about working girls like us.'

'Some of us could teach them how to take care of their money,' said Nancy with cool wisdom.

'If one of them spoke to me,' laughed Lou, 'I know, I'd catch him.'

'That's because you don't know any. The only difference between swells and other people is you have to watch them closer. Don't you think that red silk lining is too bright for that coat, Lou?'

Lou looked at the plain jacket of her friend.

'Well, no I don't – but it may seem so beside your jacket.'

'This jacket,' said Nancy, 'is exactly the same as Mrs Fisher has. The material cost me \$3.98, but hers cost about \$100 more.'

'Oh, well, said Lou lightly, 'I'm sure I'll catch a millionaire before you do.'

The philosopher would decide upon the values of the theories held by the two friends.

Lou worked on gaily with her iron in the noisy laundry. Her wages were enough for her. And she had Dan.

As for Nancy, she worked on among silk and jewels and laces and ornaments and the perfume and music of the fine world of taste. She made little money but she was satisfied with her life. She already knew woman; and she was studying man. Some day

she would play the game that she wanted; but she promised herself that it would be the biggest and the best, and nothing smaller.

Thus she kept her lamp trimmed and burning to receive the bridegroom when he should come.

But, another lesson she learnt. Her standard of values began to change.

One Thursday Nancy left the store and walked over to the laundry. Dan and Lou had invited her to go to a musical comedy with them.

Dan was just coming out of the laundry when she arrived. There was a strange nervous look on his face.

'I thought I would find out something about her, I thought they had heard from her,' he said.

'Heard from who?' asked Nancy. 'Isn't Lou there?'

'I thought you knew,' said Dan. She hasn't been there or at the house where she lived since Monday. She moved all her things there. She told one of the girls in the laundry she was going to Europe. '

'Hasn't anybody seen her anywhere,' asked Nancy.

Dan looked at her. His grey eyes were steady.

'They told me in the laundry,' he said, 'that they saw her in an automobile yesterday with one of the millionaires, I suppose, that you and Lou were always talking about.'

For the first time in her life Nancy didn't know what to say. She laid her trembling hand on Dan's sleeve.

'You have no right to say such a thing to me, Dan - as if I had anything to do with it!'

'I didn't mean it that way,' said Dan. 'I've got the tickets for the show tonight,' he said. 'If you -'

Nancy felt sorry for him.

'I'll go with you, Dan,' she said.

Three months passed before Nancy saw Lou again.

One evening the shop-girl was hurrying home through the park. She heard her name called. She turned around and caught Lou into her arms. They had thousand questions on their tongues. And then Nancy understood that Lou had become rich. She was wearing rich furs and clothes of good design.

'You little fool,' cried Lou loudly. 'I see you are still working in that store, and as poor as ever. And how about that big catch you were going to make - haven't you done it yet?' And then Lou looked, and saw in Nancy something better than money - something that was brighter than gems in her eyes and redder than a rose in her cheeks.

'Yes, I'm still in the store,' said Nancy, 'but I'm going to leave it next week. I've made my catch - the biggest catch in the world. You won't mind now, Lou, will you? - I'm going to marry Dan! - he's my Dan now.'

A young policeman walked around the corner of the park. He saw a woman with an expensive fur coat and diamond-ringed hands crying bitterly, while a plainly dressed working girl tried to console her. The policeman passed on, pretending not to notice, because he knew he couldn't help the woman who was crying.



## **NOTES ON THE TEXT**

1. Ain't you cold? = Aren't you cold?
2. I can't stand a liar. – Терпіти не можу брехунів.
3. to earn \$30 per week – заробляти 30 доларів на тиждень
4. I'd rather stay where I am. – Я краще залишуся там де я зараз.
5. now and then – час від часу

## **ACTIVE WORDS**

1. chum – a close friend
2. ambition – something that you very much want to do, usually something that is difficult to achieve
3. boarding house – a house in which people pay to live as guests with the family who owns it
4. plume – a large feather or group of feathers, used especially for decorating a hat
5. muff – a tube of fur or thick cloth into which you put your hands to keep them warm
6. pompous – someone who is pompous thinks they are very important and speaks or behaves in a very serious and formal way. This word shows you do not like people like this.
7. to flare or flare out – to spread out or become wider at one end
8. bitter – feeling angry or upset because of a bad experience, especially when you think that you have been treated unfairly
9. to embarrass – to make someone feel nervous, ashamed, or stupid in a social situation
10. lace – light delicate cloth with patterns of small holes in it
11. counter – a long flat surface where customers are served, for example in a shop or a bank
12. swell – Am. old-fashioned very good
13. to respect – to feel admiration for someone because of their personal qualities, their achievements, or their status, and show this by treating them in a polite and kind way
14. triumphant – showing that you are very pleased or excited about a victory or success; successful
15. collar – the part of a coat, shirt, or dress that goes around your neck
16. waist – the middle part of the human body that is usually narrower than the parts above and below
17. indignation – anger about an unfair situation or about someone's unfair behaviour
18. worth – if you say how much something is worth, you state its value in money
19. embroidery – a design of coloured stitches on cloth
20. outstretched – stretched out as far as possible
21. to starve – to suffer or die because there is not enough food
22. wage or wages – an amount of money that you earn for working, usually according to how many hours or days you work each week or month
23. to fancy – to want to have or do something
24. to giggle – to laugh in a nervous, excited, or silly way that is difficult to control
25. vaudeville (mainly amer.) – a type of popular entertainment of the late 19th and early 20th centuries

- 26. slender – tall or long and thin in an attractive way; not very wide
- 27. luxury – something expensive that you enjoy but do not really need
- 28. thrush – a brown bird that has spots on its front
- 29. to flee (fled, fled) – to escape from a dangerous situation or place very quickly
- 30. to persist – to continue to do or say something in a determined way
- 31. bouquet – a collection of flowers, cut and tied together in an attractive way
- 32. fawn – a young deer
- 33. burden – a serious or difficult responsibility that you have to deal with
- 34. to sting (stung, stung) – if an insect or animal stings you, it hurts you by sticking a sharp part of its body into your skin
- 35. costly – costing a lot of money
- 36. fabric – cloth, especially when it is used for making things such as clothes or curtains
- 37. adornment – a decoration
- 38. vehicle – a machine that you travel in or on, especially one with an engine that travels on roads, for example a car, bus, van, truck, or motorcycle
- 39. fascinating – making you very interested or attracted
- 40. refined – someone who is refined is very polite and enjoys art, music etc
- 41. to swear (swore, sworn) – to use words that are deliberately offensive, for example because you are angry with someone
- 42. cuff – the part of a sleeve that fits around your wrist
- 43. outing – a short journey that you take for enjoyment
- 44. to tease – to say something to someone in order to have fun by embarrassing or annoying them slightly in a friendly or unkind way
- 45. lining – a piece of cloth that is fastened to the inside of something such as clothes or curtains to make them warmer or thicker
- 46. jewel – a hard, coloured, and usually valuable stone that has been cut and made shiny
- 47. to trim – to cut something such as hair so that it looks tidy; to decorate the edges of something, for example a piece of clothing
- 48. bridegroom – a man who is getting married, or who has recently married. The bridegroom is often simply called the groom.
- 49. steady – held firmly; not changing; lasting a long time
- 50. gem – a beautiful expensive stone that is used to make jewellery

## **VOCABULARY AND GRAMMAR WORK**

**1. Learn the words given above. Recall the situations from the text in which they are used.**

**2. Analyse the use of the new words in the sentences.**

- 1. His *ambition* was always to become a successful writer.
- 2. I'm still *bitter* about the whole affair.
- 3. It *embarrassed* me to have to give my opinion in public.
- 4. He is highly *respected* in his profession.

5. She emerged *triumphant* in every film.
6. Marie wore a wide black leather belt round her *waist*.
7. There are people out there who are *starving* because of your actions.
8. They're protesting about low *wages*.
9. I quite *fancy* the idea of lazing around.
10. The children whispered and *giggled* all the way through the film.
11. They won by a *slender* majority.
12. She likes to have a few *luxuries* like fresh flowers.

**3. Can you find 12 adjectives in this word-search?**

F	A	S	C	I	N	A	T	I	N	G	W	P	U
G	T	W	O	P	D	V	H	W	Y	A	Q	O	K
H	T	E	S	L	E	N	D	E	R	S	A	M	W
J	R	R	T	I	Z	F	F	C	E	D	Z	P	Y
L	A	T	L	U	X	D	B	V	F	P	X	O	L
K	C	Y	Y	H	C	S	M	T	I	O	C	U	M
M	T	J	W	G	P	L	A	I	N	I	V	S	C
N	I	U	H	S	V	Q	R	K	E	U	B	H	E
B	V	I	K	W	O	D	E	R	D	Y	N	J	Z
R	E	S	P	E	C	T	F	U	L	T	M	A	Q
V	Q	B	A	L	I	B	I	Q	G	R	L	X	F
C	A	G	S	L	Y	F	A	M	I	L	I	A	R
X	Z	F	D	W	N	M	P	D	Z	E	P	G	M
T	R	I	M	M	E	D	L	B	I	T	T	E	R

**4. Study the meanings of the word worth.**

Worth usually follows the verb 'to be' and is always followed by either a noun, pronoun, or number, or by the '-ing' form of a verb. It is used in the following patterns:

- worth ten pounds/\$ 100/a lot etc
- worth a fortune (= worth a very large sum of money)
- be worth doing/having/seeing etc
- worth a try/visit/look
- well worth
- be worth the effort/time/trouble
- it is worth doing something
- be worth it
- be worth something/a lot/a great deal etc
- be worth your weight in gold to be extremely useful or valuable

**5. Translate the sentences into Ukrainian. Analyse the use of the word worth in each of them.**

1. The painting is probably worth thousands of pounds.
2. It was a difficult journey, but it was worth it.

3. The film was definitely worth seeing.
4. How much do you reckon the estate is worth?
5. She is now worth 20 million dollars.
6. He had a Gucci watch worth £1,000.
7. I didn't think the furniture would be worth anything.
8. The building itself must be worth a fortune.
9. The book is definitely worth reading.
10. We believe that our freedom is worth fighting for.
11. Owen's plan was risky, but it was worth a try.
12. The Museum of Fine Arts is well worth a visit.
13. It's a long way, and probably not worth the effort.
14. It's worth talking to your financial adviser before making your final decision.
15. It was hard work, but it was worth it in the end.
16. She knows that her loyalty is worth a great deal to Charles.
17. I'm afraid the government's promises aren't worth much.
18. We have a team manager who's worth his weight in gold.

**6. Match the halves of the words to make a new compound noun.**

- |              |             |
|--------------|-------------|
| 1) suit      | a) lady     |
| 2) bride     | b) man      |
| 3) hand      | c) shake    |
| 4) gentle    | d) kerchief |
| 5) hand      | e) groom    |
| 6) fore      | f) case     |
| 7) hall      | g) girls    |
| 8) shop      | h) bedroom  |
| 9) steel     | i) maker    |
| 10) boarding | j) laundry  |
| 11) hand     | k) house    |

1	2	3	4	5	6	7	8	9	10	11

**7. Pick out from the text the words and set expressions with the same meaning.**

To be friends, to quarrel, rich people, to improve, to go out, entertainment, to let sb do sth, to know sth about, a true friend, to laugh at sb, to redden, to differ.

**8. Complete this table to make word families. Use a dictionary to help you.**

Noun	Verb	Adjective	Adverb
ambition			
		respectable	
	protect		
		pleased	

expression			
	embarrass		
indignation			
			triumphantly
	starve		
		attractive	
delight			
defense			
	serve		
		strategic	

**9. Form the adverbs from the adjectives. Study the meanings of the adverbs with the suffix -ly.**

1. bitter \_\_\_\_\_
2. faithful \_\_\_\_\_
3. wise \_\_\_\_\_
4. triumphant \_\_\_\_\_
5. calm \_\_\_\_\_
6. plain \_\_\_\_\_
7. good-natured \_\_\_\_\_
8. light \_\_\_\_\_
9. loud \_\_\_\_\_

**10. Complete the paragraph with one of the words from the list on the right.**

<p>From one she would copy and practice a _____ from another a _____ of an eyebrow, from others a manner of _____, of _____ a purse, of _____, of _____ a friend, of _____ people. From her best beloved model, Mrs Fisher, she took a soft, low _____ as clear as silver and as perfect as a _____ of a thrush. And when Nancy spoke the Mrs Fisher _____ she felt noble.</p>	<p>gesture carrying walking greeting smiling lifting addressing voice tones song</p>
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**11. Reproduce the sentences with the following phrases from the text.**

To be clothed as a sparrow, a badly-fitting dress, to be on hand, to catch a swell, to take one's chances, to settle the argument, to take the best from sth/sb, to become familiar with, to get acquainted with, a proposal of marriage, to better smb's taste and manner, to decide upon the values, to be satisfied with, a standard of values, clothes of good design.

**12. Point out the Objective Participial Construction in the following sentences. Translate them into Ukrainian.**

1. I had my sleeves rolled up.
2. We had our room papered.
3. I've had my dress made.
4. He'll have his report typed.
5. They had the cake baked.
6. We'll have the house painted.
7. Bob's got her hair trimmed.
8. Mary usually has his handkerchiefs embroidered.

**13. Read the given sentences and make up your own examples, using How about....-ing? What about ....-ing?**

1. How about looking at stage diamonds?
2. How about going for a walk?
3. What about having a cup of tea?
4. What about having dinner together?
5. How about buying these flowers?

**14. Here are some sentences from the text. What do the words in bold type mean.**

1. Both were pretty, active country girls, who **had no ambition to go on the stage.**
2. None of us ironers **make less than \$10 a week.**
3. '**I'll catch a swell** myself sometime.'
4. '**Ten feet away** you couldn't tell it from hers,' said Nancy.
5. '... if you want to starve and **put on airs, go ahead.**'
6. He looked upon Lou **with the sad eyes of Romeo.**
7. 'How about looking at **stage diamonds** since we can't shake hands with **the real sparklers?**'
8. 'Some of us could teach them how to take care of their money,' said Nancy **with cool wisdom.**
9. Thus **she kept her lamp trimmed** and burning **to receive the bride-groom** when he should come.

**15. Say the same in Ukrainian.**

1. A woman left a waist to be laundered and never called for it.
2. But just then Dan came – a serious young man with a ready-made necktie – an electrician earning \$30 per week.
3. You can tell swell boys by their bringing their clothes in suitcases.
4. He thought her embroidered waist a web in which any fly should delight to be caught.
5. 'Now, to settle this argument,' said Dan with his ready, cheerful smile, 'let me make a proposition.'
6. As for Nancy, she worked on among silk and jewels and laces and ornaments and the perfume and music of the fine world of taste.

7. ... It is a Woman's Conference for Common Defence and Exchange of Strategic Theories of Attack and Repulse upon and against the World, which is a Stage, and Man, its Audience who Persists in Throwing Bouquets Thereupon.

8. 'You have no right to say such a thing to me, Dan – as if I had anything to do with it!'

9. If you repeat the same words forty times they will not flee from you.

10. Thus she kept her lamp trimmed and burning to receive the bridegroom when he should come.

### **16. Say the same in English.**

1. Вони самі заробляли собі на життя.

2. Звичайно, прасувати – це не така шикарна робота як продавати мереживо, але за неї добре платять.

3. Лу, Нансі та Ден вирушили на вечірню прогулянку.

4. Великий універмаг, в якому працювала Нансі, був для неї хорошою школою.

5. Її оточували гарні речі.

6. Вона обслуговувала жінок, чий одяг та манери були прикладом для інших.

7. Нансі заробляла мало грошей, але була задоволена своїм життям.

8. Спостерігаючи з вікна за транспортом покупців, вона зрозуміла, що автомобілі різняться так само як і їх власники.

9. Молодий елегантний чоловік запропонував Нансі одружитися, але вона відмовила йому.

10. Коли Нансі побачила Лу у дорогому одязі, вона хотіла задати їй тисячі запитань.

### **17. Put these names in the right places.**

Nancy	Lou	Dan
-------	-----	-----

1. \_\_\_\_\_ was nineteen; \_\_\_\_\_ was twenty.

2. At the end of six months \_\_\_\_\_ was an ironer in a hand laundry. \_\_\_\_\_ was a shop-girl.

3. \_\_\_\_\_, a little peacocky in her bright and pretty clothes; \_\_\_\_\_, slender, and clothed as a sparrow, but with the true Mrs Fisher walk, and \_\_\_\_\_, the faithful friend, set out for their evening walk.

4. But just then \_\_\_\_\_ came – a serious young man with a ready-made necktie – an electrician earning \$30 per week.

5. When the day's work was over \_\_\_\_\_ waited for her outside.

6. As for \_\_\_\_\_, she worked on among silk and jewels and laces and ornaments and the perfume and music of the fine world of taste. \_\_\_\_\_ was just coming out of the laundry when she arrived.

7. And then \_\_\_\_\_ looked, and saw in \_\_\_\_\_ something better than money – something that was brighter than gems in her eyes and redder than a rose in her cheeks.

## **READING COMPREHENSION**

### **Recalling**

1. Who are the main characters of the story?
2. How old are they?
3. What brought them to New York?
4. Where did the girls find work?
5. Who earned more money: Nancy or Lou?
6. Did Lou feel sorry for Nancy?
7. Did the girls like their works? Why/ Why not?
8. What was Nancy's dream?
9. What did Dan do?
10. Why did Nancy refuse to marry the son of Van Skittles?
11. What was her attitude to the sales girls working with her?
12. Why didn't Lou want to marry Dan?
13. What kind of man did Nancy hope to marry?
14. How did Nancy, Lou and Dan spend their free time?
15. Why was there a strange nervous look on Dan's face when he found out that Lou was away?
16. What was he told in the laundry?
17. Why was Nancy upset?
18. Where did Lou and Nancy meet again?
19. How did Lou look like?
20. What change in Lou did Nancy notice?
21. Lou realized that Nancy was happy, didn't she?
22. What was the reason for that?
23. Why was Lou crying like a child?
24. Why didn't a young policeman come to help the woman who was crying?

### **ATTENTION CHECK**

***1. 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'm inclined to think', 'I'm afraid it's a mistake', 'That's what I think'.***

1. Nancy and Lou came to New York to catch the bridegrooms.
2. Lou and Nancy lived in a respectable country house.
3. They wanted to become famous actresses and earn a lot of money.
4. They were on friendly terms and spent a lot of time together.
5. Both of them found position in one and the same place.
6. Nancy dreamt to belong to good society.
7. Lou's ambition was to marry a millionaire.
8. The girls always shared their views on clothes.
9. The work in the department store was hard and boring.
10. Dan, swell and handsome, was a true friend of Nancy.



11. Nancy envied Lou because she had a good taste and was a well-bred girl.
12. Lou found her happiness in New York.

**2. Check your understanding of the text.**

1. Lou and Nancy came to New York \_\_\_\_\_.
  - a) for entertainment
  - b) to get acquainted with its sights
  - c) to find work
  - d) to do the shopping
2. Lou met Dan \_\_\_\_\_.
  - a) in the theatre
  - b) in the department store
  - c) in the laundry
  - d) when Lou and Nancy were walking in the park
3. Nancy's dream was \_\_\_\_\_.
  - a) to change her boring job
  - b) to return home
  - c) to spend all her free time shopping
  - d) to marry a swell man one day
4. It was clear that Dan was in love with Lou because \_\_\_\_\_.
  - a) he asked her to marry him
  - b) he brought her flowers every day
  - c) he spent much money on her
  - d) he looked at her with the sad eyes of Romeo
5. Nancy refused to marry the son of Van Skittles because \_\_\_\_\_.
  - a) he wasn't rich enough
  - b) she fell in love with the other man
  - c) he lived in a small provincial town
  - d) she didn't love him
6. When Nancy met Dan there was a strange nervous look on his face because \_\_\_\_\_.
  - a) he had lost his job
  - b) his mother was seriously ill
  - c) he hadn't been able to find out something about Lou
  - d) he had left his wallet at home and couldn't invite her to the restaurant
7. When Nancy saw Lou \_\_\_\_\_.
  - a) she learned that Lou was very unhappy
  - b) she understood that Lou had found her happiness
  - c) she told her about her marriage with Dan and Lou was happy to hear that news
  - d) she realised that money was the most important thing in Lou's life
8. When Nancy understood she loved Dan she \_\_\_\_\_.
  - a) was very unhappy because she wanted to catch a millionaire
  - b) sparkled with happiness, had something better than money, something that shone brighter than stars in her eyes

- c) couldn't marry Dan because she didn't want to betray her chum
- d) decided that love was not everything and rejected Dan's proposal

### **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. Imagine that you are Nancy. In your own words say
  - why you left your home;
  - whether you liked your work and why;
  - why you refused to marry a millionaire with a diamond ring;
  - why you thought Dan was your biggest catch.
3. Imagine that you are Lou. Say
  - how you found your work in the laundry;
  - why you didn't marry Dan;
  - why you were crying when you met Nancy three months later.
4. Imagine that you are Dan. Explain
  - how you earned your living in New York;
  - how you spent time with Lou;
  - what you felt after her leaving;
  - why you married Nancy.
5. Act out the talk between:
  1. Lou and Nancy talking about their plans for the future.
  2. The sales-girls in the department store.
  3. Nancy and Dan after Lou had left.
  4. Nancy and Lou in the park.

### **Interpreting and Evaluation**

1. Explain the meaning of the story's title.
2. What is the main idea of the story?
3. Comment on the author's attention to detail. Show in what way the details are effective.
4. The author uses allusions and metaphors in the story to express the meaning in a more interesting manner, to draw special attention to what he has to say.  
Point out and explain the meaning of the literary devices used by the author in the "The store was her forest; and many times she raised her rifle at game; but always her deep instinct – perhaps of the huntress, perhaps of the woman – made her hold her fire and take up the trial again."
- Find more examples of allusions and metaphors in the text. Give your explanation.
5. Explain how you understand the following:
  - a) 'If you live in an atmosphere of luxury, luxury is yours whether you or somebody else pays money for it.'
  - b) 'As good habits are said to be better than good principles, so, perhaps, good manners are better than good habits.'
  - c) 'To women successful defence means victory.'

d) 'The only difference between swells and other people is you have to watch them closer.'

6. Describe your attitude towards Lou and Nancy. In what way are they similar? How do they differ? Give reasons for your answers.

7. From what you have read what is your impression of Dan? Whom do you think he really loved?

8. Say what you feel about Lou, Nancy and Dan; what you like about them; what you don't like. Can you imagine their future life?

9. How much did the young people in the story earn? Was it enough for their living? Compare the life of the youth nowadays with that of Lou, Nancy and Dan.

10. Is it difficult for young people to find well-paid job nowadays? Is the life cheaper or more expensive now?

Justify your ideas.

### **Reproduction and Composition**

1. Describe the scene in the cafe when Nancy had dinner with the nephew of Van Skittles and two "refined" women.

2. Write a vivid description of the scene when Nancy found Dan looking for Lou.

3. Write a careful summary of the story in not more than 200 words.

4. Write a paragraph beginning with one of the following sentences:

a) 'It was clear he was in love with Lou, he looked at her with the sad eyes of Romeo.'

b) 'I've made my catch – the biggest catch in the world.'

## Unit 6

### PROOF OF THE PUDDING

*(by O. Henry)*

Spring winked at Editor Westbrook, of the Minerva Magazine. He had lunch at his favourite comer of a Broadway hotel, and was returning to his office admiring spring weather. He turned eastward in Twenty-six Street, safely crossed Fifth Avenue and walked along Madison Square.

Spring was in the air. Everything was green in the park.

The color of the grass between the walks was poisonous green. The bursting tree-buds looked lovely. The sky above was of that pale aquamarine tint that poets rhyme with 'true' and 'Sue' and 'coo.' The one natural and frank color visible was the green of the newly painted benches – a shade between the color of a pickled cucumber and that of a last year's raincoat. But, to the eye of Editor Westbrook the landscape was a masterpiece. Walking through the park he admired the beauties of Spring.

Editor Westbrook was in a good mood. The April number of the Minerva had sold its entire edition before the tenth day of the month. A news dealer had written that he could have sold fifty copies more if he had had them. The owners of the magazine had raised his (the editor's) salary; and the morning papers had published in full a speech he had made at a publishers' banquet. And there were in his mind the notes of a splendid song that his charming young wife had sung to him before he left his apartment that morning. She was interested in music, practising early and diligently. He gave her a compliment on her voice and she hugged him for joy at his praise. He felt, too, the influence of Spring spread on the whole city.

While Editor Westbrook was sauntering between rows of park benches he felt somebody grasp his sleeve. Suspecting that he was about to be begged he turned a cold face and saw that it was – Dawe – Shackleford Dawe, dingy, almost ragged and shabby.

Dawe Shackleford was a fiction writer, and one of Westbrook's old acquaintances. At one time they might have called each other old friends. Dawe had some money in those days, and lived in a decent apartment house near Westbrook's. The two families often went to theatres and dinners together. Mrs Dawe and Mrs Westbrook became 'dearest' friends. Then one day the Dawes moved to a poorer district. He thought to live by writing fiction. Now and then he sold a story. He sent many of his works to Westbrook. The Minerva printed one or two of them; the rest were returned.

Westbrook wrote a careful letter in which he explained in detail why his works were rejected. Editor Westbrook had his own clear conception of good fiction. So had Dawe.

Shackleford Dawe was far from success and could hardly earn his living when he met Editor Westbrook in Madison Square. That was the first time the editor had seen Dawe in several months.

'Why, Shack, is this you?' said Westbrook somewhat awkwardly.

'Sit down for a minute,' said Dawe, tugging at his sleeve. 'This is my office. I can't come to yours, looking as I do. Oh, sit down – you won't be disgraced.'

'Smoke, Snack,' said Editor Westbrook, sitting down on the green bench.

Dawe snapped at the cigar as a girl pecks at a chocolate cream.

'I have just –' began the editor.

'Oh, I know, don't finish,' said Dawe. 'Give me a match. You have just ten minutes to spare. How did you manage to get into my sanctum?'

'How goes the writing?' – asked the editor.

'Look at me,' said Dawe, 'for your answer. Now don't put on that embarrassed, friendly-but-honest look and ask me why I don't get a job as a wine agent or a cab-driver. I'm in the fight to a finish. I know I can write good fiction and I'll prove it. I'll make you change your opinion about my works.'

Editor Westbrook gazed through his nose-glasses with a sweetly sorrowful, sympathetic, sceptical expression – the copyrighted expression of the editor.

'Have you read the last story I sent to you – "The Alarum of the Soul"? asked Dawe.

'Carefully. I hesitated over that story. Shack, really I did. It had some good points. I was writing you a letter to send with it when it goes back to you. I regret –'

'Never mind the regrets,' said Dawe grimly. 'I don't care. What I want to know is why. Come, now, out with the good points first.'

'The story,' said Westbrook, after a suppressed sigh, 'is written around an almost original plot. Characterization – the best you have done. Construction – almost as good, except for a few weak joints. It was a good story, except –'

'I can write English, can't I,' interrupted Dawe.

'I have always told you,' said the editor, 'that you had a style.'

'Then the trouble is the –'

'Same old thing,' said Editor Westbrook. 'You work up to your climax like an artist. And then you turn yourself into a photographer. I don't know what form of madness possesses you, Shack, but that is what you do with everything that you write. No, I will take back the comparison with the photographer. Now and then photography manages to record a fleeting glimpse of truth. But you spoil every denouement by those flat, drab strokes of your brush that I have so often complained of. If you would rise to the literary highest point of your dramatic scenes, and paint them in the high colours that art requires, the postman would leave fewer envelopes at your door.'

'Oh, fiddles and footlights!' cried Dawe. 'In your opinion when the man with the black moustache kidnaps golden-haired Bessie the mother would kneel and raise her hands in the spotlight and say: 'May high heaven see that I will rest neither night nor day till the heartless villain that has stolen my child feels the weight of a mother's grief!'

'I think,' said Editor Westbrook, 'that in real life the woman would express herself in those words or in a very similar ones'. 'No,' said Dawe hotly. 'I'll tell you what she'd say in real life. She'd say; "What! Bessie led away by a strange man? Good Lord! It's one trouble after another! Get my other hat, I must hurry around to the police station. Why wasn't somebody looking after her, I'd like to know? For God's sake, get out of my way or I'll never get ready. Not that hat - the brown one with the velvet bows. Bessie must have been crazy; she's usually shy of strangers. Is that too much powder? Lordy! How I'm upset!'"

'That's the way she'd talk,' continued Dawe. 'People in real life don't fly into

heroic and blank verse at emotional crises. They simply can't do it. If they talk at all on such occasions they take from the same vocabulary that they use every day, that's all.'

'Shack,' said Editor Westbrook impressively, 'did you ever pick up the lifeless child from under the street car and carry it in your arms and lay it down before the distracted mother? Did you ever do that and listen to the words of grief and despair coming from her lips?'

'I never did,' said Dawe. 'Did you?'

'Well, no,' said Editor Westbrook, with a slight frown. 'But I can well imagine what she would say.'

'So can I,' said Dawe.

And now the fitting time for Editor Westbrook came.

'My dear Shack,' said he 'if I know anything of life I know that every deep, sudden and tragic emotion in the human heart evokes a corresponding expression of feeling? How much of this accord between expression and feeling should be attributed to nature, and how much to the influence of art, it would be difficult to say. The terrible roar of the lioness protecting her cubs is dramatically far above her customary purr. But it is also true that all men and women have what may be called a subconscious dramatic sense that is awakened by a deep and powerful emotion – a sense unconsciously taken from literature and the stage that helps them to express those emotions in an appropriate language.'

The story writer rose from the bench gesticulating. He still wanted to prove his point of view.

Editor Westbrook looked at his watch.

'Tell me,' asked Dawe, 'what special faults in "The Alarum of the Soul" caused you to throw it down.'

'When Gabriel Murray,' said Westbrook, 'goes to his telephone and is told that his fiancée has been shot by a burglar, he says – I do not recall the exact words, but –'

'I do,' said Dawe. 'He says: "Damn Central; she always cuts me off." (And then to his friend): "Say, Tommy, does a thirty-two bullet make a big hole? Could you get me a drink from the sideboard, Tommy? No; straight; nothing on the side."'

'And again,' continued the editor, without pausing for argument, 'when Berenice opens the letter from her husband informing her that he has run away with manicure girl, her words are – let me see –'

'She says,' replied the author: 'Well, what do you think of that!' 'Absurdly inappropriate words,' said Westbrook, 'they mirror life falsely. No human being ever said such words when he meets with sudden tragedy.'

'Wrong,' said Dawe, 'I say no man or woman speaks stiltedly when they go up against real climax. They talk naturally, and a little worse.'

The editor rose from the bench.

'Say, Westbrook,' said Dawe, 'would you have accepted "The Alarum of the Soul" if you had believed that the actions and words of the characters were true to life in the parts of the story that we discussed?'

'It is very likely that I would, if I believed that way,' said the editor. 'But I have explained to you that I do not.'

‘If I could prove to you that I am right?’

‘I’m sorry, Shack, but I’m afraid I haven’t time to argue any further just now.’

‘I don’t want to argue,’ said Dawe. ‘I want to demonstrate to you from life itself that my view is the correct one.’

‘How could you do that?’ asked Westbrook in a surprised tone.

‘Listen,’ said the writer seriously. ‘I have thought of a way. It is important to me that my theory of true-to-life fiction be recognized as correct by the magazines. I’ve fought for it for three years, and I’m down to my last dollar, with two months’ rent due.’

‘In selecting the fiction for the Minerva Magazine I use the opposite theory. The circulation has gone up from ninety thousand to -’

‘Four hundred thousand,’ said Dawe. ‘Whereas it should have been a million. If you give me another half an hour of your time I’ll prove to you that I’m right. I’ll prove it by Louise.’

‘Your wife!’ exclaimed Westbrook. ‘How?’

‘Well, not exactly by her but with her,’ said Dawe. ‘Now, you know how devoted and loving Louise has always been. She’s been fonder and more faithful than ever, since I’ve been neglected.’

‘Indeed, she is a charming and admirable life companion,’ agreed the editor. ‘I remember what inseparable friends she and Mrs Westbrook once were. We are both lucky, Shack, to have such wives. You must bring Mrs Dawe up some evening soon, and we’ll have one of those informal suppers that we used to enjoy so much.’

‘Later,’ said Dawe. ‘When I get another shirt. And now I’ll tell you my scheme. When I was about to leave home after breakfast – if you call tea and oatmeal breakfast – Louise told me that she was going to visit her aunt in Eighty-ninth Street. She said she would return home at three o’clock. She is always on time to a minute. It is now –’

Dawe glanced toward the editor’s watch.

‘Twenty-seven minutes to three,’ said Westbrook, looking at his watch too.

‘We have just enough time,’ said Dawe. ‘We will go to my flat at once. I will write a note to her and leave it on the table where she will see it as she enters the door. You and I will hide in the dining-room. In that note I’ll say that I’ve gone from her forever with a woman who understands the needs of my artistic soul as she never did. When she reads it we will observe her actions and hear her words. Then we will know which theory is the correct one – yours or mine.’

‘Oh, never!’ exclaimed the editor, shaking his head. ‘That would be cruel. I can’t play upon Mrs Dawe’s feelings in such a manner.’

‘Brace up,’ said the writer. ‘I guess I think as much of her as you do. It’s for her benefit as well as mine. I’ve got to get a market for my stories in some way. It won’t hurt Louise. She’s healthy and sound. Her heart goes as strong as a ninety-eight-cent watch. It’ll last for only a minute, and then I’ll step out and explain to her. You ought to give me the chance, Westbrook.’

The two experimenters in Art left the Square and hurried eastward, then to the south and a block or two north until they reached Dawe’s place. Dawe pushed his latchkey into the door of one of the front flats.

When the door opened Editor Westbrook saw, with feeling of pity, how poorly the

rooms were furnished.

‘Get a chair, if you can find one,’ said Dawe, ‘while I take pen and ink. Hallo, what’s this? Here’s a note from Louise. She must have left it there when she went out this morning.’

He picked up an envelope that lay on the table and tore it open. He began to read the letter aloud. These are the words that Editor Westbrook heard:

DEAR SHACKLEFORD,

By the time you get this I will be about a hundred miles away. I’ve got a place in the chorus of the Opera Co., and we start on the road today at twelve o’clock. I didn’t want to starve to death, and so I decided to make my own living. I’m not coming back. Mrs Westbrook is going with me. She said she was tired of living with a combination phonograph, iceberg and dictionary, and she’s not coming back, either. We’ve been practicing the songs and dances for two months on the quiet. I hope you will be successful, and get along all right. Good-bye.

‘LOUISE.’

Dawe dropped the letter, covered his face with his trembling hands, and cried out in a deep vibrating voice:

*‘My God, why have You given me this cup to drink? Since she is false, then let You Heaven s fairest gifts, faith and love, become the jesting bywords of traitors and friends!’*

Editor Westbrook’s glasses fell to the floor. The fingers of one hand fumbled with a button of his coat as he blurted between his pale lips:

*‘Say, Shack isn’t that a hell of a note? Wouldn’t that knock you off your perch, Shack? Isn’t it hell, now, Shack - isn’t it?’*

### **NOTES ON THE TEXT**

1. to be about to do sth – мати намір щось зробити
2. I’m down to my last dollar. – У мене майже не залишилося грошей

### **ACTIVE WORDS**

1. proof – information or evidence that shows that something is definitely true or definitely exists
2. to wink – to quickly close and open one eye as a sign to someone, for example a sign that what you have just said is a joke or a secret
3. aquamarine – a green-blue colour
4. pickled – preserved in vinegar or salt water
5. diligently – very hard and very carefully
6. to hug – to put your arms round someone to show your love or friendship
7. to saunter – to walk in a slow and relaxed way
8. to grasp – to take and hold something or someone very tightly
9. dingy – a dingy place or object is rather dark in an unpleasant way and often looks dirty
10. ragged – torn and dirty
11. shabby – old and in bad condition



12. to suspect – to believe that something is true, especially something bad
13. decent – good or good enough
14. to reject – to not agree to an offer, proposal, or request
15. awkwardly – in a way that shows you are not comfortable, relaxed, or confident
16. to tug – to pull someone or something by making a short strong movement
17. to disgrace – to harm the reputation of a person or group by doing something bad or immoral
18. to snap – to quickly move something, for example a light switch or something else that makes a short sound, or to be moved quickly in this way
19. to peck at sth – to eat only a small amount of a meal, without much interest
20. sanctum – an inner room in a holy place such as a temple
21. embarrassed – ashamed of something, and worried about what other people will think of you
22. to hesitate – to pause before doing something, or to do something very slowly, usually because you are nervous, embarrassed, or worried
23. to regret – to feel sorry or sad that something has happened
24. grimly – unpleasantly
25. to suppress – to stop a physical process from happening or developing
26. characterization – the way in which a writer creates characters in a book, play, film etc.
27. climax – the most exciting or important moment in a story, event, or situation, usually near the end
28. fleeting – continuing for only a very short time
29. denouement - the end of a book, play, or series of events, when everything is explained
30. drab – not colourful or interesting
31. to stroke – a hit made with someone's hand, a stick, or another object
32. to complain – to say that you are not satisfied with something
33. blank verse – a type of poetry that has a regular pattern of sounds but does not have lines that rhyme
34. distractedly – not to be able to concentrate on something
35. despair – the feeling that a situation is so bad that nothing you can do will change it
36. to frown – an expression on your face made by moving your eyebrows down and closer
37. to evoke – to bring a particular emotion, idea, or memory into your mind
38. fault – the fact of being responsible for a bad or unpleasant situation
39. fiancée – your fiancée is the woman you are engaged to and are going to get married to
40. stilted – stilted movements or words are not relaxed and natural
41. circulation – the number of copies of a newspaper or magazine sold each day, week etc.
42. to neglect – to fail to pay attention to something
43. oatmeal – crushed oats (= a type of grain), used in cooking
44. latchkey – the key for opening the lock of an outer door from the outside

45. to jest – to speak in a way that is not serious
46. traitor – someone who tells secrets about their own country to a country that is their enemy
47. to fumble – to try to hold, move, or find something using your hands in a way that is not skilful or graceful
48. to blurt – to say something suddenly and without thinking about the effect it will have, usually because you are nervous or excited

## VOCABULARY AND GRAMMAR WORK

**1. Learn the words given above. Recall the situations from the text in which they are used.**

**2. Analyse the use of the new words in the sentences.**

1. We were unable to establish *proof* of her innocence.
2. Marcus *winked* at me knowingly.
3. They stood *hugging* on the platform.
4. Mayor Dixon *praised* the efforts of those involved in the rescue.
5. She *grasped* his hand and pulled him towards her.
6. I *was about to* get undressed when there was a knock on the door.
7. 'Don't go!' he *begged*.
8. *Ragged* posters hung on the walls.
9. The children were all so *shabby* and hungry.
10. He wrote a letter naming the people whom he *suspected*.
11. Are there any *decent* restaurants around here?
12. It is almost certain that our offer will be *rejected*.

**3. Match the phrases with the sentences.**

- I
- a) complain about
  - b) complain (that)
  - c) complain of
  - d) complain to

1. 'It's far too hot,' she complained.
2. What are you complaining about?
3. She complained that she never had any time to herself.
4. He threatened to complain to the boss.
5. Refugees had complained of being robbed and beaten by officials.
6. She'd been complaining of the headaches.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**4. Find the sentences to illustrate the meanings of the phrases with the word *fault*.**

- a) be someone's fault ☐
- b) be someone's fault (that) ☐
- c) be someone's own fault ☐
- d) be all someone's ☐

- e) through no fault of your own ☐
- f) the fault lies with ☐
- g) be someone's fault for doing something ☐
1. If you didn't get enough sleep, it's your own fault.
  2. It's not my fault that we're late.
  3. It's my fault – I forgot to give him the message.
  4. If a child does not attend school, the fault lies with the parent.
  5. It was partly the teacher's fault for not explaining things clearly enough.
  6. He seems to have lost the job through no fault of his own.
  7. We've missed the plane and it's all your fault!

**5. Match the parts of the compound nouns.**

- |           |            |
|-----------|------------|
| 1) cab    | a) meal    |
| 2) nose   | b) room    |
| 3) latch  | c) coat    |
| 4) tree   | d) dealer  |
| 5) news   | e) bud     |
| 6) rain   | f) key     |
| 7) dining | g) glasses |
| 8) oat    | h) driver  |

1	2	3	4	5	6	7	8

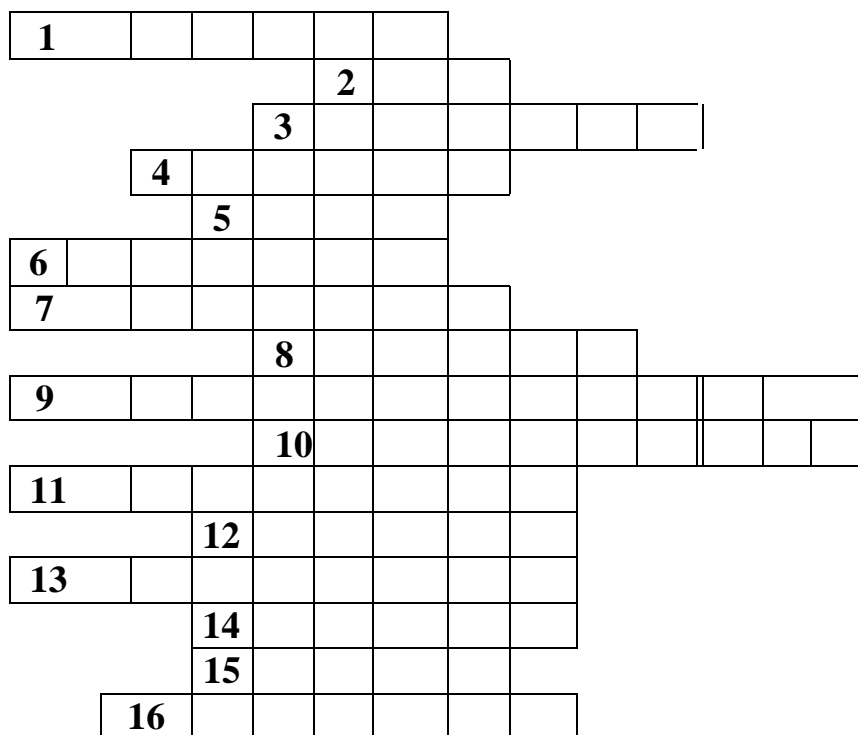
**6. Complete this table to make word families. Use a dictionary to help you.**

Noun	Verb	Adjective	Adverb
edition			
			diligently
acquaintance			
	embarrass		
		sympathetic	
expresion			
		conscious	
			impressively
construction			
		faithful	
circulation			

**7. Form the adjectives from the given adverbs and translate them.**

Adverb	Adjective	Ukrainian
stiltedly naturally seriously exactly healthy poorly awkwardly really simply unconsciously		

**8. Complete the puzzle using the words from the text.**



1. to not agree to an offer, proposal, or request
2. to put your arms round someone to show your love or friendship
3. to walk in a slow and relaxed way
4. to feel sorry or sad that something has happened
5. to take and hold something or someone very tightly
6. to believe that something is true, especially something bad
7. an inner room in a holy place such as a temple
8. good or good enough
9. not to be able to concentrate on something

10. very hard and very carefully
11. what is called Minerva
12. old and in bad condition
13. to pause before doing something, or to do something very slowly, usually because you are nervous, embarrassed, or worried
14. the most exciting or important moment in a story, event, or situation, usually near the end
15. an expression on your face made by moving your eyebrows down and closer
16. the woman you are engaged to and are going to get married to

**9. Reproduce the sentences with the following phrases.**

To admire the beauties of spring, a charming young wife, to practice diligently, the influence of spring, to grasp a sleeve, to live in a decent apartment house, to become dearest friends, to live by writing fiction, to be disgraced, to gaze with the copyrighted expression of the editor, to be faithful than ever to a charming and admirable life companion, to be inseparable friends.

**10. Match the parts of the phrases. Make up your own sentences with them.**

- |                     |                            |
|---------------------|----------------------------|
| 1) to be interested | a) in music                |
| 2) to saunter       | b) on the road             |
| 3) to move to       | c) at the cigar            |
| 4) to have a clear  | d) a work                  |
| 5) to earn          | e) one's living            |
| 6) to snap          | f) of good fiction         |
| 7) to reject        | g) a poorer district       |
| 8) to have          | h) informal suppers        |
| 9) to start         | i) between rows of benches |

1	2	3	4	5	6	7	8	9

**11. Say the same in Ukrainian.**

1. The color of the grass between the walks was poisonous green.
2. The sky above was of that pale aquamarine tint that poets rhyme with 'true' and 'Sue' and 'coo.'
3. He gave her a compliment on her voice and she hugged him for joy at his praise.
4. Suspecting that he was about to be begged he turned a cold face and saw that it was – Dawe – Shackleford Dawe, dingy, almost ragged and shabby.
5. Dawe snapped at the cigar as a girl pecks at a chocolate cream.
6. Now don't put on that embarrassed, friendly-but-honest look and ask me why I don't get a job as a wine agent or a cab-driver.
7. Editor Westbrook gazed through his nose-glasses with a sweetly sorrowful, sympathetic, sceptical expression – the copyrighted expression of the editor.
8. 'My dear Shack,' said he 'if I know anything of life I know that every deep,

sudden and tragic emotion in the human heart evokes a corresponding expression of feeling.'

9. 'Absurdly inappropriate words,' said Westbrook, 'they mirror life falsely.'

10. No human being ever said such words when he meets with sudden tragedy.

**12. Say the same in English.**

1. Він ледве заробляв собі на життя.

2. Час від часу він продавав оповідання.

3. Я змушу тебе змінити думку про мої твори.

4. Я хочу продемонструвати тобі правильність моїх поглядів на прикладах із життя.

5. Для мене важливо, щоб ця теорія була визнана правильною.

6. Ми бувало проводили чудові вечори разом.

7. Коли він якраз збирався вийти, вона сказала, що хоче провідати свою тітку.

8. Два експериментатори вирішили довести свою теорію на практиці.

9. Коли двері відкрилися, він помітив як бідно були обставлені кімнати.

10. Він взяв конверт, що лежав на столі і розірвав його.

**READING COMPREHENSION**

**Recalling**

1. Where was Editor Westbrook walking after lunch?

2. What beauties of nature did he admire?

3. Why was he in a good mood?

4. What was Westbrook's wife interested in?

5. Who grasped his sleeve in the park?

6. Did he recognize his old friend at once?

7. Was he happy to meet Shackleford Dawe?

8. How did Dawe look like?

9. How did he earn his living?

10. Was Dawe's wife his faithful companion?

11. Did the Minerva print any of his works?

12. Why were some of his works rejected?

13. Did Editor Westbrook and Dawe have the same or different conceptions of good fiction?

14. What theory did they discuss?

15. What was the last Dawe's story sent to the magazine?

16. How did Editor Westbrook characterize his book?

17. What did Shackleford suggest doing to prove his theory?

18. What was the scheme of the experiment?

19. Where did the two men hurry?

20. What did they find on the table?

21. What was written in the letter?

22. How did the men react to the information they had got?

23. What words did they use to express their feelings?

## **ATTENTION CHECK**

**1. 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: 'As far as I remember', 'I am confident', 'I can't be sure'.**

1. When Editor Westbrook was returning to his office after lunch all the girls in the park winked at him.
2. Westbrook's wife was a professional singer.
3. Dawe Shackleford worked as an editor in the Minerva Magazine and was a fiction writer.
4. When Westbrook met Shackleford, the latter looked successful.
5. The Minerva never printed Dawe's works.
6. The old friends had a talk about the latest news in literature.
7. Dawe always wrote stories with a very original plot.
8. Shackleford thought that in real life people expressed their emotions in heroic and blank verse.
9. Editor Westbrook would have accepted "The Alarum of the Soul" if he had believed that the action and the words of the characters were true to life.
10. Dawe Shackleford could prove in practice that he was right.
11. The two experimenters hurried to Editor Westbrook's house to prove the theory by Westbrook's wife.
12. The two women decided to open their own business and leave their husbands.

## **2. Check your understanding of the text.**

1. Editor Westbrook enjoyed the spring weather in the park and to his eye the landscape was \_\_\_\_\_.
  - a) a fairy tale
  - b) a masterpiece
  - c) an ordinary view
2. Westbrook's salary was raised because \_\_\_\_\_.
  - a) he had written a very successful story
  - b) the magazine had sold his entire edition earlier than usual
  - c) he had made his speech at a publisher's banquet
3. Before he left his apartment that morning his wife \_\_\_\_\_.
  - a) had praised him for the work done
  - b) had sung a nice song to him
  - c) had prepared a delicious breakfast
4. While Editor Westbrook was walking in the park \_\_\_\_\_ grasped his sleeve.
  - a) a beggar
  - b) his old acquaintance
  - c) a child
5. Shackleford Dawe looked \_\_\_\_\_.
  - a) clean and tidy
  - b) as a respectable gentleman
  - c) dirty and untidy

6. Dawe lived by writing \_\_\_\_\_.
  - a) fiction
  - b) poems
  - c) newspaper articles
7. Editor Westbrook had his own clear conception of \_\_\_\_\_.
  - a) good cigars
  - b) earning money
  - c) good literature
8. Dawe decided to make Westbrook change his opinion about \_\_\_\_\_.
  - a) his works
  - b) his wife
  - c) himself
9. Editor Westbrook gazed at Shackleford through his nose-glasses \_\_\_\_\_.
  - a) joyously
  - b) with sympathetic sceptical expression
  - c) with anger and indignation
10. Westbrook criticized \_\_\_\_\_ of “The Alarum of the Soul”.
  - a) the plot
  - b) only one part
  - c) the beginning and the end
11. Shackleford wanted to check the theory by \_\_\_\_\_.
  - a) publishing the book
  - b) writing another work
  - c) making an experiment on his own wife
12. When they entered the door of Dawe’s room, they \_\_\_\_\_.
  - a) saw a latchkey in the lock
  - b) noticed an envelope on the table
  - c) heard two women talking about their husbands.

### **Reorganization**

1. Write the plan of the text. Retell the story according to your plan.
2. Imagine that you are Dawe Shackleford. In your own words say
  - what your writing style is;
  - how you felt when you met Westbrook in the park;
  - why you decided to prove your theory by your wife;
  - how you earned your living.
3. Imagine that you are Editor Westbrook.
  - reproduce the speech you made at a publisher’s banquet;
  - explain why the owners of the magazine raised your salary;
  - why you didn’t want to publish the Shackleford’s works.
4. Act out the conversations between:
  - Editor Westbrook and his wife in the morning;
  - Shackleford and his wife after breakfast;
  - Editor Westbrook and Shackleford on a park bench.



5. Select one scene of the story and act it out.

### **Interpreting and Evaluation**

1. From what you have read what are your impressions of the professional qualities of Westbrook as an editor and Shackleford as a writer?
2. What is the author's outlook on good literature which describes true-to-life events?
3. How do you account for the stories the Minerva was selling? Why do you think the magazine was so popular?
4. What evidence can you find in this story that the two families had been on friendly terms before?
5. What do you think about the relationship between
  - a) Shackleford and his wife?
  - b) Editor Westbrook and his wife?
6. Why, in your opinion, the two women decided to leave their husbands?
7. Discuss the meaning of each of the following statements taken from the story:
  - a) 'If I know anything of life I know that every deep, sudden and tragic emotion in the human heart evokes a corresponding expression of feeling? How much of this accord between expression and feeling should be attributed to nature, and how much to the influence of art, it would be difficult to say.'
  - b) 'It is also true that all men and women have what may be called a subconscious dramatic sense that is awakened by a deep and powerful emotion - a sense unconsciously taken from literature and the stage that helps them to express those emotions in an appropriate language.'
  - c) 'People in real life don't fly into heroic and blank verse at emotional crises. They simply can't do it. If they talk at all on such occasions they take from the same vocabulary that they use every day, that's all.'
8. What is the meaning of the title? How does it imply to the main idea of the story? Do you agree that the only way to judge something is to try it?

### **Reproduction and Composition**

1. Retell the whole story as briefly and as simply as you can, placing the events in order of time, omitting anything that you consider unnecessary, and avoiding all repetitions (about 250 words).
2. Give a clear account of what good fiction is.
3. Suggest a possible end of the story.
4. Write a paraphrase of the passage beginning with:  
"Spring winked at Editor Westbrook..." up to "... he felt somebody grasp his sleeve."
5. In what way does the story explain the saying "The proof of the pudding is in the eating"?
6. Write a composition finishing with the saying: "Give it a try so you can find out if you really like it or not."

## Unit 7 THE GUILTY PARTY

(by O. Henry)

A red-haired, unshaven, untidy man sat in a rocking chair by a window. He was smoking a pipe. After he had taken off his shoes he started looking through the pages of an evening paper reading the black headlines.

In the kitchen a woman was cooking supper. Smells from strong bacon and boiling coffee were spreading around.

Outside was one of those crowded streets of the East Side, in which as twilight falls, Satan sets up recruiting office. Many children danced and ran and played in the street. Some in rags, some in clean white clothes, some wild and restless as young hawks, some gentle-faced, some shouting rude and sinful words, some listening – here were the children playing in the corridors of the House of Sin. Above the playground for ever flew a great bird. The bird was known to humorists as the stork. But the people of Chrystie Street were better ornithologists. They called it a vulture.

A little girl of twelve came up timidly to the man reading and resting by the window, and said:

‘Papa, won’t you play a game of checkers with me if you aren’t too tired?’

A red-haired, unshaven, untidy man sitting by the window answered angrily:

‘Checkers! No, I won’t. Can’t a man who works hard all day have a little rest when he comes home? Why don’t you go out and play with the other kids on the sidewalk?’

The woman who was cooking came to the door.

‘John,’ she said, ‘I don’t want Lizzie to play in the street. They learn too much there that isn’t good for them. She’s been in the house all day long. It seems that you might give up a little of your time to amuse her when you come home.’

‘Let her go out and play like the rest of them if she wants to be amused,’ said the red-haired, unshaven, untidy man, ‘and don’t bother me.’

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‘You’re on,’ said Kid Mullaly. ‘Fifty dollars to \$25 I take Annie to the dance. Put up.’

The Kid’s black eyes were burning with fire. He took out five tens and put them upon the bar. The three of four young fellows gave their stake. The bartender took the money, wrapped it, recorded the bet with a pencil and put the whole into a corner of the cash register.

‘What’ll be done to you will be a plenty,’ said a better.

‘That’s my look out,’ said the Kid sternly. ‘Fill them up all around, Mike.’

After the round Burke, the Kid’s pal took him out to the stand at the saloon corner, where all the official and important matters of the Small Hours Social Club were settled. As Tony polished the shoes of the club’s President and Secretary for the fifth time that day, Burke said words of wisdom to his chief.

‘Don’t go for a dance with that blonde, Kid,’ was his advice, ‘or there’ll be trouble. You’ll never find the girl like Liz. She’s worth a hallful of Annies.’

‘I’m not Annie’s admirer!’ said the Kid, dropping a cigarette ash on his polished shoe, and wiping it off on Tony’s shoulder. ‘But I want to teach Liz a lesson. She thinks

I belong to her. She doesn't let me speak to another girl. Liz is all right – in some ways. But she's drinking a little too much lately. And she uses language that a lady oughtn't.'

'You're engaged, aren't you?' asked Burke.

'Sure. We'll get married next year, maybe.'

'I saw you make her drink her first glass of beer,' said Burke. 'That was two years ago, when she used to come down to the corner of Chrystie, bareheaded to meet you after supper. She was a quiet sort of a kid then, and couldn't speak without blushing.'

'She's become jealous. I hate this. That's why I'm going to the dance with Annie. It'll teach her a lesson.'

'Well, you better look a little out,' were Burke's last words. 'If Liz was my girl and I was to go out to a dance with another girl, I'd take a gun with me.'

Through the land of the stork-vulture wandered Liz. Her black eyes searched the passing crowds.

Now and then she hummed the foolish little songs. From time to time she set her small white teeth together and said crisp words that the East Side has added to language.

Liz's skirt was green silk. Her waist was a large brown-and-pink plaid, well-fitting and not without style. She wore a cluster ring of huge imitation rubies and a locket of a silver chain. She wore high-heeled shoes that were not polished. Her hat looked like it had passed into a flour barrel.

She entered the Blue Jay Café. She sat at the table and called the waiter. 'Whisky, Tommy,' she said with the air of milady ringing for her carriage.

'Sure, Miss Lizzie. What'll be next?'

'Seltzer. And say, Tommy, has the Kid been around today?'

'Why, no, Miss Lizzie, I haven't seen him today.'

'I'm looking for him,' Liz murmured after the chaser. 'I've heard that he'll take Annie Karlson to the dance. Let him. The pink-eyed white rat! I'm looking for him. You know me, Tommy. Two years me and the Kid have been engaged. Look at that ring. Five hundred, he said it cost. Let him take her to the dance. What'll I do? I'll cut his heart out. Another whisky, Tommy.'

'I don't want to listen to such reports, Miss Lizzie,' said the waiter smoothly. 'Kid Mullaly's not the guy to throw a lady like you down.'

'Two years,' repeated Liz becoming drunk. 'I always used to play out on the street of evenings because there was nothing for me to do at home. For a long time I just sat on doorsteps and looked at the lights and the people going by. And then the Kid came along one evening and saw me. After he made me take the first drink I cried all night at home and got a licking for making a noise. And now, say, Tommy, have you ever seen this Annie Karlson? Oh, I'm looking for him. You tell the Kid if he comes in. Me? I'll cut his heart out. Leave it to me. Another whisky, Tommy.'

Liz walked up the avenue a little unsteadily, but with watchful and brilliant eyes. On the doorsteps of a brick house a curly-haired child sat, trying to untie the string. Liz sat down beside her with the crooked, shifting smile on her flushed face. But her eyes had grown clear of a sudden.

'Let me show you how to make a cat's cradle, kid,' she said.

And while they sat there the lights were being turned on for the dance in the hall of

Small Hours Social Club. It was a monthly dance, a dress affair in which the members took great pride and hurried in their best evening clothes.

At nine o'clock the President, Kid Mullaly, appeared with a lady on his arm. Her hair was golden. She listened trustfully and smiled into the eyes of Kid Mullaly.

And then, as the two stood in the middle of the waxed floor, an awful thing happened.

Out from the circle of spectators in the hall leaped Fate in a green silk skirt, under the name of 'Liz'. Her eyes were hard and blacker than jet. She didn't scream or waver. Most unwomanly, she cried out one oath – the Kid's own favourite oath – and in his own deep voice; and then while Small Hours Social Club went frantically to pieces, she made good her boast to Tommy, the waiter – made good as far as the length of her knife blade and the strength of her arm permitted.

And next came the instinct of self-preservation.

Liz ran out and down the street swift and true as a woodcock flying through a grove of saplings at dusk.

And then followed the big city's biggest shame, its pollution and disgrace, its forever infamy and guilt, fostered, unproved and cherished, handed down from a long-ago century of the barbarity – the Hue and Cry. Nowhere but in the big cities does it survive, and here most of all.

They pursued – a shrieking crowd of fathers, mothers, lovers and girls – howling, yelling, calling, whistling, crying for blood.

Knowing her way she rushed down the familiar ways until at last she reached the pier. And then a few more steps – and good mother East River took Liz to her bosom, and settled the problems in five minutes.

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It's very funny what kind of dreams one has sometimes. Poets call them visions, but a vision is only a dream in blank verse. I dreamed the rest of this story.

I thought I was in the next world. I don't know how I got there; I suppose I had been riding on the Ninth Avenue. There I was, and there was a great crowd of us outside the court-room where the judgments were going on. And front time to time a very beautiful and imposing court-officer angel would come outside the door and call another case.

While I was considering my own wordly sins and wondering whether there would be any use of my trying to prove an alibi by claiming that I lived in New Jersey, the bailiff angel came to the door and sang out:

'Case #99,852,743.'

A plain-clothed man stepped up – there were lots of them there, dressed exactly like preachers – and he dragged by the arm – whom do you think? Why, Liz!

The court officer took her inside and closed the door. I went up to Mr Fly-cop and asked about the case.

'A very sad one,' says he. A very incorrigible girl. The case was given to me. The girl murdered her fiancé and committed suicide. She had no defence. My report to the court relates the facts in detail, all of which given by reliable witnesses. The wages of sin is death. Praise the Lord.'

The court officer opened the door and stepped out.

‘Poor girl,’ said Mr Fly-cop with a tear in his eye. ‘It was one of the saddest cases that I ever met with. Of course she was

‘Discharged,’ said the court officer. ‘Come here, Jonesy. You’ll be switched to the pot-pie squad. How would you like to be on the missionary force in the South Sea Islands – hey? Now, stop making these false arrests, or you will be transferred – see? The guilty party you’ve got to look for in this case is a red-haired, unshaven, untidy man, sitting by the window reading, in his stocking feet, while his children play in the streets.’

Now, wasn’t that a silly dream?

### ***NOTES ON THE TEXT***

1. the guilty party – винуватець
2. Satan – диявол, самий сильний злий дух в багатьох релігіях, таких як християнство та іслам
3. Put up. – Вирішено.
4. He took out five tens. – Він дістав п’ять десятидоларових банкнот.
5. hue and cry – погоня; крики “лови!”
6. She made good her boast to Tommy. – Вона виконала те, про що казала Томмі.

### ***ACTIVE VOCABULARY***

1. headline – the title of a newspaper story that is printed in large letter
2. twilight – the time in the evening when the sky is beginning to get dark
3. to set up – to start something such as a business, organization, or institution
4. recruiting - getting someone to join an organization
5. rags – clothes that are old, torn, and dirty
6. sin – an action, thought, or way of behaving that is wrong according to religious laws
7. ornithologist – someone who studies birds
8. timidly – shyly and nervously
9. stake – an amount of money that you risk losing when you try to guess the result of a race or competition
10. bartender – someone whose job is to serve drinks in a bar
11. wrap or wrap up – to cover something by putting something such as paper or cloth round it
12. bet – an agreement in which you bet money on what will happen, or the amount of money that you bet
13. sternly – seriously and severely
14. to settle – to decide something definitely
15. to wipe something from/off something – to remove dirt or liquid from something, using a cloth or your hands
16. search – an attempt to find something
17. crisp – crisp speech or writing is clear and effective
18. plaid – a piece of cloth with a pattern of squares worn over the shoulder and across the chest as part of Scottish national dress

19. cluster – things that are very close to each other
20. locket – a piece of jewellery that consists of a very small case that you wear round your neck on a chain. People often keep a photograph of someone they love inside.
21. chaser – a weak alcoholic drink that you drink immediately after a strong alcoholic drink or a strong alcoholic drink you drink immediately after a weak one
22. licking – a punishment in which someone is hit very hard several times
23. to waver – if a person wavers, they are not certain about what to say or do
24. oath – a formal promise, especially one made in a court of law
25. frantically – done in a very urgently way
26. sapling – a young tree
27. dusk – the period of time at the end of the day just before it becomes dark
28. disgrace – the loss of other people's respect because of something bad that you have done
29. infamy – a reputation for something bad
30. guilt – a feeling of being ashamed and sorry because you have done something wrong
31. to foster – to help something to develop over a period of time
32. to reprove – to criticize or blame someone for doing something wrong or bad
33. to cherish – to think that something is very important and to wish to keep it
34. barbarity – extremely violent and cruel behaviour
35. to survive – to continue to exist, especially in a difficult or dangerous situation
36. to pursue – to chase someone or something in order to catch them
37. to shriek – to shout in a loud high voice because you are frightened, excited, or surprised
38. to howl – to cry very loudly in pain, anger, or sadness
39. to yell – to say something in a loud voice, or to make a loud noise because you are angry, afraid, excited, or in pain
40. pier – a structure built out from the land over water and used for getting on and off boats
41. bosom – mainly literary a woman's chest, or the clothes covering it
42. judgment or judgement – an opinion that you have after thinking carefully about something
43. imposing – large and impressive
44. to claim – to say that something is true, even though there is no definite proof
45. preacher – someone whose job is to give religious speeches or lead religious ceremonies in some Christian churches
46. incorrigible – someone who is incorrigible does bad things or has bad habits and will not change
47. to commit suicide – to kill yourself
48. bailiff – Am. someone whose job is to guard prisoners in a court
49. discharged – if someone who has been accused of a crime is discharged, they are judged to be not guilty and officially allowed to leave prison or a court of law
50. squad – a small group of soldiers who do a particular job

## VOCABULARY AND GRAMMAR WORK

**1. Learn the words given above. Recall the situations from the text in which they are used.**

**2. Some words have the same sounds but different spellings and different meanings. Pronounce the words correctly and transcribe them.**

- 1) waist, waste \_\_\_\_\_
- 2) flour, flower \_\_\_\_\_
- 3) piece, peace \_\_\_\_\_
- 4) there, their \_\_\_\_\_
- 5) nose, knows \_\_\_\_\_
- 6) one, won \_\_\_\_\_

**3. Analyse the use of the new words in the sentences.**

1. The front-page *headline* read 'Royal Love Scandal'.
2. I love walking along the beach at *twilight*.
3. The group plans *to set up* an import business.
4. We won't be *recruiting* again until next year.
5. The little girl was dressed *in rags*.
6. Christians believe in the forgiveness of *sins*.
7. She gave me a *timid* smile.
8. He liked gambling, but only for small *stakes*.
9. Keep the cheeses fresh by *wrapping* each one individually.
10. He likes to have a *bet* on his home team, even though they always lose.
11. A smile suddenly transformed her *stern* face.
12. It was *settled* that they would leave before dark.

**4. Give the Ukrainian equivalent to the following English definitions.**

1. \_\_\_\_\_ seriously and severely
2. \_\_\_\_\_ getting someone to join an organization
3. \_\_\_\_\_ shyly and nervously
4. \_\_\_\_\_ a punishment in which someone is hit very hard several times
5. \_\_\_\_\_ done in a very urgently way
6. \_\_\_\_\_ a young tree
7. \_\_\_\_\_ a reputation for something bad
8. \_\_\_\_\_ someone who is incorrigible does bad things or has bad habits and will not change
9. \_\_\_\_\_ large and impressive
10. \_\_\_\_\_ if someone who has been accused of a crime is discharged, they are judged to be not guilty and officially allowed to leave prison or a court of law

**5. Can you find 12 nouns from the text in this word search?**

T	W	I	L	I	G	H	T	F	S	F	Z	X	O
G	H	J	K	L	Q	W	E	R	T	C	V	B	R
S	N	M	O	A	T	H	A	S	A	D	F	G	N
I	H	J	K	L	P	O	I	U	K	Y	T	R	I
N	E	W	S	C	D	F	G	H	E	J	K	L	T
Z	X	C	V	H	B	N	M	Q	W	H	E	R	H
T	S	Y	B	A	R	T	E	N	D	E	R	U	O
I	E	O	P	S	A	S	D	F	G	A	H	J	L
K	A	L	Z	E	X	C	V	B	N	D	P	M	O
Q	R	Y	P	R	G	K	X	Q	R	L	L	L	G
W	C	U	A	F	H	L	C	W	T	I	A	O	I
E	H	I	S	G	U	I	L	T	Y	N	I	I	S
R	T	O	D	Q	J	Z	V	E	U	E	D	U	T
P	R	E	A	C	H	E	R	B	I	V	C	Y	W

1. the time in the evening when the sky is beginning to get dark
2. an action, thought, or way of behaving that is wrong according to religious laws
3. someone who studies birds
4. an amount of money that you risk losing when you try to guess the result of a race or competition
5. someone whose job is to serve drinks in a bar
6. a formal promise, especially one made in a court of law
7. an attempt to find something
8. a piece of cloth with a pattern of squares worn over the shoulder and across the chest as part of Scottish national dress
9. a weak alcoholic drink that you drink immediately after a strong one
10. the title of a newspaper story that is printed in large letters
11. someone whose job is to give religious speeches or lead religious ceremonies in some Christian churches
12. a feeling of being ashamed and sorry because you have done something wrong

**6. Match the words opposite in meaning.**

- |                |                  |
|----------------|------------------|
| 1) imidly      | a) balanced      |
| 2) angrily     | b) friendly      |
| 3) sternly     | c) kindly        |
| 4) unsteadily  | d) calmly        |
| 5) frantically | e) approximately |
| 6) exactly     | f) aggressively  |

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>



**7. Match the words similar in meaning.**

- |          |             |
|----------|-------------|
| 1) flush | 7) settle   |
| 2) enter | 8) wander   |
| 3) amuse | a) decide   |
| 4) rude  | b) guilt    |
| 5) alibi | c) defence  |
| 6) sin   | d) impolite |

1	2	3	4	5	6	7	8

**8. Sometimes American English has different words for things. Match the English word with the American word.**

- | American English | British English |
|------------------|-----------------|
| 1. checkers      | a) banknote     |
| 2. sidewalk      | b) barman       |
| 3. bartender     | c) pavement     |
| 4. bill          | d) draughts     |
| 5. purse         | e) elevator     |
| 6. lift          | f) wallet       |

1	2	3	4	5	6

**9. Think of the word with the most general meaning.**

- \_\_\_\_\_: hawk, stork, vulture, woodcock.
- \_\_\_\_\_: article, headline, page.
- \_\_\_\_\_: sidewalk, playground, corner.
- \_\_\_\_\_: plaid, rags, hat, skirt.
- \_\_\_\_\_: ring, locket, chain.
- \_\_\_\_\_: doorstep, corridor, room.
- \_\_\_\_\_: judgment, alibi, case, defence.

**10. Match the words with their explanations.**

- playground ☐
- headline ☐
- sidewalk ☐
- courtroom ☐
  - a room where legal cases are judged
  - the side of a road
  - an area of land where children can play
  - the title of a newspaper story

**11. Match the parts of the compound adjectives.**

- |           |            |
|-----------|------------|
| 1) high   | a) haired  |
| 2) pink   | b) heeled  |
| 3) well   | c) haired  |
| 4) gentle | d) eyed    |
| 5) red    | e) fitting |
| 6) curly  | f) faced   |

1	2	3	4	5	6

**12. Look through the text and complete the word-combinations.**

1. crooked, shifting \_\_\_\_\_
2. watchful, brilliant \_\_\_\_\_
3. flushed \_\_\_\_\_
4. best evening \_\_\_\_\_
5. dress \_\_\_\_\_
6. monthly \_\_\_\_\_
7. green silk \_\_\_\_\_
8. reliable \_\_\_\_\_

**13. Read the text again and say what the words in bold type stand for.**

1. They called **it** a vulture.
2. They learn too much **there**.
3. The bartender put **the whole** into the corner.
4. **She's** worth a handful of Annies.
5. **It'll** teach **her** a lesson.
6. I'm looking for **him**.
7. Five hundred, he said **it** cost.
8. And then, as **the two** stood in the middle of the floor...
9. Poets call **them** visions.
10. While **I** was considering my own sins...

**14. Whom do these characteristics belong to?**

1. red-haired, unshaven, untidy;
2. in rags or in clean white clothes, wild and restless or gentle-faced;
3. eyes burning with fire;
4. bareheaded, couldn't speak without blushing, with black eyes;
5. curly-haired, lonely, sitting on the doorsteps;
6. very beautiful, imposing.

**15. Find the analogous sentences in the text.**

1. After he had removed his shoes he began reading the evening newspaper.
2. Smells from strong bacon and boiling coffee were expanding around.

3. Satan arranges recruiting office at dusk.
4. "That's my opinion," said the Kid.
5. "She thinks I'm her property."
6. "She's become envious. I despise this."
7. Her black eyes looked for the passing crowds.
8. From time to time she murmured the silly children's songs.
9. I shouted all night and got a beating for making a noise.
10. She did what she had said she would do.

**16. Arrange the sentences in the logical order.**

- ☐ She entered the Blue Jay Café.
- ☐ She said she hadn't seen the Kid.
- ☐ She drank much whisky.
- ☐ She called the waiter.
- ☐ She tried to help a little child.
- ☐ She sat at the table.
- ☐ She walked up the avenue unsteadily.
- ☐ She cried out an oath.
- ☐ She entered the Small Hours Social Club.
- ☐ She stabbed her boyfriend.
- ☐ She ran out and down the street.

**17. Put the verb in the correct form.**

A red-haired, unshaven, untidy man \_\_\_\_\_ (sit) in a rocking chair by a window. He \_\_\_\_\_ (smoke) a pipe. After \_\_\_\_\_ (take) off his shoes he \_\_\_\_\_ (start) looking through the pages of an evening paper reading the black headlines.

In the kitchen a woman \_\_\_\_\_ (cook) supper. Smells from strong bacon and boiling coffee \_\_\_\_\_ (spread) around.

**18. Open the brackets using the verbs in the Passive Voice.**

1. And while they sat there the lights \_\_\_\_\_ (turn) on for the dance in the hall of Small Hours Social Club.
2. The case \_\_\_\_\_ (give) to me.
3. My report to the court relates the facts in detail, all of which \_\_\_\_\_ (give) by reliable witnesses.
4. The door \_\_\_\_\_ (open) and the court officer stepped out.
5. "Jonesy, you \_\_\_\_\_ (switch) to the squad soon."
6. "Now, stop making these false arrests, or you \_\_\_\_\_ (transfer) – see?"

**19. Say the same in Ukrainian.**

And then followed the big city's biggest shame, its pollution and disgrace, its forever infamy and guilt, fostered, unreprieved and cherished, handed down from a long-ago century of the barbarity – the Hue and Cry. Nowhere but in the big cities does it survive, and here most of all.

They pursued – a shrieking crowd of fathers, mothers, lovers and girls – howling, yelling, calling, whistling, crying for blood.

**20. Say the same in English.**

1. Багато дітей танцювали, бігали і гралися на вілиці.
2. Він хотів провчити Ліз.
3. Я бачив, як ти примусив її випити першу склянку пива.
4. Вона виконала свою обіцянку.
5. Ліз швидко побігла по вулиці, ніби перелітаючи над молодими деревцями.
6. Вона мчалася знайомою дорогою, поки не добралася до річки.
7. Дуже швидко усі її проблеми були вирішені.
8. Мені дали розглянути цю справу.
9. Я бувало гралася на вулиці, бо мені не було чим зайнятися вдома.
10. Раптом її погляд прояснився.
11. Танці проводилися щомісяця.
12. Всі члени клубу вдягали свій найкращий одяг.
13. Вони пишалися цією церемонією.
14. Вона віддано дивилася йому в очі і посміхалася.

**READING COMPREHENSION**

**Recalling**

1. Who was the man sitting in a rocking chair by a window?
2. What was he doing?
3. Was he really interested in what he was doing? Why/Why not?
4. How did he look like?
5. What smells were spreading around from the kitchen?
6. What kind of place did the family live in?
7. How old was their daughter?
8. What did the girl ask her father for?
9. Did he agree to what she asked him?
10. What did he tell her to do?
11. Why was the woman against this?
12. How many men were playing cards in the saloon?
13. Who was the club's president?
14. Did he have many friends?
15. They always agreed to what Kid Mullaly said, didn't they?
16. What was the Kid's idea as for the dances in the club?
17. Why didn't he want to take Liz with him?
18. When did he get acquainted with Liz?
19. Did he really love her?
20. What kind of clothes did she usually wear?
21. Where did Liz go one evening?
22. Why did she drink so much that day?

23. Did she tell anyone about her wish to kill her boyfriend?
24. Whom did Liz notice while walking to the club?
25. Did she help the little girl or play with her?
26. What did Liz see in the hall of the club?
27. Who was Kid with?
28. Was that an unexpected scene for Liz?
29. How did Liz behave? What did she do?
30. How did the story end?

### **ATTENTION CHECK**

**1. 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 quite agree', 'I entirely disagree'.**

1. A red-haired man was reading a very interesting novel.
2. His wife was cooking some tasty food in the kitchen.
3. Their daughter was playing in the yard.
4. She wanted to play a game with her parents.
5. Kid Mullaly was Liz's best friend and bridegroom.
6. They liked to spend evenings in the Blue Jay Café together.
7. Kid Mullaly didn't like that Liz used bad language.
8. He made up his mind to go on a dance with another girl.
9. Liz didn't like the idea of staying alone in the café.
10. Liz asked the waiter in the café to help her find the Kid.
11. She got furious having seen Kid with another girl at a dance.
12. Liz killed herself with the knife.

**2. Check your understanding of the text.**

1. The family lived in \_\_\_\_\_.
  - a) one of the crowded streets of the East Side
  - b) the poor district of the East Side
  - c) the Satan's office
2. The parents paid \_\_\_\_\_ to the upbringing of their daughter.
  - a) no attention
  - b) little attention
  - c) much attention
3. When the girl grew older she spent much time \_\_\_\_\_.
  - a) at home
  - b) at the playground
  - c) in the street
4. Kid Mullaly was \_\_\_\_\_.
  - a) a bartender
  - b) a club's president
  - c) a waiter in a café
5. The Kid was Liz's \_\_\_\_\_.

- a) best friend
  - b) cousin
  - c) brother
6. Kid Mullaly didn't like Liz's habit \_\_\_\_\_.  
 a) to drink much beer  
 b) to talk too much  
 c) to be jealous
7. His friend advised the Kid \_\_\_\_\_.  
 a) not to go to a dance  
 b) to buy Liz a new diamond ring  
 c) to teach Liz a lesson
8. The Kid wanted \_\_\_\_\_ very much.  
 a) to have another drink  
 b) to take Annie to the dance  
 c) to smoke a cigarette
9. Liz was jealous because her boyfriend \_\_\_\_\_.  
 a) was not attentive to her  
 b) betrayed her  
 c) wanted to marry another girl
10. Liz decided \_\_\_\_\_.  
 a) to part with the Kid  
 b) to have a talk with him  
 d) in a billiard room
12. After the case she had done Liz \_\_\_\_\_.  
 a) rushed to the police  
 b) committed suicide  
 c) hurried home to her parents

### **Reorganization**

1. Divide the story into parts. Write a plan to each of them. Retell the story according to your plan.
2. Imagine that you are Liz. Speak about
  - your parents;
  - your friends;
  - how you spent your free time.
3. Imagine that you are Kid Mullaly. Say
  - what you liked and disliked in Liz;
  - how you spent time together;
  - why you betrayed Liz.
4. Act out the conversations between:
  - Liz's parents;
  - Liz and Tommy;
  - Kid and Burke.

## **Interpreting and Evaluation**

1. Did Liz get good upbringing in the family?
2. What role did her father play in the raising of the girl?
3. What does the author mean by the following words: 'It seems that you might give up a little of your time to amuse your daughter when you come home.'?
4. Explain how parents can amuse their children. Is parents' participation in children's games necessary?
5. Is it important for both parents and children to understand each other, to have common views and interests?
6. What kind of company did Liz keep when she grew older?
7. Liz's mother repeated: 'I don't want Lizzie to play in the street. They learn too much there that isn't good for them.'  
Why was Liz's mother against her daughter playing in the yard? What can children learn while playing in the yard? Is it always a bad experience to your mind? Give your pros and cons as for this.
8. How did Liz change after her acquaintance with Kid Mullaly? What bad habits did she acquire?
9. What problems arise in the families when teenagers behave their own way?
10. Do you think the love of Liz and the Kid was true?
11. Why did the Kid invite Annie to a dance? Was he faithful to Liz? What are your ideas of faithfulness in love?
12. What urged Liz to kill the Kid?
13. How did Liz settle the problem?
14. What dream did the author describe in the story?
15. Who is the guilty party in O. Henry's opinion? Do you share his views? Who is to blame for the case?

## **Reproduction and Composition**

1. Give a brief sketch of two characters – Liz and the Kid – using the evidence of the story to support each point you make.
2. Say everything Liz did from the moment she appeared in the Small Hours Social Club.
3. Write the paragraph beginning with one of the following statements from the text:
  - a) "And next came the instinct of self-preservation."
  - b) "The wages of sin is death."
  - c) "It's very funny what kind of dreams one has sometimes."
4. Write a simplified version of the story in words and phrases with which you are familiar.
5. Choose one of the following subjects and write a composition of about 200 words:
  - a) Curses like chickens come home to roost.
  - b) A man is known by the company he keeps.
  - c) The tree must be bent while it is young.
  - d) Evil communications corrupt good manners.

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## TRANSCRIPTS TO FUNCTIONAL DIALOGUES

### Unit 1

#### *Dialogue: Job Interview*

Interviewer: Could we expect such a success rate at our company if we offered you this job?

Candidate: I would certainly hope not only to meet but exceed such targets.

I: I would prefer to consider you for a slightly more junior position.

C: I feel that I ought to describe in detail some of the successful contracts I won last year.

I: I believe it's essential that we agree on the right level for you to start on.

C: I would expect to work hard and progress quickly.

### Unit 2

#### *Dialogue 1: Meeting up again*

Clint: Hi, how you doing today?

Betty-Lou: Hey, how's it going? I haven't see you for weeks – where you been hanging out?

C: Just here and there. You're looking great – that a new dress?

B-L: Yeah, I've been down the mall a few times.

C: Gotta run – when we meeting up for lunch?

B-L: For you, any old time.

#### *Dialogue 2: Formal introduction*

Jason Smith: Ah, you must be Valentina, Head of the Ear, Nose and Throat Unit here. I've been looking forward to meeting you. I must say you're looking radiant tonight.

V: Dr. Smith, welcome to our Clinic. I trust you had a pleasant journey?

J: Please call me Jason. Only my patients and nurses call me "Dr.".

V: Delighted to. Jason, so tell me about yourself.

J: I was a House Doctor for four years before becoming a GP for eight years, then I became a Specialist in ear disorders at the Royal Berkshire Hospital in England. Which main areas of treatment do you cover here in Kharkiv?

V: We're a County hospital to support city and regional hospitals and we requested your secondment to treat ear complaints as part of a TACIS programme. What are your plans during your stay?

J: I'll be training five of your House Doctors while also treating patients. Please tell me what other aspects we should be looking at during my secondment.

V: Obviously lecturing at the Medical School of the University, but we'll have to see just how busy your schedule will be. It's a shame you have to leave now go to your new apartment so soon. I hope you have an enjoyable stay in our city.

J: I very much look forward to our next meeting. See you tomorrow.

*Note: 1) A County Hospital in the UK is an almost identical structure to Обласна лікарня in Ukraine.*

*2) A Medical School of a British University is a Faculty of that university, or Медичний факультет університету.*

*3) Secondment Anglo-English. A period of time that is spent away from a usual job, for reasons of study or doing another job – відрядження, стажування.*

*4) House Doctor, GP and Specialist – See Vocabulary notes on p. 83,85.*

### **Unit 3**

#### **Dialogue: Asking directions**

Tourist: Excuse me, could you tell me please where the Empire State Building is?

New Yorker: Hey, I didn't get that. What? You English or something?

T: Scots, but how do I get to the Empire State Building?

NY: Right. You know what it looks like?

T: I've seen King Kong more than once. Should I go north from here?

NY: Four blocks east. Do you wanna take the subway or walk?

T: I'll happily walk but would you mind just taking a quick photo of me here with my camera?

### **Unit 4**

#### **Dialogue: Isn't tradition great!**

Natasha: Haven't you anything better to do than sit on the internet again?

Ian: Look at this fantastic photo of Warwick Castle I've found. Isn't it great?

N: It's stunning.

I: It's one of the best I've ever seen.

N: It's more impressive than the one you took with your own camera.

I: I prefer it too, but just look at the list of hundreds of Welsh castles on this site.

N: Isn't it terrific to have so much history!

### **Unit 5**

#### **Dialogue: Making decisions**

Wayne: How on earth can I make such a decision?

Maria: I wouldn't worry about it too much; I'd just follow my instincts.

W: But how can I avoid upsetting most of those involved?

M: It's not going to be easy, but in your shoes I'd prioritize what's most important to me.

W: That's easy to say, but how can I go about avoiding arguments?

M: You can't always – if I had to make that decision, I'd consider what's going to cause less friction in the long term.

### **Unit 6**

#### **Dialogue: After the Rock Concert**

Ian: I thought the concert was pretty good, even though the lead singer took a couple of songs to get into the mood.

Kate: The drummer was great, although the rest were just rubbish.

I: If they could play as well as they did for the last four songs, they'd be superstars.

K: I almost dozed off towards the end.

I: By the time they finish this tour, they'll be playing together superbly.

K: The lighting was not always in time with the music.

I: Yes, the lighting technicians need to learn the songs better.

K: I'm never watching them again.

I: By this time next year, it'll be too expensive for us to go to their concerts.

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